

Little Beehive Nursery (Angus) Limited Day Care of Children

1 Museum Street
Montrose
DD10 8HE

Telephone: 01674 671717

Type of inspection:

Unannounced

Completed on:

25 June 2019

Service provided by:

Little Beehive Nursery (Angus) Limited

Service provider number:

SP2007009381

Service no:

CS2007163705

About the service

This service registered with the Care Inspectorate on 01 April 2011.

Little Beehive Nursery (Angus) Limited is registered to provide a care service to a maximum of 55 children at any one time age from birth to nine years, of whom no more than 12 are less than two years of age.

The service is provided from a converted church building in Montrose, Angus. The building consists of three playrooms, one of which opens out into a small, secure outdoor learning play area. Each playroom has their own toileting and nappy changing facilities.

The aims of the service include:

'For all service users to have the freedom to express feelings, ideas and beliefs within a supportive environment.'

'For staff and families to work collaboratively in the development of children's self-respect, confidence and happiness in their abilities.'

'To create a nursery which feels like home and to provide an extended family environment.'

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.

What people told us

We spoke directly to 30 children and observed all children during our visit. This gave us a good insight into their play both indoors and outdoors. The children presented as happy, confident and curious during our visit. A sample of the children's comments are shown below:

'I'm going out.' (A child chose to move his play outside into the garden)

'I'm in the water.' (A child was jumping on a piece of blue tissue paper)

'I've made a frog pond.' (A child used tissue paper, stones, twigs, logs and paper cups to create a frog pond)

We spoke directly to four parents during our visit who were all positive about the nursery. Their comments included:

'Staff are brilliant, very reassuring for my child and myself. Both my children have loved being here. Staff pass on information using Family App to communicate with parents throughout the day. The children mix with the community and get lots of fresh air. My children love coming here and are very happy here.'

'Very happy with everything, good communication and I use the Family App. I wouldn't change anything, very happy.'

'Good settling in process and support with potty training. I use the Family App all the time to find out what my child has been taking part in, this is great as it keeps me up to date. The children go outside in all weathers which supports outdoor play and active lifestyles.'

'Very happy with everything. This nursery is much better than previous nurseries. My child has a good attachment with one member of the team which is good. I trust the staff, I am happy with all activities and they're always doing something different.'

We issued 18 Care Standards Questionnaires for the service to distribute. We received 11 completed care questionnaires of which seven had additional comments. These demonstrated a high level of satisfaction with the service. Most parents either 'strongly agreed' or 'agreed' that 'overall, they were happy with the quality of care their child received in this service.' All comments were shared with one of the directors and the manager and we have included a sample below which represents the parent's views:

'This nursery and all the staff have been brilliant for my child and myself any time I have had concerns about my child they have helped me through it. They are very understanding and have a great relationship with both children and parents. If there is something they cannot help with, they work with you to get in touch with those that can. I cannot fault any of them the staff or the setting.'

'I have been really happy with the service at Little Beehive Montrose. My child loves going to nursery and he has a good relationship with most of the team.'

'Little Beehive Nursery is the best nursery I have come across and provide quality holistic care. My child loves the nursery and I will be using the service right up until my child moves on to school.'

'We are extremely happy with the nursery. It provides a great atmosphere for our children. The staff are brilliant.'

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 which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. For example, their focuses on building and sustaining a professional team and engaging families in learning were evident during our visit.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Nurturing and caring relationships had been formed which resulted in children being well supported and individual needs being met.

The staff knew the families well and had regular conversations with parents which developed positive partnerships. This resulted in confident and happy children who were keen to talk to us during our visit.

Quality resources supported children to spend lengthy periods of time at specific activities and lead and extend their play. For example, after asking for blue tissue paper, three children created frog ponds using a variety of loose parts and open-ended resources. Effective prompts and questioning at appropriate times supported further extension of play, investigation and curiosity.

Daily visits into the local community took place and positive links with a local primary school, care home and a day centre had been formed. The children took part in den building and a range of other experiences within the wooded area in the grounds of Southesk Primary School. Regular visits to their allotment within the gardens of Fordmill Care Home supported them to develop their understanding of the seed to plate concept. The children were supported by the residents to care for and harvest their produce at the allotment. Regular visits to the Adams Centre to sing and share stories with friends supported bringing generations together. Friends from the Adams Centre also visited the nursery to take part in a range of play experiences with the children. The staff also take the children to the local library and little kickers sessions. These opportunities provided children with an identity within their local community as well as developing positive outcomes.

The nursery had introduced a 'Family App' which allowed staff and parents to communicate daily regarding routines, meals, accidents or incidents or events taking place. The children's learning journals were also within this application to share learning with parents. Parents had the opportunity to comment on their child's learning and next steps within their development and could share learning from home. This supported positive communication with parents and learning links with home.

An in-depth improvement plan and quality assurance system were in place. Areas for improvement were broken down to action and then results, evaluations and impacts were shared with children and parents using Facebook and the Family App. Staff discussed and reflected on the areas for improvement at monthly staff meetings. This resulted in effective quality assurance taking place to continue to develop opportunities and experiences for children and the team.

What the service could do better

Opportunities to enable further leadership within the staff team would support staff to increase their confidence and feel empowered within their professional development. This could also have a positive impact on learning experiences and outcomes for children.

Knowledge of best practice documents could be increased and shared between the team to further develop outdoor and creative play. For example, 'My World Outdoors' and 'Our Creative Journey' would further enhance the learning opportunities and experiences for children.

While most areas within the nursery provided a numeracy and literacy rich environment for the children, it would be beneficial to ensure all areas provide a wide range of numeracy and literacy learning experiences. For instance, well displayed books in all areas of the room to support and extend play. Puppets, story spoons and a variety of materials could be more visible to encourage and extend creative play experiences.

Snack time in the toddler room could be enhanced by providing opportunities for the children to develop their independence and life skills. For example, the children could pour their own drink, clear away their plates and recycle food.

As discussed with the management team, the introduction of interactive learning walls would create opportunities to support children's interests, extend their learning and encourage them to think about their future learning experiences. The learning walls could be linked to the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators to support and develop the children's knowledge within these specific areas.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
10 Aug 2017	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
15 Jul 2015	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
24 Jul 2014	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
26 Feb 2013	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
30 Jun 2011	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership Not assessed
29 Oct 2010	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
31 Mar 2009	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and leadership 3 - Adequate

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