Little Beehive Nursery (Angus) Limited
Day Care of Children

1 Museum Street
Montrose
DD10 8HE

Telephone: 01674 671 717

Type of inspection:
Unannounced

Completed on:
12 August 2026

Service provided by:
Little Beehive Nursery (Montrose) Limited

Service provider number:
SP2007009381

Service no:
CS2007163705

About the service

Little Beehive Nursery (Angus) Limited provides a daycare of children service in Montrose, Angus. The service are registered to provide care to a maximum of 55 children at any one time age from 0 to 9 years, of whom no more than 12 are less than 2 years of age. There are currently 54 children registered with the service.

The nursery consists of three playrooms. Each playroom has access to toilets and changing facilities. All rooms have access to an outdoor play space in the garden to the rear of the building. The children in the 2-3 room have free flow access to their outdoor space.

About the inspection

This was an unannounced inspection which took place on 11 and 12 August 2026 between 08:30 and 16:45. Feedback was shared with the service on 12 August 2026.

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 complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

· spent time with 30 children using the service
· received twelve completed questionnaires from families and spoke to three parents
· spoke with staff and the management team
· assessed core assurances, including the physical environment
· observed practice and daily life
· reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

• Staff created a warm, welcoming and nurturing environment for children and families.
• Positive, trusting relationships had been established by the newly formed staff team.
• Children were engaged, motivated and were having fun during their play and learning experiences.
• Staff demonstrated strong practice by extending children's interests through skilled questioning, meaningful conversations and real-life experiences.
• Strong partnerships had been developed with local organisations, including a local care home and the Montrose Community Trust.
• Parents were welcomed into the service and encouraged to participate in their child's learning and development.
• Children, families and staff were actively involved in consultation and on-going improvement within 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

Leadership	4 - Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 4 - Good

Quality indicator - Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service had a vision, values and aims in place which were recently reviewed in consultation with children, staff and families. Due to their now being a new staff team in place, the manager had identified that it would be valuable to review these again to reflect the values and expectations of the current staff team and families. Children had been involved in discussions about the service's values to develop their knowledge and understanding of them. The service's commitment to reviewing and updating its vision, values and aims helped ensure these remained relevant, meaningful and reflective of the current service.

Consultations with staff, children and families supported the service to develop their current improvement plan. The plan clearly identified the main priorities that would be developed over the next year. This helped ensure continuous improvement was purposeful, supported positive outcomes for children, and promoted a shared understanding of the service's goals and aspirations within the wider service.

A quality assurance calendar supported the systematic review of documentation, monitoring of practice, audits and staff training. During the inspection, we discussed opportunities to strengthen the medication audit process by including additional detail to further support the safe management of medication. The service developed review records for some of their documentation during the inspection process. This provided clear evidence of ongoing reviews. Management promoted the development of practice and children's experiences through peer and leadership observations. These identified both strengths and areas to be developed. Plans were in place to revisit these observations to evaluate changes in practice and their impact on outcomes for children.

The service's use of the 'Quality Improvement Framework' supported a reflective and evaluative approach to continuous improvement. The service used a range of self-evaluation methods which included challenge questions, mind maps and reflective discussions. This approach supported management to identify strengths, areas for development and clear next steps for improvement. Involving children, families and staff in consultations ensured that stakeholders' views were valued and contributed to service development. A parent commented, 'The manager is great for the service and I appreciate how she is so open to discussion with parents and seeking feedback.' This helped to create a culture of continuous improvement, supported informed decision-making and improved outcomes and experiences for children.

Safer recruitment practices were in place, with appropriate recruitment checks being completed for all newly appointed staff. The service had a structured induction process to support new staff in becoming confident and competent in their roles. Induction checklists were used to monitor progress, with tasks signed off on completion. Monthly review meetings were held over a six-month period which provided ongoing support and development opportunities. The service were using the 'Early learning and childcare: national induction resource' to further enhance their approach to induction. This approach helped ensure staff received tailored support which enabled them to develop the skills and confidence required to provide quality care and positive outcomes for children.

Children play and learn 5 - Very Good

Quality Indicator - Playing, learning and developing

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Children were busy, engaged and having fun during their play and learning. Children made choices about where to play and what to play with. A wide range of quality resources supported the development of creativity, imaginations and problem-solving skills. For example, children used open ended resources to be creative with playdough and developed their imaginations taking care of 'Reggie the teddy' who was unwell. Children explored sand and water, explored sensory resources and designed structures in the construction area. One child shared, 'The construction area is my favourite.' As a result, children experienced enjoyment, confidence and a sense of achievement during their play. This supported their overall learning, development and wellbeing.

Staff were responsive and engaged in children's play and learning. They supported experiences and extended children's individual interests. Staff extended learning through meaningful conversations, resources and real-life experiences within the local community. This provided a depth to children's learning and development. An interest in the human body was developed using puzzles and discussions about skin and organs. Skilled questioning encouraged children to think critically, solve problems and express their ideas and opinions. As a result, children were supported to become confident and curious learners who were actively involved in their own learning experiences.

One playroom had free flow access to the outdoor play space. Children in the other rooms were offered choices about when they wanted to go outdoors or out into their local community. Well-equipped outdoor play spaces supported children to explore, participate in planting and growing and be active. As a result, children experienced rich and varied learning opportunities that positively supported their health, wellbeing and overall development.

Numeracy and literacy were supported both indoors and outdoors. Books in a variety of play areas supported and extended play and learning opportunities. Story sharing supported children to develop communication skills and imaginary play. Opportunities to measure, pour, count, and use simple recipes provided the opportunity to develop numeracy skills during play. This resulted in children developing confidence in their literacy and numeracy skills through active, child-centred learning experiences.

Most children visited their local community daily. Children visited parks, the Montrose Basin, the local high street, and train station. The service had developed links with a local care home and with the Montrose Community Trust who provide a range of events and opportunities within the local community. A parent shared, 'I am so impressed at the amount of activities they do and the range of them. Indoor, outdoor, mixing with the elderly, trips to the park, and baking. They make every day learning fun.' As a result, children developed social skills, formed positive connections within their community and gained a broader range of learning experiences. These opportunities supported their wellbeing and overall development.

Staff provided a balance of responsive and intentional planning which supported the learning and development needs of all children. They were actively involved in creating learning walls over a two week planning cycle. This encouraged children's confidence and independence and supported staff to accurately assess individual learning needs. Children's learning was evaluated at the end of each planning cycle to show what worked well and what could be further developed to support learning. Tracking and monitoring of children's learning and development was in place which supported staff to plan appropriate learning opportunities and develop individual needs. Children benefitted from a child-centred approach that promoted engagement, achievement, and positive outcomes.

Floor books provided an overview of children's play and learning. These contained photographs, observations, and children's comments. Children were keen to share these books with us, revisit their learning and share their experiences with us. A parent shared, 'Children's voice and achievements shown through speech bubbles. Children asked from the baby room all the way up where they would like to for walks or to play.' The service could continue to further develop children's involvement in documenting and celebrating their achievements. This could promote a sense of ownership, confidence and engagement in their learning journey.

Observations of children's play and learning were captured in online learning journals. These identified children's learning, development of new skills and achievements. Next steps within each child's learning were identified to support progression. These were shared with families who had the opportunity to share comments and feedback. This ensured they were fully involved in their child's learning and development. A parent shared, 'My child talks fondly about their experiences at nursery and we sit looking at their photos on the famly app, a great way to have a visual to prompt discussion about their day.' Another parent shared, 'I am always informed with daily updates and observations. I am invited to share photos with the service of different events and activities.' As a result, children benefited from a collaborative approach between home and the service. This supported positive relationships, a shared understanding of progress and it improved outcomes for learning and development.

Children are supported to achieve 5 - Very Good

Quality Indicator - Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Staff provided a warm and welcoming environment for children and families. Interactions were warm, caring and nurturing and staff were responsive to the changing needs of children. A newly formed staff team had worked well together to get to know children and their families and develop positive relationships and trust. A parent shared, 'The staff are great. My child has some really great relationships with staff.' Another parent shared, 'My child's key worker is fabulous with them, having that bond really speaks volumes and the ladies that work there are a credit.' This ensured responsive care and support that promoted children's wellbeing, emotional security and positive experiences.

Snack and mealtimes were well organised and provided meaningful opportunities for children to develop their independence and life skills. Staff engaged children in quality interactions throughout these experiences. They offered encouragement, guidance and support when required. Children were empowered to make choices about their meals, which promoted decision-making skills. The mealtime environment was calm and provided a valuable social experience for children.

Safe sleep practices were embedded within the service. Younger children's routines from home were followed wherever possible. Children were nurtured and sensitively supported to rest and sleep. This ensured children experienced care that was responsive to their individual sleep and rest needs. This helped them to feel safe, secure and emotionally supported within the setting.

Personal plans had been developed for each child through the Famly app. These contained detailed information that supported staff to understand and respond effectively to children's individual needs, preferences and stages of development. Most parents agreed that they were involved in reviewing their child's personal plan. Chronologies were in place to record significant events and changes in a child's life. This provided staff with an understanding of any factors that may impact on their wellbeing. This information was used effectively to inform planning and ensured children received responsive, consistent and individualised support.

Medication was stored safely and securely within each room. Consent forms were in place on the Famly app and in paper form alongside the medication. Well organised systems were in place for recording the administration of medication. Each medication was signed in and out of the service through the Famly app. One parent shared, 'Medication systems are well managed by the service.' This ensured children's health and wellbeing needs were safely and consistently met.

Personal care routines were managed with sensitivity, dignity and respect. This ensured that children's privacy and individual needs were consistently met. Staff demonstrated warm and nurturing interactions throughout these experiences which supported children to feel safe and secure. Effective infection prevention and control measures were embedded in practice. Staff followed appropriate procedures to help maintain a safe and healthy environment for children.

Parents were welcomed into the service each day. This helped to create and develop positive relationships and supported the effective sharing of information. Parents were regularly invited into the service for parent evenings, stay and play sessions and throughout settling-in and transition periods. The service were continually striving to further develop parental engagement. As a result, parents experienced a welcoming and inclusive environment where they felt valued, listened to and actively involved in their child's care and learning.

Complaints

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

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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