

# Little Beehive Nursery (Cupar) Day Care of Children

Tannage Close  
56a Crossgate  
Cupar  
KY15 5HS

Telephone: 01334 656 656

**Type of inspection:**

Unannounced

**Completed on:**

2 July 2018

**Service provided by:**

Jennifer Martin

**Service provider number:**

SP2003001598

**Service no:**

CS2003006974

## About the service

Little Beehive Nursery is based within two buildings just off the main street in Cupar town centre. One houses the baby room and the other is the main building, which provides two playrooms, an office and staff room. Each playroom has its own dedicated outdoor play space. The service makes good use of the local community and amenities.

The nursery aims and objectives include:

- "To provide a broad and varied curriculum.
- To ensure that each child develops to his/her full potential.
- To create a child-centred learning environment where children can develop and learn through play.
- To provide support for children and families.
- To make the nursery a place where quality, fairness and the promotion of positive behaviour is valued.
- To make the nursery a place with a welcoming atmosphere where parents know they are respected as partners in the education of their children.
- To provide a safe well-equipped nursery and professional motivated staff.
- To ensure a high quality provision by regularly reviewing all aspects of the nursery, including management and teamwork."

The service is registered to provide a care service to a maximum of 50 children at any one time aged from 0 to 8 years of age, of whom no more than 12 may be less than 2 years of age.

On the day of the inspection there were five children in the baby room, two children in the tweenie room and 16 children in the pre-school room. Appropriate staff:child ratios were maintained at all times.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting It Right For Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

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## What people told us

We sent out 18 Care Standards Questionnaires (CSQs) to parents of children who attended the service. We received five completed questionnaires before the inspection took place. We also spoke with one parent during our visits. Overall, all parents were happy with the quality of care their child received in this service. We have included some comments below which represent the parents views:

"I cannot fault the nursery (children) love all the staff."

"The staff and service are wonderful. (child is excited about going...always has lots to say when they come home. The staff and service respect my privacy and wishes."

"...all the staff who work with (child) seem to have developed a strong bond...It seems at times though, that there is a high rotation of staff to other rooms or services, meaning that staff (child) has formed a bond with are suddenly moved. I feel more effort could be made to explain this to parents and introduce new staff to parents. Other than that, things have been good and we can ...feel confident (child) will be well looked after."

Parents also told us that the staff "are lovely with the children", that they get information about their children verbally at pick up times and by email during the day. They told us they enjoy the on-line learners journals, that they like the outside spaces the children have access to and that "It's a great place."

All children were busy, having fun and were engaged in their play. They all appeared to be happy and settled. They could easily approach the staff for things they wanted. Some children told us they enjoyed playing in the home corner and another child told us he liked the sand and playing with the toy tractor.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring of the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	5 - Very Good
<b>Quality of staffing</b>	4 - Good
<b>Quality of management and leadership</b>	5 - Very Good

## Quality of care and support

### Findings from the inspection

Children enjoyed a nurturing environment in all play rooms. There were lots of instances of staff giving cuddles and comfort to the children. During the session children were engaged, busy and having fun. Children had opportunity and choice about playing with friends and playing alone. Children had choice over their play and were consulted about their day-to-day care. This meant children were respected and valued. Overall children were having good experiences, could freely access different types of play and had very good opportunities for investigative and imaginative play.

Children's differences and preferences were acknowledged and care was tailored to meet individual needs. The staff's caring approach towards the children created an inclusive environment where all children were supported to achieve.

Sensitively handled transitions, meant that children were settled and comfortable in the environment. The timing of children's transitions from room to room was well-considered and happened at the child's pace. Siblings in the service were able to have time playing together, which helped children to settle and feel secure.

The staff had supported and encouraged good links with some of the primary schools children would be attending. The manager identified this as an area for further development.

Children were enabled to explore and investigate their environment and to extend their learning with appropriate staff interventions. Staff interactions during the day were mostly child led and children were involved in routine tasks such as tidying up and helping with lunch preparations. Learning walls being developed, reflected children's ideas and spontaneous planning records showed how children's interests had been valued. This practice enhanced children's learning experiences and helped them to feel respected and involved in the life of the service.

Parents were kept informed about what was happening in the service through newsletters, daily emails and on-line learners journals, which parents particularly valued.

There were effective infection control systems in place including good hand hygiene practices. Staff should ensure that at all times, children's person care needs, for example cleaning dirty noses, are addressed. Children were well supported to learn independence skills and older children were encouraged to be independent in their personal hygiene routines.

Medication was recorded, stored and administered appropriately, supporting children's wellbeing.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

Children were encouraged to make independent choices about how they spend their time. They were involved in planning activities and snacks and in the general day-to-day life of the service. All children were engaged in their play and we observed some complex play in the house corner, for example, where children were playing out different family roles. This imaginative play helped develop children's sense of identity, belonging, verbal skills and friendships. The good range of activities and different play types, offered challenge and enabled children's curiosity and creativity. All children were engaged, happy and busy.

We suggested that some areas of the nursery could be developed. For example the type of toys available to the youngest children in the outside area was mostly plastic. Staff should review this with a view to providing more natural resources and a range of loose parts (<http://www.inspiringscotland.org.uk/media/58451/Loose-Parts-Play-web.pdf>). This would provide children with opportunity for more open-ended play. Providing open-ended and natural resources supports children to develop social and physical skills and helps to build confidence and self-esteem.

Children had access to a woodworking bench and some tools. This resource was not well used and the manager agreed to review its use with staff and perhaps move this to a better location and provide a better variety of tools, wood and creative opportunities. Providing opportunities for children to learn how to take part in play where they learn about and understand how to manage risk, means they can learn how to keep themselves safe and also to achieve and be responsible. Most staff encouraged this type of play offering support and guidance when needed. Children developed skills and safety knowledge through testing their limits and challenging boundaries.

For most of the day children had free choice of playing inside or in the outdoor play areas. Children particularly enjoyed water play and building obstacle courses. We referred the staff to the good practice document My World Outdoors a resource pack which promotes the extensive benefits of outdoor play for children's overall development and learning. It groups together examples of innovative and effective practice around the recognised wellbeing indicators ([www.hub.careinspectorate.com](http://www.hub.careinspectorate.com)).

Healthy lifestyles were promoted. Consideration was given to children's physical health in relation to active play and access to fresh air. The personal wellbeing needs of children were met, for example, individual dietary needs were catered for. Parents provided children's lunches which were in the main healthy options. Meal times were social occasions with staff supporting conversation and interactions.

Smaller areas were available for children who needed some quiet time. We considered this facility could be enhanced for the youngest children by providing a sofa where children could be cosy and be comforted by staff. We referred staff to the document Pre Birth to Three. This national guidance sets out to facilitate students and staff working with and on behalf of our youngest children and their families. It includes important information on pre-birth and brain development and it reflects the principles and philosophy which underpin the Early Years Framework, Curriculum for Excellence and Building the Ambition [http://www.educationscotland.gov.uk/Images/PreBirthToThreeBooklet\\_tcm4-633448.pdf](http://www.educationscotland.gov.uk/Images/PreBirthToThreeBooklet_tcm4-633448.pdf)

During the first day of the inspection visit, we noted the general standard of cleanliness in some areas could be improved and in some areas equipment and resources need to be replenished and extended. The manager addressed these issues promptly and agreed to implement more effective monitoring systems to maintain standards.

The environment was secure, safe and offered plenty of natural light and fresh air.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

Staff felt well supported by management and had access to gain further qualifications and attend training opportunities that supported them to develop their skills and knowledge. Staff strengths and areas for development were recognised through annual appraisals and personal development meetings. They were encouraged to take on leadership roles and to develop play and learning initiatives with the children. Staff were open to exploring new concepts to support them to help children develop curiosity, enquiry and creativity. Regular and specific training opportunities for staff enhanced outcomes for children and helped them achieve.

Staff took part in peer to peer observation sessions creating a culture of open learning about practice. This culture of improvement supported an ethos of learning and provided opportunities for discussion and positive change and supported good outcomes for the children.

The staff knew the children well and were caring, patient and supportive. There were very good interactions between staff and children, with staff valuing their interests and asking curious questions. Children's dignity was respected and they felt safe and loved.

Staff took account of children's preferences and what mattered to them when planning activities. They used an effective system to share information about the children, with each other and with parents and this meant planning was informed by children's preferences and needs. This supported good outcomes for the children.

Staff caring for the youngest children should be mindful about the number of times these children are passed between staff in the course of their session. Some staff had little in depth knowledge about the importance of attachment led practice. Learning about this would support them to understand how good attachments for children support their healthy development and enable them to make strong and trusting attachments with known adults.

Staff should also familiarise themselves with the Health and Social Care Standards to ensure their practice is in line with the standards expected.

We noted that some staff were less familiar with the ethos of supporting children to manage risk in their play. Opportunities to discuss this practice with peers would support practitioners to build their confidence in this practice and encourage confidence in the children in learning about how to keep themselves safe.

Staff worked with parents and with other agencies to communicate any issues or concerns, to ensure these were effectively managed in the interests of the children.

Children were kind towards each other and it was evident that by staff modelling respectful interactions, children's respect for their peers was promoted. This very good practice helped the children to become aware of the needs of others and reflected the nurturing and respectful ethos adopted by staff.

### Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

The manager had developed very good systems to evaluate strengths and areas for development within the nursery, including effective monitoring of staff practice. She was visible daily for staff, children and parents, giving opportunity for feedback. It was evident that views were listened to and action taken on this. We saw a high level of engagement between the manager and staff throughout the inspection and this showed a desire for continual improvement.

A clear management structure and delegated tasks contributed to the smooth running of playrooms and good outcomes for children.

The service improvement plan evidenced areas for development and progress made. Clear systems and delegated responsibilities were in place to carry out identified improvements. The forward thinking and reflective staff team gave us confidence that improvements would continue to be identified and made.

The manager should ensure that the quality of all aspects of the service is maintained to the required standards at all times; for example, we identified some aspects of the quality of the environment and quality of resources as areas for improvement during the inspection. The manager took immediate action to address these.

Staff strengths and areas for development were recognised through annual appraisals and personal development meetings. Staff were supported to develop areas of their practice through training opportunities. Regular and specific training opportunities for staff enhanced outcomes for children and helped them achieve.

There was an up to date child protection procedure in place. Staff we spoke to had good understanding of child protection and procedures to follow in the event of any concerns. Staff refreshed training in child protection regularly. This kept their knowledge and understanding up to date and prompted confidence in dealing with concerns. Parents could be confident that staff had children's health and wellbeing at the heart of their practice and were aware of how to keep children safe.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

#### Recommendation 1

We would recommend that the service reviews the lunchtime experience for all children. They should consider:

- staff deployment
- healthy eating
- social interaction
- infection control measures.

**National Care Standards Early Education and Childcare up to the age of 16, Standard: 2 A safe environment, Standard 13: Improving the service, Standard 7: A caring environment and Standard 3: Health and Wellbeing.**

**This recommendation was made on 18 May 2015.**

#### Action taken on previous recommendation

We observed the lunchtime routine in the 3-5 room and in the tweenie room. We were pleased to see that all of the children washed their hands before having lunch. The children told us:

"We wash our hands because we have germs. When you eat your germs off they go in your tummy and it gets sore."

We asked the children what the staff said if they had not washed their hands before sitting at the table. They told us:

"They say, go and wash your hands now."

Parents we spoke to confirmed that they regularly saw children waiting in the toilets to wash their hands before eating.

On the day of the inspection the staff we observed demonstrated good practice infection control. This contributed to safeguarding the health and wellbeing of the children. We saw that the children were settled and calm before having lunch. They had a short circle time and story time allowing other staff to prepare and set up for lunch. The children were served with lunches from home. Those which required to be heated were tested and the temperature recorded.

Both staff and parents told us that they were aware of the need to encourage healthy eating and there were regular discussions between nursery and home. Parents and staff shared strategies for children who were reluctant to eat. Parents confirmed that they were given daily feedback on what their child had eaten each day.

There was an increased level of interaction with the children as they ate. Some staff spoke to them about what they were eating and encouraged them. Staff told us that the installation of a dishwasher in the 3-5 room had made a big difference and gave staff more time to be with the children.

We saw that children were encouraged to be independent during lunchtime. They washed their own dishes after eating. They were being made aware of how to recycle packaging from their lunches. We discussed that it was important to ensure that all children drank something with their lunch. A large glass jug put on the table was too large and heavy for children to lift themselves.

Parents were positive about the lunchtime experience. Some did say that they would like a cooked lunch to be offered by the nursery, if possible. We considered that the lunch experience that we observed during this inspection was much improved.

## Recommendation 2

The service should ensure that transitions for children between playrooms takes full account of their individual care needs and stage of development.

**National Care Standards Early Education and Childcare up to the age of 16, Standard 14: Well-managed service, Standard 4: Engaging with children and Standard 6: Support and development.**

**This recommendation was made on 6 June 2016.**

### Action taken on previous recommendation

The transition policy for the service has been reviewed. Transitions for individual children are planned with children having a series of visits to their new room prior to moving. The key workers consult with parents and their views are included in the transition plan.

## Recommendation 3

To promote deeper learning in children the staff should consider how to ask more challenging open ended questions. They should be supported to do this through training and modelling.

**National Care Standards Early Education and Childcare up to the age of 16, Standard 12: Confidence in staff, Standard 14: Well-managed service, Standard 4: Engaging with children.**

**This recommendation was made on 6 June 2016.**

### Action taken on previous recommendation

Staff have had training on asking better questions. Examples of open ended questions are displayed in the playrooms and staff have copies of these questions for reference. We saw that some staff were beginning to ask better questions but this needed to be further developed and monitored by the manager.

## Recommendation 4

The service should involve staff in training which will support the learning and development of all children. This training should include:

- observations of learning
- identifying next steps in learning
- tracking children's progress.

**National Care Standards Early Education and Childcare up to the age of 16, Standard 12: Confidence in staff, Standard 14: Well-managed service, Standard 4: Engaging with children.**

**This recommendation was made on 6 June 2016.**

### Action taken on previous recommendation

We saw that the staff had training on writing observations and identifying next steps for children. The quality of these had improved. We encouraged the service to continue to work on this to help ensure quality and consistency.

## Recommendation 5

The manager should carry out regular audits of staff interactions with children. She should regularly monitor the quality of staff observations and identified next steps in learning. This is to ensure that all children are having their learning needs met and that they are making appropriate progress.

**National Care Standards Early Education and Childcare up to the age of 16, Standard 12: Confidence in staff, Standard 14: Well-managed service and Standard 4: Engaging with children.**

**This recommendation was made on 6 June 2016.**

### Action taken on previous recommendation

A planned programme of monitoring and peer observations was taking place. This was more challenging to staff than had previously been. We encouraged the manager to continue with this. The impact of these observations and feedback would begin to have an impact on the experiences and outcomes for the children.

## Recommendation 6

Staff teams should communicate better to help them work together and take ownership of the daily tasks and routines for children. The experiences for children should be consistent and clear.

**National Care Standards Early Education and Childcare up to the age of 16, Standard 12: Confidence in staff, Standard 14: Well-managed service, Standard 4: Engaging with children.**

**This recommendation was made on 24 May 2017.**

### Action taken on previous recommendation

Regular planned and informal opportunities for discussion between staff, training about making quality observations of children's play, quality monitoring by management supported improvement in this area.

## 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).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings
16 May 2017	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 3 - Adequate Management and leadership 4 - Good
1 Jun 2016	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and leadership 3 - Adequate
11 Feb 2016	Unannounced	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership Not assessed
17 Apr 2015	Unannounced	Care and support 3 - Adequate Environment 2 - Weak Staffing 3 - Adequate Management and leadership 3 - Adequate
15 May 2014	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
22 Jul 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

Date	Type	Gradings	
23 Sep 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
28 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed 4 - Good Not assessed Not assessed
26 May 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
20 May 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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