



Inspection Report

Teddy Bear Towers Limited

**Trelawney Towers
Chester Road
Flint
CH6 5DU**



Date Inspection Completed

23/05/2024

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About Teddy Bear Towers Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Teddy Bear Towers Day Nursery Ltd
Registered places	49
Language of the service	English
Previous Care Inspectorate Wales inspection	20 April 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children freely communicate their needs, thoughts and ideas and have choices about how they spend their time. They interact appropriately, as they respond well to behaviour management strategies and learn to share space and resources. Children have opportunities to follow their interests and take part in activities they enjoy, supporting their learning and development.

Staff keep children safe and implement the settings policies effectively. Staff are caring and engage well in children's play, implementing consistent and appropriate behaviour management strategies. Staff ensure they know and cater for children's individual needs and provide a range of suitable resources and activities.

Leaders provide a safe and secure environment, where potential hazards are managed well. The environment has suitable indoor and outdoor space in which children can play, learn, and take part in a range of activities. Resources are age-appropriate and well maintained. Natural materials are used effectively to enhance children's experiences.

Leaders are dedicated and have a clear vision for the setting and care they provide. They use self-evaluation effectively to support them in making positive improvements. They have developed a good team of staff who work together effectively and are managed well. Positive relationships are formed which benefit the children.

Well-being

Good

Children are very confident, allowing them to freely communicate their needs, thoughts and ideas. They know they will be listened and responded to well by staff, helping them to express themselves. Those who are non-verbal effectively use gestures and babbling to communicate. Children move around the environment and freely access where and what they want to play. They have choices about how they spend their time and routines. For example, they choose what cereal they would like for snack and what tabletop game they would like to play.

Children show confidence as they play, evidencing how comfortable they feel in their surroundings. They develop positive relationships with consistent staff who know them well. Children feel safe and were accepting of us being in the room, happily allowing us to join in their play. They settle quickly and separate well from their parents. Children are excited to be with their friends and joyfully join them in an activity. Children's needs and ideas are respected, helping them to feel valued.

Children interact appropriately for their ages and stages of development. They learn to share space and resources, with little encouragement from staff. Children responded well to behaviour management strategies staff use and understand they need to sometimes wait for their turn. For example, children happily waited for their go at a board game as only four children could play. Children of all ages show respect towards each other and the resources, using them appropriately and responding well when asked to help tidy up.

Children have opportunities to follow their interests and take part in activities they enjoy. They focus for an appropriate length of time on activities they have chosen. For example, when completing a puzzle or building a tower. There were smiles as they played and lots of laughter as children followed each other around in the cars outside. Children keenly sat during together time and joined in enthusiastically with the songs and rhymes.

Children have access to activities and resources that support their learning and development. They learn well through their play as the opportunities available are inspiring and age appropriate. For example, babies moved around as they chased the balloons around the room, helping support their physical skills. Children confidently have a go at being independent as they are provided with the help and support they need. For example, they have a go at cutting their food up and feeding themselves.

Care and Development

Good

Staff understand and implement the policies and procedures to ensure they keep children safe. They safeguard children and know the procedure to follow should they have concerns about a child. Nearly all staff have appropriate first aid training so they can deal with any accidents that may occur. Staff ensure detailed records are kept of any accidents and incidents, and these are signed by parents to show they have been shared. Medication records are completed so staff are aware of the dosage and time of any medication that may need administering. However, staff need to ensure they fully understand the reason for giving medication.

Staff follow appropriate routines to help prevent the spread of germs. Tables are sanitised before use, handwashing is promoted and personal care, such as nose wiping, and nappy changing are completed effectively. Staff promote healthy lifestyles and physical activity. They provide appropriate, nutritious food and snacks and encourage children to be active and get fresh air with regular access to the outdoors.

Staff are caring and engage well in children's play, showing kindness and warmth. They consistently respond to the children when they communicate with them, showing genuine interest in what they have to say. For example, when children arrived from school and wanted to share what they had been doing that morning, staff listened intently. Staff have effective routines in place to ensure children have sociable experiences such as snack and lunch times, when they sit with the children at the table having conversations. Their interactions are meaningful and help to support children to learn to socialise and interact positively. Staff implement the settings behaviour management policy effectively and use appropriate strategies to manage children's behaviour. They speak to the children involved in any incidents with respect and consideration, using language the children understand. Staff are very good role models.

Staff have a good knowledge and understanding of child development and get to know the children well, ensuring they know their individual needs to allow them to provide appropriate care and support. They have reviewed the planning so that it is focused on the children's interests and supporting their development. They consider what children are enjoying and arrange suitable activities to support this. For example, children showed an interest in flowers, so staff took the children for a walk to find flowers and provided a range of activities and resources related to the topic. Staff follow effective procedures to track children's progress and identify next steps to support their development. Independence is promoted during play and routines. For example, children are encouraged to access items they want and at snack time, those children who can, serve their own cereal and pour their own drinks.

Environment

Good

Leaders provide an environment that is safe and secure. External doors are kept locked, access controlled, and visitors recorded. Risk assessments are completed and updated regularly so hazards are identified immediately and managed well. For example, finger guards on the doors. Daily checks on the environment ensure any new hazards are identified and dealt with appropriately. Outdoor areas used by children are surrounded by secure fencing preventing unauthorised access or children being able to leave unsupervised.

The setting provides suitable indoor and outdoor spaces in which children can play, learn and take part in a range of activities. The environment allows children to be grouped according to their ages and stages of development so they can access suitable areas and facilities to meet their needs. Leaders ensure all areas are well maintained and there is a warm and welcoming atmosphere for children, staff and visitors. The attractive displays of children's work give children a sense of belonging and pride. There are suitable facilities available including toilets, hand washing and nappy changing areas. The outdoor areas available for children are inviting and provide a range of experiences for them to access. For example, there is space for bikes and trikes and areas to learn about the world around them. The different age ranges have access to their own space which allows age-appropriate resources to be made available.

Leaders have reviewed the environment and introduced more natural materials. There are lots of wooden resources and equipment including, tables and chairs, which helps to make the environment feel calm and relaxing. Leaders ensure they provide children with good quality toys and resources that are age appropriate. They provide areas of learning in the different rooms to support children's development and imagination. For example, mirrors on the walls for younger children and tables covered in paper for children to draw on. The resources available include items that help to support children's curiosity and interest. For example, sand, water and links on a piece of wood with padlocks and keys available for children to attach to them. Areas of learning such as the home corners and role play areas are enhanced with real life equipment to inspire children. For example, a real kettle and toaster in the home corner. Storage is of a suitable height so children can be independent.

Leadership and Management

Good

Leaders are dedicated and have a clear vision which they share effectively with staff and parents. The statement of purpose includes all the information parents need to decide if it is the right care for their child. Policies and procedures reflect current practice and are updated when required. However, the medication policy needs reviewing to ensure it safeguards children. All paperwork is well organised allowing information to be accessed easily when required. People who run the setting are actively involved in the day to day running and lead their team effectively.

Leaders are aware of the importance of regularly self-evaluating the service and care they provide. They identify meaningful areas for development to ensure continuous improvements are made. The annual quality of care report considers views of parents, staff, and children. These views are then analysed, and improvements planned. For example, ongoing redecoration and improvements to the environment.

Leaders manage staff well. They have developed a team of staff who work well together and help make the setting run smoothly. Staff we spoke with said they enjoyed their work and felt supported by managers. The effective recruitment process ensures staff are suitable to care for children and staff files showed relevant checks were completed prior to staff starting. There is a culture of continuous professional development which is effectively modelled and monitored by those running the setting.

Leaders and staff have developed good relationships with parents. Parents have opportunities to share information about their child through online resources and through direct conversations with their child's key worker at the end of the child's day. Daily sheets containing information about their child's day are sent home with the younger children, so parents are informed about routines such as food intake, sleep, and nappy changes. Regular newsletters provide parents with any important events and dates. The setting works closely with outside agencies, including those to support individual children's needs, Flying Start and Early Education. This supports them in providing appropriate care and keeping up to date with the latest initiatives and guidance.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 11 - Medication	Ensure children are safeguarded by the settings policies and procedures about medication.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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