

# Busy Bees at Glasgow Oakwood Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
2 August 2024

**Service provided by:**  
Oakwood Nurseries Ltd

**Service provider number:**  
SP2003003297

**Service no:**  
CS2003006468

## About the service

Busy Bees at Glasgow Oakwood is a daycare of children service located in Rutherglen in the south-east of Glasgow. The early learning and childcare service is in partnership with South Lanarkshire Council to provide commissioned places for children aged between three and five years old and eligible two year olds. The service provides after school care for school aged children.

The service can accommodate a maximum of 172 children aged from birth to 16 years. Of those 172 no more than 56 will be aged from birth to under 3 years and will be cared for in Oak Cottage on the ground floor. No more than 71 pre-school children will be cared for in the pre-school building and no more than 45 primary school aged children up to 16 years will be cared for in the upper floor of Oak Cottage. Within the upper floor of Oak Cottage under school aged children can be cared for within this room when school aged children are not attending. During the inspection 167 children were attending.

The accommodation consists of Oak Cottage and a pre-school building. Oak Cottage has five play spaces on the lower floor and a play space on the upper floor. The pre-school building has two floors with older children being cared for in four play spaces on the upper floor and a separate space for mealtimes. There are three play spaces on the lower level for younger children. The children can free flow between the spaces on their floors. Children have access to outdoor play spaces. There is changing and toilet facilities for children and office, catering and staff facilities. The service has minibuses and people carriers to transport children from schools and to take children on trips. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection which took place on 1 and 2 August 2024. The inspection was carried out by three inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with one parent whose children attend the service
- reviewed feedback from 35 parents and carers whose children attend the service
- reviewed feedback from 34 staff members employed in the service
- spoke with senior management, management and staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- Children were cared for by staff who displayed warm and nurturing approaches, which made children feel welcome, respected and valued.
- Lunch was a relaxed, unhurried and sociable experience for all children in the service.
- Management and staff should monitor and improve the opportunities available for free flow play and the experiences available for younger children.
- Management and staff should continue to monitor and review information recorded for children's care, play and learning to minimise inconsistencies in the quality and content.
- The provider had invested and made improvements to support children's safety and security.
- The availability and accessibility of handwashing facilities for younger children needed to be improved.
- The management team were confident and knowledgeable, had a clear improvement vision and were leading with improved changes to the service.
- Children benefited from a skilled staff team who worked well together.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

### Quality Indicator 1.1: Nurturing care and support

Children's care and learning routines were delivered with kindness and compassion from staff who were warm, nurturing and caring towards children. Staff had created a welcoming and inclusive environment. Quality interactions and engagement were taking place. The interactions were responsive and engaging. This supported children to feel respected and valued. We saw staff comforting children. This helped children to feel safe and secure and contributed to the positive relationships they had with staff. Parents who provided feedback shared with us, "I like that my child feels comfortable and enjoys going to nursery" and "My child is always happy and loves the staff and other children and her time within busy bees."

Personal plans were in place for children. These were developed in partnership with parents and carers and afterschool care children contributed to their plans. This recognised the importance of valuing children's input and parents and carers knowledge of their child. Plans contained the information staff needed to support children and meet their needs. Records were updated to reflect changes and progress in children's lives. We discussed with management there were inconsistencies in the quality of information within some plans. We could see management were auditing personal plans and identifying strengths and where improvements should be made.

Staff knew the children well which meant they were able to respond to their individual needs and preferences. Staff confidently described children's individual needs and how they were supported. Staff collaborated with external professionals to share next steps and strategies for children's care, play and learning.

Lunch was a relaxed, unhurried and a sociable experience. Staff were sitting with children during the mealtime experience and children were engaging in quality conversations with staff. Three to five year old children were self-serving lunch and clearing away their used items. Lunch was served to two to three year old children and could be improved with children self-serving for greater levels of independence and responsibility. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing.

Management told us most parents and carers were entering the service when bringing their children to the service and all parents were entering when collecting their children. We observed staff providing feedback to parents of their child's day and we could see the positive relationships staff had formed. We discussed with management encouraging all parents to enter the service when bringing their children to nursery and the benefits of doing so for relationships, belonging and involvement within the service.

### Quality Indicator 1.3: Play and learning

We evaluated this quality indicator as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were having fun and engaged in a variety of experiences. Older children had good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. Children were happy and had developed friendships which enhanced their wellbeing.

Play experiences indoors and outdoors provided opportunities for children to develop their skills in language, literacy, and numeracy. Babies were joining in story and song time. Staff were acknowledging and responding to the baby's verbal communication of babbling by repeating their sounds. Outdoors, babies had opportunities to develop their physical skills and movement when going down the slide and rolling a ball. On the first day of our visit there were no sensory activities available, we discussed this with management and on our visit the next day we saw babies painting in the art room. We reviewed floor books which showed evidence of children experiencing a variety of sensory experiences. Management and staff should look at how children access daily sensory experiences as they cannot voice their opinions in wanting to go to the art room.

There were opportunities for two to three year old children to develop their language skills when singing. Children had opportunities to develop their numeracy, fine motor and cognitive skills when using bricks to build towers. There was a lack of experiences available for children which limited children's opportunities for play and learning. In the afternoon session and on our visit the next day, there were more experiences on offer and children were more engaged in their play.

Three to five year old children spent most of their time outdoors. Children were using loose parts materials as part of their play and provided opportunities to develop their creativity, curiosity, and imagination skills. Children were supporting and helping each other to move materials to support and extend their play and learning. There were opportunities for risky and challenging play and opportunities to develop physical skills and movement. Children were confidently climbing trees and using bikes and see-saws. Indoors, children had opportunities to develop their language, numeracy and social skills when playing board games and jigsaws. Children were mark making to support their creativity and literacy skills. We discussed with management there was potential for children to be playing outside longer. Rather than interrupting children's play to bring them indoors to play before having lunch. Children told us "I like drawing pictures," "I like painting, but we only get it sometimes," "I can play with my friends. I like the arts and crafts we do."

After school care children were attending trips in outdoor environments away from the service as part of their summer holiday programme for most of our visits. Children had ownership and responsibility in the experiences taking place in the service. Children choose their focus area based on their interests, most recently space, a spa, and an airport. Staff recorded children's interests, and these were planned for. Staff have recently begun to evaluate experiences and the children's play and learning. This has potential to extend children's play and learning to meet their individual needs. Children created floor books and printed their own photos which meant they had responsibility and ownership of their experiences and how these were recorded.

Management and staff shared with us they were developing their current approaches to planning for children. This has the potential to improve play and learning experiences for children. We sampled children's observations and planning. Staff took account of children's interests and needs when developing plans. Observations were shared with parents and carers using an online digital platform. We saw that information within these varied across the staff team. There were differences in staff skills in the recording of observations, and there were discrepancies in how often this happened. One parent who provided feedback shared with us "I don't know if it's just my child's age and maybe there doesn't need to be much planning involved, but I never really hear about any sort of plan for their learning or wellbeing at nursery."

## How good is our setting?

## 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

### Quality Indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was secure, clean, bright, and welcoming. The provider had invested and made improvements to support children's safety and security to include installation of an outdoor perimeter fence, intercom systems and safety gates. The service had a programme for further developments to include the Oak Cottage and replacement carpets. One parent who provided feedback shared with us, "Furniture has recently been updated and new play resources purchased. Carpet areas dated and probably very difficult to clean and maintain. Could be updated."

We discussed with management making improvements to maximise free flow opportunities between the spaces for indoors and outdoors for two to three years old children. There were missed opportunities for play to support children's interests and choice in where to play and learn. Management and staff should also re-visit spaces to support with being responsive to children's individual needs for sleep. This has the potential to support children's wellbeing.

Outdoor environments were safe and secure for children. Children could choose to play in spaces to include a jungle area, loose parts, planting, and mud kitchen. After school care children participated in planting vegetables and a pear tree. We saw apples being picked from a tree which would be used to make food for the children. This also provides children with learning opportunities of where some food items come from. One parent who provided feedback shared with us, "Our children come home happy. The staff are friendly. The outdoor space is great. We like the new resources, such as loose parts, wooden climbing frames and sensory toys in the cottage."

The service had plans for further development of outdoor play spaces and was a priority in the services forthcoming improvement plan. On the second day of our visit, material and resources were arriving to develop the mud kitchen space. This has the potential to support children's play and learning. There were plans in place to replace decking and removal of the climbing apparatus not currently in use. There were sheltered areas outdoors to support children's play and protect them from most weathers contributing to their health and wellbeing. The Hobbit/Pixie hut provided a cosy and comforting space for children's play and learning.

Children and staff were observed washing their hands when coming indoors after outdoor play and before and after mealtimes. This was carried out well to support children's health and well-being. We discussed with management handwashing sinks should be available in play spaces for younger children. This has the potential to support children and staff with handwashing and will minimise having to leave the room to do so (see area for improvement 1).

### Areas for improvement

1. To support children's health and wellbeing, sinks should be made available for handwashing within play spaces of the service for children under three year olds.

This is to ensure care and support is consistent with Health and Social Care Standards, which state: 'My environment is secure and safe' (HSCS 5.17).

**How good is our leadership?****5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

**Quality Indicator 3.1: Quality assurance and improvement are led well**

The management team were confident and knowledgeable. They were visible, friendly, and approachable to children, families, and staff. Strong leadership within the service promoted a culture of continuous improvement. Management and staff were clear about improvement priorities, and staff were supported to engage in the settings improvement journey. We could see progress being made in partnerships with parents. The management team were very aware about pace of change and used a whole team approach to support staff, before and during changes to the service.

There was an ethos of distributed leadership with staff having responsibility and champion roles. The service was continuing to extend champion roles based on staff skills and interests. This has the potential to extend staff knowledge and skillset and to continue to improve outcomes for children and their families. One staff member who provided feedback shared with us, "Staff are given opportunity to promote their leadership skills within the setting."

Monitoring of playroom practice was taking place and identified strengths and areas for improvement. We discussed with management the value of re-visiting the areas for improvement and recording the impact and outcome of the changes made to children and their families.

A quality assurance calendar was in place. The management team's quality assurance systems included audits of accident and incidents, medication, personal plans and planning for children's play and learning. This contributed to having identified strengths and areas where improvements could be made. We discussed having a more robust system in place for the auditing of medication. We saw risk assessments in place for children that had a different medication dosage recorded to the dosage on the administration form. The records were corrected during our visit. We asked for the recording of children's dates of birth to be added to the storage containers which contained the children's name and photograph. This was actioned during our visit.

The management team recognised that self-evaluation was the responsibility of all. Management of the service was very committed to initiate change by involving and recognising the contributions of parents, staff, and children. Self-evaluation was used to identify strengths and where improvements could be made. Regular consultations had taken place with parents and were used to measure and evaluate processes. Children were involved in consultations to include play spaces. After school care children had a pupil council and members of the council assessed aspects of the service. We could see suggestions had been taken forward from all parties to improve outcomes for children and their families.

**How good is our staff team?****4 - Good**

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality Indicator: 4.3 Staff Deployment**

The staff team had undergone changes which had resulted in a high number of new staff to the service. Lunch covers had been recruited to support staff lunch breaks to enable staff to rest, be refreshed and

continue to meet children's needs. One staff member who provided feedback shared with us, "There has been a large recruitment drive since I joined and we have relief staff, lunch covers and supernumerary apprentices."

New staff were inducted into the service which included a tour of the service, reading policies and procedures and understanding the processes. This supported staff in their role and to understand the expectations placed upon them and the best ways of working to meet children's needs. As part of a programme within Busy Bees the manager had visited Canada. This was an opportunity to meet with colleagues across the world, who shared good practice from their induction programmes. On return the manager had made changes to their induction programme which included a focus on nurturing staff as they are inducted into their role.

The staff team provided a range of skills and experience to the service within and across playrooms. Key working arrangements ensured there was consistency in individual children's care across the day. Staff worked well as a team and told us this was a strength of the service. Staff were deployed indoors and outdoors and supervised children in their play. Staff deployment worked well in most areas to support the needs of the children in their care and play. We discussed with management monitoring the deployment of staff and use of spaces within the two to three year olds to support children's care, play and learning.

We observed examples of communication and team working taking place between and within play spaces. We observed the staff team informed each other when leaving areas or attending to a child's needs. This supported children's safety, security, and wellbeing. Parents who provided feedback shared with us, "Staff in ante pre-school room are excellent. There had been a big turnover of staff after Busy Bees took over then a large number of experienced long standing members of staff leaving/retiring which was unsettling for a period but in the last 6 months there has been more settled and consistent. The staff in .....room really know him and provide a loving and caring learning environment" and "The staff in the rooms are excellent, the kids love them and you can see that they really care."

Procedures were in place to account for children. Staff updated each other of numbers of children as they changed throughout the day, contributing to the safety and security of children.

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.



## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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