



# Childcare Inspection Report on

**Teddy Bear Towers Limited**

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



**Date Inspection Completed**

20/08/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

## Description of the service

Teddy Bear Towers Limited is located in Trelawney Towers, Flint. The responsible individual and person in charge is Carol Matthews. The service is open from 07:30 to 18:00 Monday to Friday, closing only for bank holidays and Christmas. The service is registered to care for 49 children under 12 years of age, with English being the main language. This service does not offer the Welsh language 'Active Offer.'

This setting also offers an out of school and holiday club for children in full time education and funded places for children who are entitled to attend the 'Flying Start' and 'Early Entitlement' provisions. The service also runs a community playgroup.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Excellent

### 1. Overall assessment

Children come first at this service. They have a voice, are listened to, make choices confidently and can influence how they play and learn. Children are cared for by a dedicated and a consistent team of practitioners who are experienced. A wide range of activities are provided in an environment which is child friendly, safe and well designed. Leaders ensure there is a variety of age appropriate toys and equipment to develop children's skills, understanding and knowledge effectively, which sustains their interest and ensures children are happy. Leaders have a clear vision of the service and along with practitioners, are committed to ongoing improvement and delivering high quality care and support, culminating in improving children's well-being. There are successful and strong partnerships with parents, carers, support organisations and local schools.

### 2. Improvements

Since the last inspection leaders have introduced procedures to minimise the risk of cross contamination during meal and snack times and have made improvements in relation to how staff supervision meetings are conducted. This has ensured children are safe and practitioners have opportunities to discuss their training needs and day to day concerns. Since the inspection we have received an updated statement of purpose.

### **3. Requirements and recommendations**

No non compliance was identified during this inspection. One recommendation was made in respect of the use of car seats.

# 1. Well-being

**Good**

## **Summary**

Many children have a strong voice, can express themselves well and make choices confidently. Older children help to plan themes and activities relevant to their interests. Children are fulfilled and flourish because they feel safe and secure, respected and valued by those who care for them. They are developing social skills through opportunities to play and communicate with others. Children are active and curious learners and enjoy a variety of experiences which promotes their all-round skills. Daily routines and considerate support enables all children to develop their independence.

## **Our findings**

Children were listened to and their choices respected. Makaton was an effective communication tool used by a few children. All children confidently chose where to play and joined in willingly with organised activities. Babies and toddlers could choose toys from baskets placed on floor mats, whilst pre-school children played indoors and outdoors and followed their own interests such as, looking for spiders. Older children fetched games and activity boxes for themselves and suggested activities which practitioners quickly facilitated. All children were seen to have sufficient activities to keep them stimulated, interested and occupied at all times and which promoted the principles of the Foundation Phase. Children told us they had plenty to do and that they especially liked going to the park to play ball games and to use the play equipment.

Children felt safe, happy, valued and had settled well. They explored their surroundings, approached practitioners confidently and had formed good relationships with them. They were spoken to calmly and with kindness. Children were gaining a sense of belonging as they had places to store their belongings and could see pieces of their own work and their photographs displayed on walls. Wall displays were used to create positivity amongst the children and a sense of being valued and belonging, for example a large display in the playgroup and after school club room promoted the message 'Our future's so bright we have to wear shades' and was enhanced by photographs of the children wearing sunglasses. Children played together well and had developed good friendships.

Children interacted well with each other and those looking after them. They were learning to share with help and encouragement from practitioners. Children cooperated well, followed instructions and appreciated support when guided, for example when asked to tidy up, wash their hands or keep to simple rules when sharing items. Older children played games together with practitioners, shared boxes of construction kits and were beginning to respect the views of others and relate to how their actions would make others feel.

Children were active and curious learners and enjoyed a variety of age appropriate experiences in their rooms and outdoors. They were continuously engaged and motivated

in their play and learning. Children enjoyed practitioner led activities such as placing a baby doll in a carrier, their language skills were developed as new words were introduced to the child, and use of their hands when supported to fasten the doll in safely. Children enjoyed structured activities such as 'Bingo' craft, storytelling and circle times. We saw the children learning about insects in the toddler room and saw how activities such as bubble play in the baby room, encouraged babies to crawl, walk and stretch their arms. In the pre-school children enjoyed painting and using their handprints to create a display. Children's concentration skills were being developed in all base rooms appropriately, and ample opportunities were provided for children to play outdoors and be physically active.

Children were developing skills to promote their all – round development and independence. For example we saw them putting on shoes, wellingtons, coats and aprons, by themselves or with minimal support. Older children used bathroom facilities independently and did not need to be reminded to wash their hands. The majority of the children ate at tables and used age appropriate cutlery independently to feed themselves.

## 2. Care and Development

**Good**

### Summary

A dedicated, professionally qualified team of practitioners provide a caring environment and keep children safe and healthy. They competently implement agreed policies and procedures. They manage interactions positively and consistently, are good role models and praise children often. Practitioners promote children's learning through play by providing interesting and stimulating age appropriate activities which meet individual needs. Practitioners are supported by Flying Start and Early Years advisors which benefits the children's learning and the development of practitioners.

### Our findings

Practitioners created a happy atmosphere, understood and competently implemented policies and procedures. All practitioners had completed safeguarding training and had completed first aid qualifications. Guidance in the form of posters were displayed around the setting in relation to the management of allergic reactions, asthma attacks, choking and emergency procedures. Accident and incident forms showed events were dealt with appropriately and parents were informed promptly of any events involving their child. Healthy snacks and meals were provided based on a four week menu accredited by Betsi Cadwaladr Health Board 'Tiny Tums' and followed the best practice guidance 'food and nutrition in childcare settings' recommended by the Welsh Government. Meals were planned and prepared by a qualified cook and met the needs of individual dietary requirements. Dental hygiene was promoted as children were supported to clean their teeth at scheduled times. We saw nappies being changed appropriately by key workers and children being supported to use toilets in the toddler rooms. Procedures to minimise the risk of cross contamination when serving food, cleaning surfaces and when changing nappies have been improved since the last inspection with leaders promoting and encouraging practitioners to follow new initiatives. Leaders and practitioners had completed all seven units and achieved the 'Healthy & Sustainable Pre Schools' award. Fire drill logs were seen which evidenced practitioners and children often evacuate the building to practise the process.

Practitioners managed children's interactions very well and no unwanted behaviour was observed. They encouraged all children to cooperate with each other and supported them to develop their social skills. Practitioners engaged with groups of children and individuals positively when playing table top games, mark making and looking for insects. They gave clear, age appropriate explanations to the children when encouraging them to share which the children responded positively to. For example when waiting for a turn. Practitioners regularly praised the children for their actions, behaviour and consideration towards other, and used caring for the pet chickens as an opportunity to develop caring attitudes.



Qualified practitioners promoted children's learning through providing a varied play environment which included outdoor play and visits to places where they could run and play in the local community. They met individual needs and gave responsive care as they knew details about the children which had been shared by parents both verbally and in registration forms. Practitioners promoted the development of all children by planning and providing a variety of play, often in consultation with children, for example sand and water play activities were found in all areas of the nursery. Each child was supported when needed and guided by practitioners to complete tasks, according to their individual needs. Practitioners effectively promoted the Welsh language in particular in the pre-school room where we heard children responding to questions and singing songs and rhymes during circle time. The children benefit from having Welsh speaking practitioners within the setting. We saw written planning and observational notes completed for each child and stored in accessible pockets to hand and in the children's 'journey' records. Careful observations and recording ensured activities were adapted to meet children's individual needs and targets. Interesting activities were provided. Photographs of children were seen on walls and in individual records. The planning of multi-cultural events such as the Chinese New Year were evident and had been incorporated into themes.

### **3. Environment**

**Good**

#### **Summary**

Leaders provide a suitable and safe environment underpinned with written risk assessments and a team of practitioners with a good knowledge and understanding of keeping children and those caring for them, safe. They ensure children are well supervised both indoors and outdoors and when out in the local community. The child centred environment is fit and right for purpose. It provides ample experiences and has been adapted to provide quality areas indoors for all age groups and suitable areas outdoors using the available space. The quality of toys and equipment is good and practitioners make use of them to create an interesting and stimulating environment.

#### **Our findings**

Leaders ensured the environment was safe and secure and children were supervised well. Effective systems were in place to prevent unauthorised access, for example a video communication system and locked doors. A record had been kept of all visitors to the setting. All areas were hazard free and there were comprehensive written risk assessments in place which had been reviewed and updated accordingly. Health and safety policies were shared with staff during their induction process, and team meetings included reviewing policies to ensure all staff were aware of them. Leaders confirmed the five designated drivers hold the required documentation to transport children safely to school and to places of interest.

The environment was very well maintained, with decoration schedules being met. Painted characters and illustrations on walls brightened up areas and made them child friendly and welcoming. For example the dining room had large mural paintings on all walls depicting healthy fruit and vegetables. There was ample space to play indoors and outside. All rooms were suitably furnished with wooden play units in home corners and large home corner structures which could be changed for example into a fort, veterinary surgery and travel agents. Tables and chairs in each room and in the dining room were age appropriate. Large storage cupboards and adequate storage boxes ensured equipment could be stored safely. Outdoors children had their own areas to play in and older children were taken to the local park to provide opportunities for them to run around and play ball games. Each room had their own toilet facilities which enhanced opportunities for children to develop independence and self-help skills.

Leaders ensured children had access to a sufficient and wide range of good quality play and learning resources. Large games such as dominoes could be used outdoors and items such as construction sets had been donated to ensure older children had challenging activities which stretched their imaginations. Outdoors there were play areas for all age groups with for example, climbing equipment, slides, den making resources, mud kitchens,

mark making, water activities and growing troughs. Artificial grass and play bark was used to make hard play surfaces safer.

All toys and games were clean, in good order and stored in boxes at child height. Equipment and furniture was suited to the ages of children attending for example, special toys and equipment to help babies to pull themselves up and walk. Children had access to a range of materials including wood and sustainable materials. Leaders had provided books and toys to represent the wider society and promote equality, for example, multi-cultural dressing up items, books and dolls. Sustainable materials were used as we observed paper plate craft on display and older children were enjoying junk modelling, making a scarecrow.

## **4. Leadership and Management**

**Excellent**

### **Summary**

Leadership is highly effective and inspiring. Leaders are self-motivated, dedicated, experienced, knowledgeable, forward thinking and have strived for improvement over a long term. Leaders have high expectations and practitioners are given opportunities to progress their qualifications and take on managerial positions. Recruitment and induction processes are robust ensuring practitioners are suitable and know what is expected of them. Practitioners are well managed and appraisal and supervision processes are purposeful and regular. They are deployed effectively with good use being made of administrative support, designated cooks and cleaning support, enabling practitioners to focus entirely on caring for children. Leaders continually update their quality of care reviews, including new initiatives, accomplishments and plans for the future which are followed through and enhance the well-being of children. The views of all staff, parents and children are valued. Significant partnerships have been formed with most parents and organisations working closely with the nursery, this includes local schools and colleges and local authority education advisory teaching staff.

### **Our findings**

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children, these are detailed in the setting's statement of purpose, development plan and welcome pack for parents. The early entitlement provision was judged to be good throughout by Estyn in February 2018 and all recommendations had been addressed. We observed a happy, competent and well-supported workforce who implemented consistent practice throughout the service. Practitioners also worked extremely well as a team. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. Policies and procedures were embedded in daily practice and reviewed regularly. The responsible individual is always available and is on site daily to oversee the running of the setting with support from managers who oversee the effectiveness of practitioners and keep up to date with administrative tasks. Leaders have employed additional staff to cook, clean and complete administrative work, which enables childcare practitioners to focus on the children.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement, which is reflected in daily practice such as evaluating activities and evidencing children's progress and completing the pre-school providers association (PPA) Quality Assurance Award. Leaders also update their online self-assessment of service, periodically. Parents can influence the running of the service by giving feedback verbally at any time and they are given questionnaires annually. Improvements are being made as a result of their comments, for example with regards to parking on site and developing outdoor play areas. The comprehensive annual review

contained information about the service including areas of good practice and plans for improvement. Some areas for improvements had already been implemented showing that leaders were pro-active to drive improvements. This document had been shared with Care Inspectorate Wales.

Practitioners confirmed they were well supported had a good experience during their employment. Additional online training such as Autism awareness has enabled practitioners to keep up to date. Documents evidenced that recruitment processes are robust and all practitioners had current Disclosure and Barring Service (DBS) checks. Arrangements for covering absences with experienced and qualified deputies are in place.

The setting nurtures effective partnerships and makes positive use of the local community and wider community to offer children enhanced experiences. For example, participating in scarecrow competitions and visiting the local library. Parents were kept well informed and had regular access to photographs of their child/children shared on a secure social media page. Relationships with parents are strong for example, communications at the end of the sessions were positive and appreciation was shown by parents. Thank you cards were prominent on display boards. The setting has taken part in piloting a computer application linking nurseries to schools, and parents during the early years. Other agencies are used to source courses and advice such as the National Day Nurseries Association, Pre School Providers Association, Clybiau Plant Cymru and the local Family Information Service.

## **Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended leaders produced a document detailing the types of car seats used and their weight and age restrictions to be imposed. This would help practitioners assess their suitability quickly and accurately when collecting children.

## 5. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 30 July 2019 from 12:15 to 15:35 and on 20 August 2019 from 10:00 to 14:30

We:

- inspected, risk assessments, policies and procedures, registers, staff files for new staff and six children's files;
- observed practice and completed observations using SOFI to evidence the children's engagement and the care being provided by practitioners;
- spoke to the children, responsible individual, senior supervisors, all practitioners, the cook and three parents;
- we examined eight parent questionnaires returned to CIW;
- inspected all areas used by the children, and
- gave feedback to the responsible individual on the day and during a phone call on 27 August 2019.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 6. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Carol Matthews
Person in charge	Carol Matthews
Registered maximum number of places	49
Age range of children	Under 12 years
Opening hours	Monday to Friday, 07:30 to 18:00 with the exception of Bank Holidays and one week at Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 April 2017
Dates of this inspection visits	30 July 2019 and 20 August 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	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. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
<b>Additional Information:</b> This setting operates a community playgroup staffed by its own practitioners.	

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