

# Report for childcare on domestic premises

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Inspection date: 30 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff place a firm focus on supporting children's personal, social and emotional development. Children benefit from the positive relationships with staff. They part happily from their parents and settle quickly to play. Babies snuggle contentedly with their key person and other familiar staff. There is a pleasant atmosphere, where children learn to play well together.

Staff help children to become confident, independent learners. Babies boldly explore the resources in their room. Encouraged by staff, they smile proudly when they pull themselves up and take their first few steps. Older children confidently put their own coats and boots on to play outside. Children are inspired by previous activities. For example, they make up stories about going on holiday and talk about what they will need to take with them. Children are keen to help with daily tasks. This is because they are proud when staff praise them warmly for clearing their cups and plates away after snack time.

Parents are pleased with the care and education provided. They say that staff get to know their children very well and help them to make good progress. Parents like the daily information about their child's care and learning that they get via the online application.

## **What does the early years setting do well and what does it need to do better?**

- Leaders and managers have worked hard to make the necessary improvements to all aspects of the provision. They invited the local authority to help them plan a curriculum that helps children to make progress across all areas of learning. Staff have forged good links with other agencies to make sure that children get the support that they need.
- Importantly, the provider acknowledges and understands what they need to do to maintain and continually improve the quality of provision. The provider has kept the childcare arrangements to a manageable level. There is now a stable and capable staff team, who enjoy their work with the children and with each other. Staff have taken part in a lot of training recently. They are pleased with the provider's support for their ongoing qualifications. The improving quality of teaching is having a positive impact on children's learning.
- Children enjoy playing outdoors in the fresh air. They develop good physical skills as they climb, balance and slide. They are joyous as they jump on the small trampoline. Some children also concentrate much better at their chosen task when outdoors. However, access to the outdoors is not as well planned as it could be. For example, some children's behaviour can be difficult while they wait for their designated time to go outdoors. This sometimes disrupts the peaceful atmosphere. Babies are taken outdoors. However, planning for what they are

going to do, when, and why is not always clear.

- Books, stories and rhymes are used effectively to support children's language. Staff help toddlers to find their favourite book so that they settle to have their nappy changed. Staff skilfully repeat what children say to make sure they are hearing correct pronunciations. This, on the whole, works well, particularly when staff are working individually with children or in very small groups. However, during whole group sessions, more-confident children often dominate the conversation. This means that quieter children, or those who are already struggling with their language development, are not practising their language as often as they could.
- Children behave well. They are confident and polite. They respond well to staff's requests, for example, to get ready for lunch or choose a book. Staff help them to share and take turns with the resources. Children play together well. For example, they chat to each other as they cheerfully help their friends with simple jigsaws or play in the water outdoors.
- Staff promote children's good health and encourage them to manage their own personal hygiene. Staff are vigilant in wiping children's noses. They encourage children to look in the mirror as they wipe their chins after lunch. Children confidently follow well-rehearsed routines for washing their hands before eating. They enjoy the home-cooked meals and healthy snacks. They are encouraged to help themselves to water or milk. Babies smile as staff help them to use their spoons to eat their chicken curry.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken a lot of safeguarding training since the last inspection. They are confident about how to identify children at risk of harm outside the setting. They know how to secure help for such children. Staff get to know the children and their families very well. They understand the common difficulties that families often experience. This means that they can offer support before a minor issue becomes a crisis. Children learn to keep themselves safe as they play. Staff kindly guide them to hold on carefully as they climb, and they explain why they should look ahead when they are running.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- strengthen opportunities, such as whole group time, to develop all children's communication and language skills
- focus further on the outdoor curriculum in order to provide better support for children's individual learning needs.

## Setting details

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| <b>Unique reference number</b>                     | 2531328   |
| <b>Local authority</b>                             | North Lincolnshire  |
| <b>Inspection number</b>                           | 10249515  |
| <b>Type of provision</b>                           | Childcare on domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 0 to 11   |
| <b>Total number of places</b>                      | 20  |
| <b>Number of children on roll</b>                  | 50  |
| <b>Registered person unique reference number</b>   | 2531327   |
| <b>Date of previous inspection</b>                 | 7 July 2022   |

## Information about this early years setting

Teddy Bears Childcare registered in 2020 and is situated in Scunthorpe. The setting employs eight members of childcare staff. Of these, four hold early years qualifications at level 3. The setting opens Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7am until 5.30pm. The setting is eligible to provide funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Pat Edmond

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector observed children taking part in a range of activities, indoors and outdoors, and discussed their learning with staff.
- The inspector looked at a sample of documents and records required for the safe and effective management of the provision.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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