A report on

Teddy Bear Towers Limited

Trelawney Towers
Chester Road
Flint
Flintshire
CH6 5DU

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Teddy Bear Towers Limited

Name of setting	Teddy Bear Towers Limited
Category of care provided	Full Day Care
Registered person(s)	Carol Matthews
Responsible individual (if applicable)	Carol Matthews
Person in charge	Carol Matthews, Joanne Matthews
Number of places	49
Age range of children	0-4
Number of 3 and 4 year old children	21 3-year-olds, 4 4-year-olds
Number of children who receive funding for early education	9
Opening days / times	Monday to Friday 8am-6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.
Date of previous CIW inspection	23 May 2024
Date of previous Estyn inspection	February 2018
Dates of this inspection visit(s)	03/02/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

We notified the provider that the setting was not compliant with the regulations, a notice was not issued, but these are identified as areas for improvement, and the RP/RI must address these.

Information on all non-compliance will be included in an Action Improvement Summary which will be published on CIW website only.

Recommendations

R1 Address the area of non-compliance identified during the inspection

R2 Revisit guidance in relation to the administration of liquid medication to ensure all staff practice aligns to the recommended procedure

R3 Review risk assessments to ensure they cover all aspects of the service

R4 Further embed the process of recording regular, meaningful supervisions and annual appraisals

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Excellent

Children thoroughly enjoy their time at Teddy Bear Towers and their happiness and well-being is the driving force of this setting. Most children are confident communicators and are making very good progress in developing their personal and social skills. For example, older children confidently ask staff for help when needed whilst younger children are comfortable to seek reassurance. Children have excellent opportunities to make choices and decisions about what affects them. Many are developing their emotional literacy and are comfortable to share how they feel with staff. For example, children are comfortable to turn to staff for support and know their voice and feelings are important.

Nearly all children enter the setting happily and are individually greeted by staff. They cope well with separation from their parents / carers and settle quickly into the familiar routines. Children who are unsettled receive attentive and nurturing support and quickly resume their daily activities. Nearly all children are active and express enthusiasm and enjoyment. They feel safe in their surroundings. For example, during outside play, children reach out to a member of staff to assist them when balancing. Children's interests are valued. For example, after completing a picture, children take them to a safe place knowing they can store it there safely and take it home later.

Children's interactions are consistently positive. They chatter away to each other and to staff and are relaxed in each other's company. They invite staff to join in with their play and clearly enjoy these interactions. Children are developing strong friendships and learning to share and take turns. Children display empathy towards each other. For example, children praise their friends when they correctly identify their photo during registration time. Most children follow instructions from staff readily, such as waiting patiently for strawberries to be chopped at snack time and helping to tidy away toys.

Nearly all children have fun, are active and motivated in their play and learning. They enjoy a wide range of interesting and stimulating activities across the setting. They explore their environment enthusiastically and engage with activities which interest them. For example, children are completely engrossed and excited to make an obstacle course, working together to make best use of crates and planks and cannot wait to try it out multiple times. Children are motivated and supported in directing their own play. For example, younger children crawl to collect blocks and 'hide' them behind a chair, whilst staff look on, delighting in this child led game. Nearly all children sustain focus and concentration for an age-appropriate amount of time and respond positively to consistent praise.

Nearly all children develop their independence skills appropriately. A majority of children are developing independence around self-care skills, for example, washing hands before mealtimes and accessing the toilet facilities with varying levels of support. Children display skills which are progressing well at snack and mealtimes. For example, during snack time many children, make choices about who to sit next to, and skilfully use a scoop to dish out their cereal and carefully pour their drinks.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Excellent

Nearly all children make excellent progress from their individual starting points. They enjoy their learning and achieve well in their activities. Most children's communication skills are very good. They use appropriate language in spontaneous and structured play. For example, at snack time they discuss their families and the games they play at home. Most children express themselves with confidence. A minority use rich vocabulary to communicate what they are making when playing with the dough. Nearly all children express themselves confidently in Welsh, including those with English as an additional language. They respond to the story of 'Ticw' enthusiastically and can name the objects in the story. They use Welsh confidently in play situations. For example, they ask for the apron by saying 'ffedog' and discuss the colours of the construction toys in Welsh. Nearly all children show an interest in books and enjoy listening to stories read to them by practitioners. Many children access books independently turning pages in sequence and discussing the illustrations. Nearly all listen well and follow instructions carefully. For example, they collect their coats for outdoor play and follow instructions to programme the robot toys. Most children enjoy mark making and are developing early writing skills appropriately. They enjoy using large chalks to draw patterns on the playground and use pencils skillfully to make marks on paper.

Nearly all children's physical skills are developing well. Children love to balance and jump in the outdoor area and handle large pieces of guttering to make ramps for toy cars. They develop their co-ordination skills through activities such as filling sprayers with water and putting out pretend fires. They transfer water between containers with increasing accuracy and control. Nearly all children develop their fine motor skills well and make confident choices about the resources they use. For example, they manipulate dough to make pizzas, accurately roll it out and create shapes with dough cutters. Most children develop a wide range of numeracy skills and use them in their play successfully. For example, they accurately count the number of fish in the water trough. Children develop a good understanding of measure. For example, they use the word half when cutting pizza. They use positional language confidently during play.

Many children are developing effective creative skills well. They express themselves confidently through craft, music and movement. They create colourful paintings and pretend to be rock stars and dance along to percussion instruments. Nearly all children develop their independent personal skills well. They are beginning to put on their coats and hold their cereal bowls steady to pour their own milk. Children are developing excellent digital skills and use digital cameras when taking photographs of their friends during activities. They use remote control toys and small voice recorders competently. Nearly all children develop effective social and emotional skills and co-operate well with each other in their play.

Care and development: Good

Practitioners have a good understanding of how to keep children safe and healthy. They implement policies and procedures consistently and are confident in their roles and responsibilities. Practitioners are aware of the procedure to follow in an emergency as they practice regular fire drills with children. They record accidents, incidents and existing injury records appropriately and meet the needs of children with allergies and intolerances safely.

Practitioners record any incidents of medication administration accurately but do not always follow best practice guidance in relation to the administration of liquid medication. They employ good hygiene practices consistently, encouraging children to wash their hands and dealing with intimate care, such as nappy changing with a high regard for infection control. Practitioners support and encourage children to follow healthy lifestyles, for example, participating in regular outdoor play and offering healthy options for snacks, meals and drinks. Thorough daily handovers between practitioners, parents and carers ensure key information regarding children's care and wellbeing is shared.

Practitioners have a good understanding of their responsibility to safeguard children from harm, including how to respond to any child protection concerns. However, a minority of practitioners have not undertaken the required up to date safeguarding training. Outcomes for children require improvement because not all practitioners, including some with room lead responsibilities, are fully trained in safeguarding and we expect the provider to make improvements.

Practitioners are patient, nurturing and caring. They communicate warmly with children, often with humour, creating a fun, calm and relaxed atmosphere. Practitioners are positive role models and interact competently with children during their play activities. They use a range of positive behaviour management strategies to support children as they learn to share and take turns. Practitioners consistently use praise and encouragement which raises children's self esteem and confidence. For example, during carpet time activity, practitioners gently encourage children to join in and praise them warmly when they do.

Practitioners support children in their play and recognise opportunities to extend learning. For example, during outside play, practitioners ask questions which promote thinking skills and problem solving. They allow children time to solve a construction problem themselves and praise them when they succeed. Practitioners are effective in supporting children with additional needs, ensuring they are completely integrated into the routines of the day. They track children's progress appropriately through learning journeys and have a secure understanding of the stages of development.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners have a very good understanding of child development. They provide a worthwhile range of activities that promote children's all-round development, including those with additional learning needs. This ensures that children progress well in their learning over time. Practitioners have a sound understanding of the Curriculum for Wales and carefully consider how to make best use of adults, experiences and the environment. Practitioners develop activities based on children's needs successfully.

Practitioners take appropriate account of children's interests and are beginning to consider this information when planning learning and play. Leaders and practitioners carry out an effective range of assessment activities and adapt the provision based on children's confidence and previous learning.

Practitioners also engage with parents and carers to gain a perspective of each child's strengths and areas for development. There are specific focus weeks for gathering evidence

for individual children, where parents contribute by highlighting children's interests and achievements at home. Practitioners know the children well and support their play in an effective way. They understand when to intervene in children's activities, and when to stand back and observe.

Practitioners have high expectations of all children's behaviour and as a result children learn how to relate positively to others and take responsibility for their actions. Practitioners are effective language role models. They use questions very well, to challenge and support children in their learning as they play. Practitioners provide beneficial activities and resources for children to develop their mark making and early writing skills in the well-equipped areas of provision. Practitioners are developing children's numeracy skills by using a range of counting, measuring and sorting equipment across the provision. They provide an effective range of resources to develop children's digital skills such as cameras and voice recorders. Practitioners encourage individual expression, and this ensures children's creative skills are developing well. They provide valuable opportunities for children to explore the outdoor area and help them develop a sense of awe and wonder, for example, blowing bubbles and watching them float into the sky. Practitioners recognise opportunities to extend children's thinking, such as when encouraging them to work out how to create an assault course for balancing. Provision for spiritual, moral, social and cultural development is very good. Children have resources that offer positive images of diversity. Practitioners display the flags from all children's heritage alongside the Welsh flag. There are household items from a variety of cultures in the home corner. This helps to create an inclusive ethos. Practitioners foster values such as honesty, fairness and respect, and patiently support children to distinguish right from wrong.

Environment: Good

Leaders ensure children are cared for in a safe and secure environment. There is a suitable system to manage access to the setting, and the details of visitors are consistently recorded. Leaders provide an adequate range of risk assessments to further support safety. However, not all aspects of the service, for example school pick-ups, have been thoroughly assessed to mitigate possible risk. The setting is very well maintained and clean, with effective cleaning and infection control procedures in place.

Leaders provide children with a welcoming and attractive environment, decorated with a balance of colour and elements of a neutral and calming style. There are opportunities for children to be active and independent indoors and there is ample space to facilitate children's play and learning. Practitioners effectively zone rooms into interesting and inviting areas such as home corners, reading dens and comfy areas which enable children to rest and relax. They decorate the environment with examples of children's recent creative work. Children's family photographs are also displayed in the setting. This gives children a strong connection to the space, a sense of belonging and a feeling of pride in what they have achieved. Leaders provide a dedicated outdoor area for play and learning. They ensure the area is secure, safe and although modest in size, provides opportunities for children to enjoy outdoor physical play. Children have the opportunity to engage with ride on vehicles, mark making equipment, slides, a mud kitchen and stage area.

Leaders provide a wide range of well-maintained good quality and interesting toys that are suitable for the ages and stages of development of the children. They provide children with authentic, open-ended resources to explore, investigate and incorporate into their play imaginatively. For example, children use a piece of guttering as a tunnel for their cars, experimenting with the angle and the impact this had on speed. Children's independence is supported as resources are within easy reach and appropriately sized furniture ensures children are comfortable as they engage in activities. Children's toilets and nappy changing facilities are clean and accessible. They confidently access soap and hand drying facilities with varying degrees of independence.

Leadership and management: Good

Leaders ensure that there is a clear vision statement that reflects the ethos of the setting and is rooted in fostering children's well-being and individuality. An updated statement of purpose informs parents about the setting. Leaders and practitioners have created a very strong, positive team ethos, and all are committed to the aims of the setting. Practitioners have a strong sense of purpose and understand their roles and responsibilities well. Leaders are effective in their roles and have created an inclusive and welcoming environment, which ensures children are nurtured and cared for well. Practitioner's Welsh language skills in preschool are excellent but the strategic planning for Welsh across the whole setting is still in the early stages of development.

Leaders in the preschool room have a detailed awareness of their strengths and areas for development. Clear action plans have focused targets which lead to continuous improvement. The setting has suitable contingency plans for staffing. Most practitioners have a high level of qualifications and much experience of working with young children and others are encouraged to work on their childcare qualifications. All staff show a commitment to continuing professional development. They attend regular training, concentrating on aspects such as The Curriculum for Wales and child development, which has brought positive changes to the setting. Leaders act on advice from the local authority and make effective use of available grants. For example, they purchase resources to enhance children's digital competence and books to support children's cultural awareness. The Quality of Care report evaluates the service and identifies priorities for improvement however not all stakeholder views are represented. Supervisions and appraisals are not carried out regularly enough. As a result, staff well-being and training needs are not fully considered.

Partnerships are very effective. Practitioners engage parents daily at drop off and collections times and have recently introduced a useful 'Stay and Play session'. The setting communicates with parents through an online application which keeps parents informed of children's ongoing progress. Visitors to the setting offer excellent learning opportunities. For example, visits from the emergency services and a balance bike initiative. New children are inducted to the setting successfully and excellent transition arrangements are in place to support children who are moving room or transferring to school. There are visits from Nursery class teachers to the setting and children visit their new school. As a consequence, children are excited and confident about their transitions.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
We found outcomes for children require improvement because not all staff had appropriate safeguarding training to ensure promotion of children's health and welfare.	03/02/26

CIW has not issued any Priority action notices following this inspection.

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