

# Busy Bees at Forres Street Day Care of Children

4 Forres Street  
Edinburgh  
EH3 6BJ

Telephone: 01543 678 593

**Type of inspection:**  
Unannounced

**Completed on:**  
25 October 2024

**Service provided by:**  
Busy Bees Nurseries (Scotland)  
Limited

**Service provider number:**  
SP2003002870

**Service no:**  
CS2017354651

## About the service

Busy Bees at Forres Street is registered to provide a care service to a maximum of 85 children between the ages of three months and primary school age entry.

The service is located in the centre of Edinburgh close to local amenities including parks, shops and transport links. Children are accommodated over four levels of a townhouse and there is a small garden to the rear of the property.

## About the inspection

This was an unannounced inspection which took place on Tuesday 22 October 2024 between the hours of 9:00 and 17:00. We returned on Wednesday 23 October 2024 between the hours of 9:00 and 15:00 to continue with the inspection. The inspection was carried out by two 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 to and interacted with children using the service.
- Spoke with staff and the manager.
- Observed practice, daily routines and children's experiences.
- Reviewed documents relating to children's care and the management of the service.
- Took into account feedback from families we spoke to and feedback from 15 families through the online survey we issued.

**Key messages**

- Children received nurturing approaches from staff to support them to be settled and confident in the environment.
- Children experienced a bright, warm and welcoming environment.
- Staff communicated well and supported each other to work as a team.
- Planning and tracking of children's progress should be further developed to ensure next steps in learning and development are identified and planned for.
- The management team should continue to develop and imbed quality assurance processes to support a culture of reflective practice that informs improvement.

**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?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
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?

3 - Adequate

We evaluated the quality indicators of this key question as adequate and good, with an overall grade of adequate, where strengths had a positive impact, key areas needed to improve.

### Quality indicator 1.1: Nurturing care and support.

We evaluated this quality indicator as good, where performance impacted positively on children's outcomes, and this outweighed areas for improvement.

Children experienced warm and nurturing care from staff who were responsive in their approach. Comfort and reassurance was offered to help children settle on arrival, were new to the setting or transitioning to other playrooms. This helped them feel secure and contributed to the positive relationships they had with staff. Parents who responded to our online survey all agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting. One parent told us, "Staff are warm and caring and express genuine interest in my child's wellbeing and progress".

Personal plans supported children's care, with information gathered in consultation with parents. For example, individual support needs and medical and dietary requirements. Links were made with external professionals to support children with additional needs. Strategies in place included visual signifiers to support children through daily routines and transitional periods of the day. Staff were knowledgeable about children's needs and preferences which provided consistency in their approach. However, we saw some inconsistencies in how the information was updated within the plan and not all rooms used chronologies to document changes. We discussed with the manager these processes should be monitored to ensure they were purposeful and used effectively.

Children's medical needs were supported by the safe storage of medication and information about the action to be taken by staff was documented. However, there were some inconsistencies with some medical permissions lacking detail. We discussed developing the medication audit to identify and action this to improve the safe delivery of medication (see area of improvement within quality indicator 3.1 Quality assurance and improvement are led well).

Overall, children's emotional security, safety and wellbeing was supported through sensitive sleep time arrangements. Children were settled to sleep and comforted with soothers and transitional objects from home. We saw children treated with dignity and respect during toileting routines. For example, staff were chatting with children explaining what was happening prior to nappy changing and singing to babies while changing them to soothe and settle them.

Mealtime routines had been developed to enhance children's experiences and help support a calm and relaxed approach. Meals were homemade and nutritious, and staff were aware of children's dietary requirements, contributing to their health, safety, and wellbeing. Older children could choose when to have snack and lunch which minimised interruption to their play. They also had increased opportunities to be independent, for example, self-serving their own food and drinks and clearing away plates and cutlery. Younger children could self-serve during snack time however the lunch time experience could be further enhanced to provide more opportunities to be independent and support their development. Staff sat with children during mealtimes supporting social interactions, role modelling and assistance when needed. They were knowledgeable of how to keep children safe, and this included minimising the potential of choking and

ensuring any dietary needs were met.

### Quality indicator 1.3: Play and learning.

We evaluated this quality indicator as adequate. While the strengths had a positive impact, key areas needed to improve.

Children benefited from a range of play experiences that provided a balance of spontaneous and planned opportunities. They were actively leading their own play and learning and engaged with resources which supported their interests. These included large bricks, art and crafts, play dough and small world toys. Cosy den areas for storytelling meant that children could relax and rest in a quiet space if they chose.

Staff showed enthusiasm in their interactions with children and showed their play experiences and ideas were valued. Some staff used effective questioning to enable children to develop their critical thinking skills and extend their ideas. For example, we saw children's interest in volcanoes developed through the use of a range of art materials. This helped to develop their understanding of play and promoted communication and language.

Staff sat with children and read books, encouraging them to predict and recall events within the story. As a result, children were developing their skills in language and literacy. We saw children in the preschool room interested in writing and practicing letters with pens and wipe boards. Further opportunities for mark making would extend their learning. Numeracy was used in conversations when building bricks and could be further developed into daily routines.

Planning and tracking of children's progress was limited. This should be developed to ensure next steps in learning and development are identified and planned for in meeting children's needs and achieving their potential. Observations of children's learning were shared with families over an online app. We found they lacked depth and analysis of learning. Additionally, the frequency of reporting to parents was inconsistent. Some parents told us they would like to see more frequent updates about their children's learning and development. One parent commented "A more constant update on the Parent Zone app would be great, its lovely seeing my child learn, develop and grow and it's a shame to be missing it. So, more updates would be fab". At the previous inspection an area of improvement was made to review and develop planning and observations, however this has not been met and remains in place (see area of improvement 3 in outstanding areas for improvement).

## How good is our setting?

4 - Good

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

### Quality indicator 2.2: Children experience high quality facilities.

Children benefitted from a welcoming environment which was warm, well-furnished, and comfortable. There was plenty of light and ventilation however, some rooms would benefit from further ventilation, and we asked staff to open windows to support children's wellbeing. Children's safety was maintained and security had been improved, with the installation of a camera entry system. The garden was fully enclosed at the rear of the property.

Playrooms had been redesigned since the previous inspection which made them more stimulating, interesting, and homely. Learning areas were well defined and accessible for children to choose resources and move freely between spaces. As a result, children benefitted from well-equipped playrooms that supported their learning. There were cosy comfortable places to sit and relax in quieter spaces of the room. This supported children to self-regulate and have time away from the busy playroom.

Some areas of the nursery were in need of repainting and upgrading. This was reflected in some parent's comments which included "it's looking tired" and "needs a spruce". We discussed this with the management team who shared proposed refurbishment plans with us which were due to start in the coming months. The plans included an additional nappy changing area for two to three year olds. This would be a positive addition to improve children's experiences. For example, currently one unit meant that nappy changing for children took a considerable amount of time. This impacted on staff availability to support children's experiences in the playroom. On the first day of inspection, we found a mixer tap temperature gauge was faulty and meant the water was too hot. A plumber was onsite on the second day of inspection to rectify the problem. We encouraged the management team to remain vigilant and ensure there was a consistent approach by staff for checking the daily environment. This will keep children safe and healthy in a well-maintained environment.

Infection prevention and control practices such as regular handwashing helped support children's health and wellbeing. Staff reminded older children to do this throughout the day and younger children were supported with handwashing routines before and after eating. To ensure handwashing could be quickly and effectively carried out, we identified that children in the baby room would benefit from having additional handwashing facilities within the playroom. The manager of the service reflected on this feedback, and this would be considered as part of the planned refurbishment of the nursery.

Records of accidents and incidents were recorded appropriately and shared with parents. An online audit was in place tracking the number of accidents and incidents that occurred each month. We suggested that the audit could be developed further to identify any patterns and the actions taken to prevent reoccurrence. This would contribute to children's safety.

Children had regular opportunities to be active, which promoted their health and wellbeing. Regular outdoor play using a range of equipment helped promoted children's physical skills, such as balance and co-ordination and we saw children enjoying playing with hula hoops and balls. The outdoor area was small and should be fully utilised including the sand tray being available at all times when children were outdoors.

## How good is our leadership? **3 - Adequate**

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

### **Quality indicator 3.1: Quality assurance and improvement are led well.**

The service had had significant staff changes in the past year including two changes of manager. The management team acknowledged that the service was on a journey of improvement and were working towards a settled and sustained service. Staff told us they felt supported by the manager and that the team was committed and motivated to make improvements.

Children's care, play and learning outcomes were not yet consistently benefitting from effective quality assurance processes. Systems were in place to help the delivery of service; however these were not robust

or well developed in areas of auditing and monitoring. For example, personal plans and medication. The service should develop clear, robust quality assurance processes to ensure they are improved and impact positively on outcomes for children and families (see area of Improvement 1).

The service Improvement plan had recently been completed and priorities identified were in the early stages of being implemented. It had been completed jointly as a staff team and was realistic and reflected their key priorities. These included outdoor learning experiences, improving quality assurance systems and building staff skills in children's planning and observations. To bring the process together self-evaluation should continue to develop and involve children their families and staff in the process.

Recent parent meeting gave parents opportunities to share their views and staff felt had been overall positive. Staff had agreed parent participation as an area of improvement and we discussed with them opportunities and further ways to involve parents in the evaluation of the service.

### Areas for improvement

1. To support children's wellbeing, learning and development, the provider should ensure they monitor the quality of provision across the service and quality assurance processes are improved and impact positively on outcomes for children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

### How good is our staff team?

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 4.3: Staff deployment.

Staff worked well together to create a positive and welcoming environment. They were kind, caring and nurturing in their interactions. This helped to create a positive atmosphere for both staff and children. Staff told us that lots of changes within the team and change of manager had been challenging in recent months, however, they felt positive and enthusiastic about building relationships in moving forward. Parents overall were positive about the staff team and one parent told us, "Staff are just brilliant, really welcoming and easy to approach".

The nursery was appropriately staffed, and staff were suitably deployed throughout the day to meet children's needs. They were flexible in moving between areas to support the smooth running of the nursery and being responsive to individual children. The manager effectively supported staff by spending regular time on the nursery floor. This helped to build positive working relationships and allowed time for professional discussion.

While the service had experienced staff absence and staff changes, they were committed to promoting continuity for children. This meant the management team helped to cover busy periods of the day when needed and additional staff support from within the organisation was available for any staff absences.

There was a good mix of knowledge and skills across the staff team which promoted children's safety and wellbeing. However many staff were still in training or recently qualified. The management team should continue to monitor this during indoor and outdoor activities to ensure an appropriate mix of qualified staff are in line with nursery policies and procedures.

The service had an effective approach to staff training and meetings. These gave staff opportunities to reflect on priorities and plan for ongoing improvements. Staff had completed mandatory training of child protection, food safety and first aid. They were also encouraged to build further skills and knowledge in areas of individual interests, these included outdoor play and children with additional support needs.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The provider should ensure that all children receive nurturing care and support that is right for them and meets their needs. Effective use of personal planning should support children's overall wellbeing.

In order to achieve this, the provider must at a minimum:

- a) ensure each child's personal plan reflects their current needs and sets out how these needs should be met; and
- b) ensure that plans are developed in partnership with parents and children (where appropriate), and are reviewed and evaluated at a minimum of six-monthly intervals or sooner where required.

**This area for improvement was made on 1 March 2024.**

#### Action taken since then

Personal plans had been improved on since the previous inspection and reflected children's needs. Strategies were in place for individual children and staff were knowledgeable and confident in discussing those needs. Plans had been developed with parents and systems were in place to review them at a minimum of six months.

Further work was needed to quality assure the personal plans to make sure they were up to date. This has been addressed in key question 3 'How good is our leadership?'

**This area of Improvement has been met.**

#### Previous area for improvement 2

To ensure all children experience a lunchtime that is calm, nurturing and supportive, the management team and staff should continue to improve the mealtime experiences. This should include enhancing opportunities for children to learn new self-help skills and independence.



This area for improvement was made on 1 March 2024.

#### Action taken since then

Improvements had been made to mealtimes to support a calm and social experience. Children had opportunities to build independence and confidence through self serving and taking responsibility for setting up the table and clearing away dishes when finished.

This area of Improvement has been met.

#### Previous area for improvement 3

To ensure all children experience positive interactions and consistent, nurturing care, the provider should support the service to further develop staff skills, knowledge and practice through effective training, learning and mentoring opportunities.

This area for improvement was made on 1 March 2024.

#### Action taken since then

Staff had a mix of skills and knowledge to support children's learning and positive interactions and nurturing care was observed. Staff meetings and training were having a positive impact on staff skills. Staff had opportunities to share their skills and knowledge, role model and mentor less experienced members of the team.

This area of Improvement has been met.

#### Previous area for improvement 4

To support children's progression in their learning and development, observations should be regularly recorded and shared with families and identify children's progress in their learning. Next steps in children's development should be meaningful, achievable and monitored to ensure children are supported well to reach their full potential. Planning processes should be reviewed, clarified and improved.

This area for improvement was made on 1 March 2024.

#### Action taken since then

Observations and planning were still not well recorded and meaningful and still needed to be further developed.

This area of Improvement has not been met

#### Previous area for improvement 5

In order to enable children to engage in a full range of meaningful and purposeful play, the provider should review and enhance the quality and opportunities within the indoor and outdoor play environment.

This area for improvement was made on 1 March 2024.

#### Action taken since then

Playrooms had been redesigned since the previous inspection which made them more stimulating, interesting, and homely. Learning areas were well defined and accessible for children to choose resources and move freely between spaces. As a result, children benefitted from well-equipped playrooms that supported their learning.

This area of Improvement has been met.

## Previous area for improvement 6

The provider should involve parents, staff and children in continually assessing the service. Having a clear improvement agenda will allow the service to identify and take forward areas of improvement with parents and children as partners.

This area for improvement was made on 1 March 2024.

### Action taken since then

The service had an Improvement plan in place highlighting key priorities of further improvements of which staff as a team had developed. Children had opportunities to give their views and parent meetings had taken place to gather parents views and involve them in process of improvement of the service.

This area of Improvement has been met.

## Previous area for improvement 7

To promote consistently positive experiences for all children, the provider should support the management team to effectively review the deployment of staff responsively across the day to ensure there is the correct mix of skills, knowledge and experience available to support all children.

This area for improvement was made on 1 March 2024.

### Action taken since then

Staff deployment was effective across the service and although there had been a turnover of staff positive relationships were evident with children and their families. The mix of skills and knowledge supported children's experiences and staff shared their knowledge within the team.

This area of Improvement has been met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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