

The Bumble Bee Nursery Day Care of Children

St. Andrews Church
Neilson Hall
Main Street
Bellshill
ML4 3DU

Telephone: 01698 749 230

Type of inspection:
Unannounced

Completed on:
23 October 2024

Service provided by:
Adele Langford trading as The Bumble
Bee Nursery

Service provider number:
SP2003000898

Service no:
CS2003004388

About the service

The Bumble Bee Nursery is registered to provide a care service to a maximum of 50 children of whom a maximum of 10 children may be aged 2 to under 3 years and a maximum of 40 children 3 years to those not yet attending primary school.

Care is provided from a church hall located in Bellshill, North Lanarkshire. The service is close to shops, public transport links and local amenities.

Care is provided from a dedicated two to three room, with one further open-plan room for children aged three to five years old. Children also have access to outdoor play in enclosed garden areas.

About the inspection

This was an unannounced inspection which took place on 22 and 23 October 2024, between 09:00 and 17:00. Feedback was provided to the provider on 23 October 2024. The inspection was carried out by one inspector 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
- reviewed feedback from 34 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff knew children very well and responded to their individual needs and wishes.
- Children were cared for by kind and nurturing staff.
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- Children were supported to lead their own play and have fun.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- The provider should review toilet facilities and make necessary improvements.
- Management and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.
- Staff worked together as a team and communicated well to ensure children's need were met.

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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

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 1.1: Nurturing care and support

Children were happy, confident and settled within the environment. Staff interacted with children in a kind, nurturing and caring way, helping them to feel safe and loved. Staff were responsive to children's cues and requests, helping them to feel valued. For example, staff ensured children's personal care needs were met. To respect children's feelings, dignity and choice, staff asked children if they could change their nappy or assist them to wipe their nose. This was part of the caring, nurturing ethos. One child told us staff in the nursery made them feel safe.

Positive relationships had been developed between children and families, helping staff to get to know them and build a strong feeling of connectedness, trust and involvement. Parents told us staff were, approachable, understanding and welcoming. Parents commented, "staff are always welcoming, friendly and know my child very well, staff work hard with each child to ensure all children's needs are met, staff always involve parents about their children's learning" and "they have went above and beyond to help my child settle into the nursery, communication is amazing and staff are very supportive."

Personal plans had been developed and included the views of children and families. These were reviewed and updated regularly. Staff used this information, alongside information shared informally by families at drop off and pick up time, to support children's routines. Children with specific needs had more detailed plans where relevant information about their needs was recorded. Parents told us "I am always informed about my [child's] personal plan", "they always update this regularly and know my child very well" and "staff always involve parents about their children's learning."

Mealtimes were calm, pleasant and unhurried experiences for all children. A free flow approach to snack and staged lunchtime sitting, meant children could decide when they were ready to eat. This ensured their play and learning was uninterrupted. Children were supported to pour drinks and tidy up when they had finished eating. We discussed how further opportunities could be provided to support children's independence and skills for life. Staff sat with children and chatted to them as they ate. As a result, children enjoyed a positive social experience and staff were close by to keep children safe.

Medication systems were reviewed and overall reflected current best practice. Medication was stored appropriately and reviews occurred every three months, reflecting best practice. We suggested some minor changes to help ensure this was fully robust.

Quality indicator 1.3: Play and learning

Children had fun in their learning and accessed a variety of toys and materials to support their progression. This included stories, art and crafts, playdough, loose parts, and construction. They had opportunity to use their imagination and explore their natural curiosity through play based approaches. Parents told us "my child has been able to go on trips, play outdoors and engage in very active learning."

My child has learned so much from nursery and from play activities" and "there is always a range of different play experiences available for my child. They always look so fun, interesting, creating and targeting lots of development and skills."

Children were confident, self-selecting resources and knew where to find resources. Staff were skilled at balancing observation and interactions to create the right experiences. They responded to children's needs and interests using a variety of planning tools from, intentional planning to in the moment planning. Staff communicated well to ensure they offered play at the appropriate level, working closely together to make in the moment adaptations when needed.

We observed opportunities where play experiences developed children's skills in language, literacy and numeracy. For example, older children were using mathematical language whilst exploring the large blocks and younger children were developing their communication skills through songs. We asked the service to continue to build on these opportunities to ensure progression in all children's development.

Children were engaged in play and were progressing well in their overall development. We observed children engage in play experience for prolonged periods of time showing high levels of engagement, excitement, wonder and awe. For example, older children were exploring a variety of textures and scents when creating 'witches soups.' Children told us "I love my nursery, we get to play outdoors every day", "I love the stories and finding worms" and "I like playing in the garden, on the bikes."

Children's schematic play was supported by staff throughout the nursery. We observed children transporting items from one space to another, filling and emptying and connecting items together, such as sticking together junk modelling or connecting sensory squares together. Schematic play, or schemas, is when children repeat the same actions or ideas during their play. This helps them to learn about the world around them

Staff were responsive to children through skilled observations, responding appropriately to support their learning, through skilful questioning. This helped extend children's thinking and learning. The service should continue to develop approaches that record children's thoughts and ideas, that help direct their play and learning.

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from an environment that was bright, warm and comfortable. Some homely touches, such as displays, photographs and soft furnishings helped create a welcoming environment for children and their families. There were displays of children's art creations, photographs of their families and experiences. This gave a clear message that children mattered and belonged. We asked with the service to consider the height and purpose of some displays and they agreed.

Spaces for children to hang their personal items, coats and jackets, helped promote a sense of belonging and supported children to feel they mattered.

The location of the cloakroom being in the playroom meant that children could access their belongings as and when they needed to, helping to support emotional security and attachments. For example, if children needed to access their comforters.

Careful consideration had been given to the layout of the room, to offer a range of spaces for children to make choices, support their interest and develop their ideas. The freely chosen play opportunities allowed children to lead and direct their own learning both indoors and outdoors. The service had recently developed cosier spaces for children. This provided spaces for children to rest, relax and self regulate, which supported their emotional wellbeing.

We discussed how some areas could be further enhanced to support and stimulate children's natural curiosity. For example, adding further materials to the house corner and playdough areas to promote creativity and imagination. We also discussed how the service should further develop approaches to ensure literacy and numeracy is embedded in all areas of the environment.

Health and wellbeing was promoted through outdoor play experiences. The gardens provided a range of spaces for the development of physical skills and exploration. All children had access to an outdoor area directly from the playrooms. They had the opportunity to flow between indoors and outdoors all day. Children enjoyed spending time outdoors, exploring open ended resources, taking part in risky play and being creative in the mud kitchen. Parents told us "the nursery provide rain jackets, waterproof trousers, woolly hats, for the winter months and sun cream and caps for the summer months to ensure all the kids have an equal chance to get outside no matter what the weather" and "my child has daily opportunities to access outdoor areas within nursery and has taken part in various outdoor experiences including car washes, climbing equipment and football."

A number of safety measures were in place to help protect children from harm. For example, secure entrances, regular head counts, good supervision and risk assessments of spaces. Staff were aware of the Care Inspectorate's 'Keeping children safe campaign' called SIMOA and were supporting children's awareness and understanding of this. For example, supporting children to be involved in risk assessments of outdoor spaces. Children could confidently tell us about SIMOA, telling us, "playing with simoa makes me happy" and "we make sure there's no rubbish in the garden and the gates are locked."

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. The nursery was clean and handwashing took place regularly. Nappy changing areas were clean, with Protective Personal Equipment (PPE) being stored appropriately. We discussed where some improvement could be made within the bathroom and changing areas to ensure children's privacy and dignity were protected. The service agreed to action this immediately.

Accidents and incidents were managed well to support children's health and wellbeing. Accident forms were completed and appropriate first aid administered when needed. Regular audits of accidents were completed. However, these should now be further developed to help recognise any patterns of accidents or incidents, detailing any actions needed.

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

Leaders were welcoming during the inspection and were receptive to feedback, eager to make improvements to support good outcomes for children. Leaders and staff had a shared vision of their improvement journey. The management team and staff team all worked together to ensure a positive ethos within the setting.

Quality assurance systems were in place to help support the delivery of service. For example, a clear detailed improvement plan, records of staff meetings, audits and self-evaluation. The service reflected on national frameworks such as 'How Good Is Our Early Learning and Childcare' (HGIOELC) and the Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' to support their thinking and professional dialogue.

Management had a good overview of the service's strengths and areas for improvement. Quality assurance processes, such as tracking children's progress and observing the quality of their play contributed to the delivery of high quality care and support. Improvements that had been identified were well planned and considered in the context of good practice guidance.

The setting had implemented processes to consult with parents and include them to identify what is working well to support improvement. This supported the service to identify future priorities in collaboration with children and families. Parents told us "our views are sought through questionnaires, feedback floor books and discussions" and "the manager will send out feedback forms, questionnaires, parents night, however if there is anything staff are always open to feedback." We discussed how approaches could be further developed to reflect children's voice within the self evaluation processes.

Leaders and staff were working hard to review and embed children's rights throughout the nursery. This included reviewing the articles as set out in the United Nations Convention on the Rights of the Child (UNCRC). This will support staff to ensure children experienced practice that helps support them to feel informed, heard, valued and loved. This included, using stories to support children's understanding of their rights, asking for their opinions and ideas, reviewing daily routines to help ensure these are supportive of their needs and by ensuring interactions were filled with warmth, patience and kindness.

Staff accessed training which linked to mandatory training and champion roles. This included annual child protection, reviewing changes to SSSC, reviewing and updating medication policies. The service had developed a system for recording staff training and we suggested this could be further enhanced by adding staff's reflections on training and how these impact on practice. For example, developing a staff training floor book.

How good is our staff team?

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 4.3: Staff deployment

Staff worked well together to create a positive, caring and welcoming environment for children. They were mindful to be at children's level, helping to support communication through kind, caring and nurturing interactions. Parents commented positively on the staff team and told us "I absolutely love Bumble Bee as a parent and my child loves it too. The staff are lovely and are passionate about their job and want the best for families" and "the staff at the Bumble Bee nursery are both fantastic individually and create a fabulous team together. They know our child very well and make a point in getting to know them and us as a family."

Staff understood that continuity of care was important for children and communicated well with each other when tasks took them away from their responsibilities. Staff worked well to ensure children were supervised throughout the day and there was minimal disruption to their play. For example, staff breaks and rotas were planned to maximise children's experiences and ensure minimal disruption to children.

The service also had an additional staff member, that was not counted within the child/adult ratio. This helped ensure staff were available to provide support for children's care, play and learning. For example, reading stories when requested, being involved in numeracy experiences, engaging in conversations and facilitating outdoor learning. This meant children experienced high quality care that met their needs. One parent told us "there is more staff in my child room than the ratio requires. Which is really beneficial to the children and their outcomes."

There were a good range of skills and experience across the team. Staff had engaged in a variety of training opportunities and professional reading to develop their knowledge and skills. Staff knew children's individual needs well, which helped ensure they received consistent and responsive care across the day. All parents commented positively on the support their children received. One parent told us "[the manager] and [their] team work so hard to provide the children with positive experiences and it's crystal clear they love what they do and have a passion for looking after the children in their care. Couldn't wish for a better nursery for my child."

Staff communicated through a variety of methods. For example, staff meetings and daily dialogue. This supported consistent information sharing and provided opportunities for staff to have professional dialogues to support practice. New staff were supported by a mentor and spoke positively about their induction experience. The service had induction procedures in place, this could be further developed to provide opportunities for staff to reflect on their learning. We signposted the manager to the 'National Induction Resource' to support this.

The service was led by a passionate manager who wanted to get it right for children and families within the service. Staff spoke of working well together and how the manager supported them in their role. Staff told us "my manager always has time to listen to ideas/thoughts etc about how we can change things" and "the manager is always on hand to support staff and I feel she will go above and beyond to help any staff member."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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