

Busy Bees @ Glenrothes Day Care of Children

Cos Lane
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Type of inspection:
Unannounced

Completed on:
21 May 2025

Service provided by:
Busy Bees Nurseries (Scotland)
Limited

Service provider number:
SP2003002870

Service no:
CS2003007520

About the service

Busy Bees @ Glenrothes provides a daycare of children service in Glenrothes, Fife. The service is registered to provide a service to a maximum of 95 children, with no more than 30 children aged under two years.

The nursery is one of a group of nurseries run by Busy Bees Nurseries (Scotland) Limited and is in partnership for funded places with Fife council. The nursery operates from purpose-built premises that includes four playrooms, kitchen, dining room and large outside play space. The nursery is close to local amenities in the town of Glenrothes.

About the inspection

This was an unannounced inspection which took place on 20 May 2025 between 09:15 and 16:30 hours and 21 May 2025 between 09:30 and 16:20 hours. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- received feedback from eight families
- spoke with the staff and management team
- observed practice
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were happy, settled and having fun. They experienced warm and nurturing approaches to support their overall wellbeing.
- There had been significant improvements in staff interactions since the previous inspection. Staff were responsive to children, enabling children to develop their play at their own pace.
- Children were happy and engaged in play whilst outdoors. The outdoor environment provided opportunities for active and energetic play across three gardens.
- There was a shared responsibility to supporting improvement within the service. Since the last inspection, extensive quality assurance processes had been developed and were beginning to impact of children's care, play and learning.
- There was a more effective cycle of reflection and improvement within the service.
- The deployment and levels of staff within the service were appropriate to ensure sufficient care and support for all children throughout the day.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
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?

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 1.1: Nurturing care and support

Children experienced warm and nurturing approaches to support their overall wellbeing. They were happy, settled and having fun. Staff knew children well and were responsive to their individual needs. They were down at child level during play and interactions. Comfort and cuddles were offered to children when required or if requested. Staff were good at following cues from children and recognised when a child needed support. This contributed to children feeling safe and secure and as a result children were confident and engaged in their play experiences.

Children's overall wellbeing was supported, as staff made good use of the information contained in their personal plans. The personal plans sampled provided information about each child's current needs and the strategies in place to support them. We observed staff implementing these identified strategies in practice to support children appropriately. However, some parents informed us that they had not been involved in the review of their child's care plan. The service should ensure that personal plans are reviewed in collaboration with parents to support a shared understanding of children's needs and promote consistency of care.

Children's wellbeing and comfort was provided for. This included appropriate opportunities to meet younger children's need for sleep, rest and relaxation. Staff were attentive to children and offered reassurance and cuddles if they were unwell or needed some downtime. Babies experienced personal care in a sensitive and gentle manner. Positive interactions promoted children's dignity and supported them to be nurtured through daily experiences. The approach to nappy changing was warm, caring and respectful to support children's security and confidence. However, on occasion, staff did not always check nappies in a way that promoted dignity and respect.

Since the previous inspection, staff had worked to review children's mealtimes experiences. Older children were offered a free flow experience which meant their play was not interrupted and they could eat at a time that was right for them. Staff sat with children helping to create a sociable experience. There were some opportunities for independence, such as children collecting their own plates and cutlery. The service should continue to review and develop this time of day. Staff had reviewed the transition to lunch for younger children. As a result, younger children experienced a calm and relaxed mealtime.

Children's allergy needs were well managed to help keep them safe. Medication systems were in place to support effective and safe administration of medication.

Children were safe and protected because all staff understood when and how to report concerns. Since the previous inspection, additional training had been completed, and staff now demonstrated increased confidence in safeguarding procedures.

Quality indicator 1.3: Play and learning

Children had fun as they experienced good quality play experiences. Older children had opportunities to lead their learning and choose what resources to play with. Younger children had good opportunities across the day to explore sensory and messy play experiences. As a result, the majority of children were engaged in play for long periods of time, and this increased their confidence and supported their wellbeing and involvement.

There was significant improvement to children's play and learning. All children received good quality play experiences which impacted positively on their health and wellbeing. They were supported to learn and develop through play. Whilst outdoors, we saw older children leading their own play experiences. They mainly chose to play outdoors where they explored the natural environment around them investigating mud, adding water to create potions and exploring water play. They engaged meaningfully with the experiences offered to them. As a result, all children presented as happy, confident individuals. There was scope to further develop the indoor environment for older children to ensure play experiences appropriately challenge children in their learning.

Overall, staff were responsive, enabling children to develop their play at their own pace. They engaged warmly and kindly with babies and younger children at their level, offering support that was appropriately paced to meet individual needs. Older children's play was effectively facilitated, allowing them to engage in sustained, meaningful play experiences. However, there was scope for further development in the use of effective questioning. Enhancing staff's ability to ask open-ended, thought-provoking questions could further enrich children's play and learning by encouraging critical thinking, creativity, and deeper engagement with their experiences.

Planning approaches were being developed to ensure a balance of responsive and intentional planning. There was scope for this to be developed to ensure daily observations meaningfully inform future planning. Children's ongoing learning and developmental progression was supported using observations within the Busy Bees app. Recording of key learning and meaningful next steps for children was not yet consistent across all planning information. Developing a consistent recording approach would help to capture children's progress and support planning for next steps.

How good is our setting?

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 2.2: Children experience high quality facilities

Playrooms were clean, bright, and well-furnished which helped create calm and relaxing environments. Most rooms were welcoming and inviting spaces and all rooms provided children with ample space to play. Children made good use of the space available and played happily independently or cooperatively in groups. This helped them to build positive relationships with their peers and develop their social skills. Resources were well maintained, safe and accessible to children. There was scope to develop older children's play spaces to provide a homely, cosy environment.

Children were happy and engaged in play whilst outdoors. The outdoor environment provided opportunities for risky, active, and energetic play across three gardens. Children were curious and creative with a variety of resources and had fun as they explored the natural environment. Opportunities for free flow play meant the majority of children could make choices about where they wanted to play. Families provided positive feedback on the use of the outdoor space, comments included, 'The children are often outside. They have a great outdoor space and spend a lot of time outside', 'I believe my child has lots of time outdoors in the garden', and '[My child has been involved in] Water, sand, mud, feeding birds and squirrels, planting seeds, general play with lots of different equipment'.

There were infection prevention and control procedures in place which supported a safe environment. For example, the service was clean and well maintained. We observed children being supported to understand the need for good hygiene and hand washing at necessary times. This contributed to minimising risks of infection for both the staff team and children.

Children's privacy was protected by the safe storage of their information, including electronic and paper files.

How good is our leadership?

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 3.1: Quality assurance and improvements are led well

There was a shared responsibility to supporting improvement within the service. Since the last inspection, quality assurance processes had been developed and were beginning to impact of children's care, play and learning. As a result, focussed and meaningful systems for the leadership team and staff to review and monitor various aspects of the service were now in place. This meant that areas for improvement were identified, shared and actions were taken to make positive changes to children's experiences. For example, staff interactions, changes to staff deployment and children's play experiences. This resulted in improved outcomes for children.

Good leadership resulted in staff who had confidence in their capacity to support children and families to progress and achieve. There was an improved cycle of reflection and improvement within the service. Team meetings were used to reflect on the action points from the previous meeting to ensure that timescales identified within the improvement plan were achieved. Staff engaged effectively with the process to reflect and improve their practice, enabling learning to be identified.

The manager and staff demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for children. Staff told us they felt well-supported by the leadership team. This contributed to everyone feeling an increased confidence to initiate well-informed change and take responsibility for the process. As a result, children benefitted from improved outcomes and play experiences. The leadership team should continue to embed and sustain the good quality practices, to ensure children and families continue to experience good quality care and support.

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

Since the last inspection, the manager had reviewed staff deployment within the service. This meant that good use was made of staff experience, knowledge and skills, to ensure children's experiences across their day was positive. Staff across the service generally worked well as a team, they communicated well with each other when a task took them away from their designated area. For example, they would inform each other when leaving the room or when attending to a child's needs. This contributed to children being respected and created a positive team ethos within the service.

The deployment and levels of staff within the service were appropriate to ensure sufficient care and support for all children throughout the day. Staff were deployed in a way that enabled them to respond to children in a timely manner. In addition to this, staff breaks were well managed across the day to ensure children's routines were not interrupted. For example, staff were present at key times of the day to support children, and their breaks were managed around this.

Staff had undertaken training that had developed their skills, and helped staff understand the service and their responsibilities. For example, nurturing approaches, provocations, and planning. This contributed to the care and support of children.

Overall, the ethos between team members was positive and interactions between staff were kind and respectful. The staff team told us the manager was approachable and available to them should they require support. This helped create a positive atmosphere for both staff and children to feel comfortable in.

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

Requirements

Requirement 1

By 28 February 2025, the provider must ensure children receive appropriate nurturing interactions and support. This should include but not be limited to:

- a) ensuring staff have the relevant knowledge, skills and attributes and effectively foster nurturing relationships with children; and
- b) ensuring effective monitoring of staff practice is in place to assess and improve the quality of interactions and support for children.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This requirement was made on 12 December 2024.

Action taken on previous requirement

Children received good quality support and kind interactions from staff that fostered nurturing relationships. Staff training had been undertaken to enhance staff skills knowledge and attributes. In addition to this, effective monitoring of staff practice was in place which identified gaps and area for improvements. These had been shared with staff members, and supported the improvement in practice.

Met - within timescales

Requirement 2

By 28 February 2025, the provider must ensure each child receives appropriate care and support and their needs are met. To do this, the provider must, at a minimum ensure:

- a) personal plans set out children's current needs and how they will be met;
- b) all staff are knowledgeable and understand the information within the personal plans and use this to effectively meet each child's needs; and
- c) personal plans are regularly reviewed and updated in partnership with parents to reflect children's current needs

This is to comply with Regulation 5(1)(2) – (Personal plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210). (Requirements for Care Services) Regulations 2011, SSI 2011/210.

This is to ensure care and support is consistent with the Care Inspectorate document Guide for providers on personal planning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

This requirement was made on 12 December 2024.

Action taken on previous requirement

To effectively meet children's individual needs and support their wellbeing, children's personal plans had been reviewed and developed. Staff were knowledgeable about each child's health and wellbeing needs and support strategies had been identified for most children. All staff were aware of the identified strategies and used them to support individual needs.

Met - within timescales

Requirement 3

By 28 February 2025, the provider must ensure each child receives appropriate care and support and their needs are met. To do this, the provider must, at a minimum ensure:

- a) staffing is well planned to keep children safe
- b) staff communicate and work together effectively
- c) staff are responsive to children

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure that care and support is in line with the Health and Social Care Standards (HSCS) which state: 'My care and support is consistent and stable because people work together well' (HSCS 3.19)

This requirement was made on 12 December 2024.

Action taken on previous requirement

Staffing had been reviewed and planned to keep children safe. For example, staff breaks had been planned around the needs of the children. All staff communicated well and in a respectful manner to ensure children's needs were met at the right time. Staff were responsive to children's needs; improved staff deployment meant that staff were available to support and interact with children appropriately and in a timely manner. This contributed to children being respected and created a positive team ethos within the service.

Met - within timescales

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

To ensure children experience high-quality mealtimes that promote independence, the manager and staff should review the experience for all children and implement improvements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.' (HSCS 1:35)

This area for improvement was made on 12 December 2024.

Action taken since then

The service had reviewed and made positive changes to the mealtime experiences. Children had some opportunities to be independent contributing to lifelong skills.

This area for improvement has been met.

Previous area for improvement 2

To ensure children are safeguarded and protected from harm, the provider should, at a minimum ensure:

- a) the manager and staff are competent and knowledgeable about national, local, and the service's own child protection procedures and 'Getting it Right for Every Child' (GIRFEC).
- b) the manager and staff are competent in completing chronologies and use these to take appropriate action to support children and their families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This area for improvement was made on 12 December 2024.

Action taken since then

The manager and staff demonstrated sufficient knowledge with regards to national, local and services own child protection procedures to keep children safeguarded and protected from harm. Chronologies had been implemented and detailed information to support the service to take appropriate, timely action to support children and families.

This area for improvement has been met.

Previous area for improvement 3

To enable all children to be cared for in an environment that supports them to achieve their potential, the manager and staff should as a minimum, ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 12 December 2024.

Action taken since then

To enable all children to be cared for in an environment that supports them to achieve their potential, the manager and staff had made improvements to the range of resources and materials available to play with. As a result, children were more engaged in meaningful play experiences.

This area for improvement has been met.

Previous area for improvement 4

To effectively deliver high quality play and learning experiences, the manager should support staff to access training appropriate to their role and apply the training to their practice.

This should include but is not limited to:

- a) supporting and extending children's learning through high quality interactions and effective questioning
- b) using best practice guidance to support high quality play experiences

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 12 December 2024.

Action taken since then

The manager had supported staff to access training appropriate to their role. There was progress made in improving the approach and skills of staff, in relation to interactions and supporting children's play and learning. Staff had engaged with some best practice guidance contributing to improved play experiences for children.

This area for improvement has been met.

Previous area for improvement 5

To ensure children experience appropriate effective infection, prevention and control measures, the provider should, at a minimum ensure:

- staff are knowledgeable of 'Health protection in children and young people settings, including education' guidance and implement this in practice.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

This area for improvement was made on 12 December 2024.

Action taken since then

Staff were knowledgeable 'Health protection in children and young people settings, including education' guidance' and effectively implemented this into their practice. This ensured children experienced appropriate effective infection, prevention and control measures.

This area for improvement has been met.

Previous area for improvement 6

To improve outcomes for children, effective and robust quality assurance processes should be implemented. To do this the provider should, at a minimum, ensure:

- a) effective monitoring and auditing is carried out across the setting and any identified actions are addressed promptly
- b) self-evaluation is used effectively to support improvement
- c) clear and effective plans are developed to maintain and improve the service.

This is to ensure that care and support is in line with the Health and Social Care Standards (HSCS) which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This area for improvement was made on 12 December 2024.

Action taken since then

There was a shared responsibility to supporting improvement within the service. Since the last inspection, effective quality assurance processes had been developed. As a result, focussed and meaningful systems for the manager and staff to review and monitor various aspects of the service were now in place. This meant that areas for improvement were identified, shared and actions were taken to make positive changes to children's experiences. For example, staff interaction, changes to staff deployment and the snack experience. This resulted in improved outcomes for children.

This area for 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.

Detailed evaluations

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

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