



Inspection Report

Teddy Bear Towers Limited

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



Date Inspection Completed

20/04/2022

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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	Manual Insert 30 July 2019
Is this a Flying Start service?	Manual Insert Yes
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<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 have a voice and can make appropriate decisions about where and what they want to do. They are settled and enjoy the experiences available. The care children receive gives them the motivation to interact well, take part in activities they enjoy and be independent.

Staff are caring and responsive to the needs of the children. They keep them safe and healthy by implementing the settings effective policies and procedures. Staff manage interactions well and they give appropriate encouragement and support. They use observations effectively to ensure children have access to resources and activities that support their learning and development.

The environment is safe and secure and people who run the setting ensure any risks are managed appropriately. All areas are kept well maintained and clean. Outdoors is utilised well and provides a stimulating environment where children can play and learn. Resources are age appropriate and of a good quality.

People who run the setting know their nursery well and implement policies and procedures that reflect the care provided. They use self-evaluation effectively to make positive improvements. Recruitment is robust and a team of staff who work well together has been developed. Parents are kept informed and up to date about their child's experiences and development.

Children are involved in decision making and contribute effectively to their play and learning. For example, talking with staff about what they wanted to do when playing in the sand pit. Children have a voice and express themselves and their needs well, knowing staff will respond effectively to their attempts at communication. For example, toddlers decided which songs to sing before lunchtime and babies were listened to when they had had enough milk or were tired.

Most children are happy, settled and enjoy attending. They know the routines and environment very well, which gives them a sense of security and belonging. Children have positive bonds of affection with staff and their peers, helping them feel relaxed. Older children told us they 'loved coming' and that staff were 'really kind'.

Most children interact well with adults and each other. They are polite and welcoming towards us and many form good friendships. For example, children laughed as they played in the role-play house. Children learn to respect each other and the resources, learning to share and use equipment appropriately. For example, waiting patiently as they take turns to go on the slide.

Children are motivated and enjoy the activities they take part in. Babies happily toddled around the room picking up soft toys and they liked exploring the mirrors. Toddlers thoroughly enjoyed listening to the 'The Gruffalo' story and sang with great enthusiasm at the end of the morning. Children can follow their interests as they have access to or can request resources they enjoy. For example, a child was talking about bubbles, so a member of staff went and got them out for the child to play with.

Most children have a good variety of experiences which promote independence. For example, they select which toys they would like to play with and tidy them away after use. They use the toilet and wash their hands with varying levels of support and follow their own interests. Children are provided with opportunities and equipment to encourage them to do things for themselves. For example, children had access to water they could use in several different ways. This included in the mud kitchen, water tray and when using the guttering. Children thoroughly enjoyed these activities and relished the opportunity to be independent.

Care and Development

GOOD

Staff understand and promote children's wellbeing and safety by following effective policies and procedures. Staff have up to date training and knowledge of safeguarding and know what to do if they have concerns about a child. Accident and incident forms, and registers to show staff and children's attendance are completed accurately, evidencing ratios are met.

Staff encourage and support children to be healthy. For example, children are given the required support to wash their hands before eating and after using the toilet and noses are wiped in a timely manner. However, some procedures followed during nappy changing do not fully consider the children's privacy and dignity as they are completed in front of other children. Healthy eating and access to the outdoors are given high priority. Staff offer daily outdoor play experiences and menus evidence nutritious meals are provided.

Staff manage children's interactions well by following agreed procedures set out in the behaviour policy. They become involved in play activities when it is appropriate to do so. For example, when discussing and stirring the noodle soup the children had made using water and grass. Good behaviour is celebrated, and staff use distraction to diffuse situations with the younger children. Staff understand children well and adjust their expectations according to individual children's needs. For example, a child with additional needs was given extra time to process and complete an instruction which resulted in success and accomplishment.

Staff provide a nurturing and caring environment for the children. They know most children very well and actively respond to learning opportunities that freely arise during children's play. For example, a group of children showed an interest in creating a café, so a member of staff went and found extra resources such as plates and cups for them to use. Babies are spoken to softly with lots of smiles. They are supported to stand and walk and receive cuddles and re-assurance when they are upset. However, when more hands are needed to settle babies, staff need to have the confidence to call upon colleagues in other rooms for help. Staff are currently introducing elements of the new curriculum and allowing children more opportunities to have free choice. They use observations and their knowledge of the children to ensure they provide appropriate resources that facilitate children's chosen play and learning. For example, staff left an incomplete jigsaw on the table overnight, which a child had requested to finish the following day.

Environment

GOOD

People who run the setting provide a clean, safe and secure premises. External and internal doors are locked, and children's safety gates prevent babies from leaving their room. Risk assessments are completed and reviewed regularly showing that unnecessary risks to children have been identified and, as far as possible, removed. Cleaning routines reflect good hygiene practice and effective infection control. For example, both staff and children take part in routine hand washing, regularly touched surfaces and toys are disinfected, and personal protective equipment such as aprons and gloves are used during nappy changes. Visitors to the setting are recorded so if needed this information can be referred to.

People who run the setting provide a well maintained, stimulating environment. All areas are well decorated and provide a relaxing and calm atmosphere. Children's work is attractively displayed on the walls which creates a sense of pride and belonging. Resources and areas of learning are well planned to reflect the needs and interests of the children. For example, we saw well-resourced home corners, engaging books that were in children's reach and seating areas positioned in the baby room to promote walking, whilst holding on to the furniture. Wipe clean floors are available for messy play activities as well as quieter, cosy areas for resting. The outdoors is accessed easily with doors which remain open on warmer days allowing children to choose where they wish to play. The play areas are attractive and inviting, with stimulating opportunities and experiences. For example, toddlers were enjoying playing with the shredded paper, dropping it, and imagining it was rain.

The environment is equipped with a wide range of good quality play and learning resources. For example, construction, role-play and sensory activities which stimulated children's interest. Natural resources are available which encourage children to observe closely and use their senses. The outdoor areas are clean, tidy and well-resourced which demonstrate staff provide plenty of outdoor play experiences and encourage these areas to be used as much as possible. Shaded spaces have been created outside to allow the areas to be used in all weather conditions.

Leadership and Management

GOOD

People who run the setting are knowledgeable, experienced and have a clear vision of the setting and care they provide and they share this effectively with others. The statement of purpose has been reviewed to ensure it provides an accurate picture of what the service has to offer allowing parents to make an informed decision about the care their child receives. People who run the setting have implemented policies and procedures and staff follow them effectively. Staff work well together, which creates a positive ethos and shared sense of purpose, resulting in good outcomes for children. Paperwork is kept up to date and is very well organised, making it easy to find information needed.

Leaders know their service well and promote a positive culture of continuous self-evaluation. Room supervisors have a monthly wish list, which is given to leaders and regularly acted upon to improve aspects of the nursery. For example, an art/messy area was recently added to improve the baby room and new washrooms were installed on the ground floor. The annual quality of care review was not completed during the Covid-19 pandemic, but leaders are aware they need to complete this annually.

Recruitment processes ensure the most appropriate people are chosen for their roles and all staff hold up to date DBS certificates. Induction procedures ensure staff are aware of their roles and responsibilities and regular staff meetings keep staff up to date with any developments. Appropriate systems of appraisal and staff supervision are in place. However, these have been more informal during the Covid-19 pandemic and are due to be recorded formally from June 2022.

People who run the setting keep parents updated on their child's day and experiences. Daily diaries are completed for younger children, which shows a record of food intake, drinks, sleep, and nappy changes. Staff speak with parents at the beginning and end of the day to share information.

Recommendations to meet with the National Minimum Standards

R1; Review nappy changing procedures in some rooms to ensure children's dignity and privacy are respected.

R2; Ensure staff are confident to request additional help and support during busier times.

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

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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