

# 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:**  
18 January 2023

**Service provided by:**  
Jennifer Martin

**Service provider number:**  
SP2003001598

**Service no:**  
CS2003006974

## About the service

Little Beehive Nursery (Cupar) is registered with the Care inspectorate 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.

The service 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.

## About the inspection

This was an unannounced inspection which took place on 18 January 2023 between 9:15 and 16:30. 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 with children using the service. We exchanged emails with seven families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children had free flow access to outdoor spaces this encouraged healthy lifestyles, fresh air and active play.
- Staff were motivated, enthusiastic and genuinely cared for children.
- Staff interacted with children warmly, respectfully and sensitively.
- Play opportunities encouraged children to be curious, creative and imaginative.
- Children were making very good progress within their learning.
- The nursery environment was safe, clean, homely and well maintained.
- Staff were skilled, knowledgeable and committed to the continuous development of the service.

## 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?	5 - Very 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 evaluated this key question as very good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children consistently experienced very good care and support from kind, caring and nurturing staff who knew them well. This approach supported children to create strong, trusting relationships with staff. Nappy changing experiences for younger children were positive. Staff maintained eye contact with children and chatted with them during this time. They demonstrated a caring and sensitive approach to personal care. This resulted in children feeling safe, valued and loved. Sleep routines were carefully considered and respected both parental preferences and children's individual needs.

Children were happy, settled and engaged as they moved independently between indoors and outdoors. Effective communication systems were in place to ensure children were safe and accounted for. Staff were aware of the care inspectorate safe, inspect, monitor, observe and act (SIMOA) campaign, which enhanced their practice and kept children safe.

Communication with families was a key strength. An online information sharing platform was used to ensure parents were included in their child's learning and their achievements within the service. Parents told us they felt included and knew what their children were doing in nursery. One parent told us it was helpful when their child was settling in and offered them instant reassurance.

Children's personal plans reflected their individual needs, and were supporting children to be healthy, nurtured, included, and achieve. Working alongside parents, meant that information was up to date and consistent for children. Staff were knowledgeable about children's needs and how they were being supported to learn and achieve. This supported children to reach their full potential.

Snack time was sociable, unhurried and relaxed. Independence skills were promoted as children self-served their snack and poured their own drinks. Staff sat with children and engaged in meaningful conversations supporting them to develop language and social skills. The staff team were keen to develop the lunchtime experience to ensure it provided a similar experience as snack. We asked the service to consider ways to further promote children's independence skills, for example self-serving their chosen food. Staff were reflective and were engaging with the Care Inspectorate mealtime practice note to further support the lunchtime experience.

Children were safe and protected as staff understood their responsibilities in reporting protection concerns. Staff ensured that children with medical needs were responded to with dignity and privacy. Effective storage systems were in place for all medication. Appropriate information was recorded which ensured it was administered in line with best practice guidance.

### 1.3 Play and learning

All children benefitted from daily access to the outdoor play space. Children's opportunities for play and learning were enhanced through strong connections to their own and wider communities. This included trips to parks, woodland site for forest schools and visiting Elmwood community garden. These regular

experiences, supported children to be active, contributed to good health and provided opportunities to develop important life skills.

Planning approaches were child centred with children being actively involved in planning and leading their own learning. Learning walls were used effectively to record children's learning, and by displaying these at children's level gave them a sense of ownership of their environment/play space. Children were keen to share their current learning about birds with us. One child excitedly showed us the bird feeders that they had made for the garden. This contributed to children feeling valued and respected. Floor books effectively captured children's thoughts, ideas, and discussions. This further highlighted staff's responsive approach to children's interests and their learning.

Planning processes were child-centred and flexible to the changing interests of children. As a result, children were able to follow their interests and realise their own next steps in learning. Online learning journals were used to track children's learning and share it with parents, providing opportunities to extend it at home. This encouraged a team approach to children's learning which included and valued family's input.

The resources and experiences enabled rich learning opportunities and promoted challenge. Children freely accessed toys and resources to extend their play which contributed to them developing a sense of ownership and respect for their environment. Staff were adding further value to children's play and learning through their carefully considered interactions.

## How good is our setting?

**5 - Very Good**

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

### 2.2 Children experience high quality facilities

Children were welcomed into a safe, homely and well organised environment. Careful consideration had been given to the resources on offer and children benefited from a variety of interesting materials which encouraged extended play, creativity and curiosity. Real life items, which included plants, crockery and clothing supported imaginative play throughout the setting. The carefully planned environment showed children they were valued and gave them a strong sense that they mattered. Play spaces reflected current interests and were well resourced to support individual learning and to offer challenge. Within each playroom, children had spaces to sleep, rest and relax if needed resulting in children's needs being consistently met across the day.

Outdoor garden spaces were well thought out and planned to maximise children's play and learning experiences. Preschool children were able to attend local woodlands as part of their forest school's approach. This gave children the opportunity to explore open spaces and natural areas for rich learning.

Robust infection prevention and control and food safety practices provided high levels of safety for children, to keep them safe, protected, and healthy. Effective handwashing routines were embedded into daily practice and as a result children were protected from the potential risk of infection.

Robust risk assessments were in place. These were regularly reviewed and updated to ensure any risks were minimised for children, families, and staff.

## How good is our leadership?

5 - Very Good

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

### 3.1 Quality assurance and improvement are led well

A shared vision, values and aims supported the positive ethos of the service. This was shared with families and the local community. Improvement was a priority for the service. The manager and team consulted regularly with children and families and used feedback to inform their improvement priorities. This approach ensured that children and families were actively involved in the life of the service and their opinions were valued. Staff told us they were asked to contribute to this, and their views were used to implement change. This supported a culture of collaboration where staff felt valued and listened to.

Staff also spoke confidently about how they were developing their leadership skills. For example, leading the development of areas, forest schools and outings. This further contributed to staff feeling valued and empowered to contribute to improvements.

Robust quality assurance processes allowed focussed and meaningful opportunities for the manager and staff to review and monitor various aspects of the service. This meant that areas of improvement were identified, shared with staff and actions taken to make positive changes to children's experiences.

Staff files demonstrated that safer recruitment processes were being followed. Staff inductions had been developed using the National Induction Resource and supported new staff to reflect on their practice as they worked through the induction process. Regular supervision supported staff to identify their individual strengths and learning needs. Staff told us they felt supported by the manager and wider team.

## How good is our staff team?

5 - Very Good

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

### 4.3 Staff deployment

Staff worked well together as a team. They were confident in their roles and understood their responsibilities in protecting children from harm. There was a very good mix of skills, knowledge, and experience within the staff team. Staff were flexible and supportive of each other, this approach ensured that children experienced consistent care, play and learning throughout the day. Effective staff deployment within the service ensured that children's individual needs were being met by the appropriate number of staff.

Staff were responsive and motivated. They encouraged children to make choices and lead their own play. They supported children to access outdoors, and a variety of activities within the play space.

Staff communicated well with each other when carrying out necessary tasks or leaving the play space. This helped to ensure children's needs were being met. Walkie talkies were used effectively and allowed staff to

move between areas to support children.

There was a positive and supportive ethos within the service. Both the manager and staff spoke of the positive relationship that had been formed within the team. The provider and manager had a clear focus on staff wellbeing, with staff having access to a wellbeing app to support their health and wellbeing. Plans were in place to develop the staff room to create a calm and relaxed space for staff to have their breaks. This helped to create a positive atmosphere for both staff and children to feel comfortable and secure in.

## 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?	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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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