

# The Teddy Bear Developmental Playgroup Day Care of Children

The Teddy Bear Group  
Marchmont Business Park  
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Buckie  
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**Type of inspection:**  
Unannounced

**Completed on:**  
28 November 2024

**Service provided by:**  
The Teddy Bear Developmental  
Playgroup

**Service provider number:**  
SP2003001950

**Service no:**  
CS2003008955

## About the service

The Teddy Bear Developmental Playgroup is a day care of children service situated in Buckie. The service is registered to provide a care service to a maximum of 10 children aged from 2 years to those not yet attending primary school, of whom no more than 5 are under 3 years.

The service is situated within walking distance of the town centre and other amenities. The children are cared for in a one storey modular building and are cared for in large open playroom. A secure outdoor play space that is grassed is accessed directly from the playroom.

## About the inspection

This was an unannounced inspection which took place on 20 November 2024 between 08:30 and 14:30 and 28 November 2024 between 08:45 and 13:15. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with and contacted 6 parents/carers
- spoke with staff and management
- observed practice and daily experiences
- reviewed documents.

**Key messages**

- Children's wellbeing was being well supported as staff responses towards the children were thoughtful, calm and respectful, it helped positive and nurturing relationships to be established.
- Families had been involved in the creation of the child's personal plan, to help identify individual needs and interests to support consistency of care.
- Children were having fun and actively involved in leading their own play. Creative approaches engaged children's imagination and enriched their exploration, play and learning.
- The indoor and outdoor environments were being sensitively structured to take account of the children's stages of development and learning.
- The small staff team worked well together and there was a culture of support and respect.
- The manager provided clear leadership, that was enabling staff to have confidence in their capacity to support children and families to achieve their potential.
- Children experienced a warm and respectful atmosphere. Staff interactions were caring and kind that was conducive to children's wellbeing, confidence and self-esteem.

**From this inspection we evaluated this service as:**

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children's wellbeing was being well supported as staff responses towards the children were thoughtful, calm and respectful, it helped positive and nurturing relationships to be established.

Where children needed support with personal care the warm interactions of the staff supported children's confidence. A cosy corner with warm lighting and soft drapes was under development as staff understood the importance of children being able to rest and recuperate. Some children were or were likely to be attending the setting for longer periods. We discussed sensitive arrangements that promoted good habits around sleep and supported children's overall development.

Snack and mealtimes were unhurried and calm and provided a positive social experience as children sat together. Staff sat with the children and were able to focus on their individual needs, they recognised that it also provided a rich opportunity to support attachment. Food choices reflected current guidance and complied with children's dietary needs and/or food preferences. Fresh water was available to the children during snack. Children had water bottles in their own bags, however, we talked about the benefits of them being more visible throughout the day, so that staff could encourage children to remain hydrated.

Staff were working proactively with children and their families. They were building links with other professionals to identify strategies based on individual needs, that helped children's development. They demonstrated an awareness of the potential impact of adverse childhood experiences, and implemented supports to build the resilience of children and families. Children attending the service were non-verbal or had limited language, staff confidently used visual cues that helped children to communicate, understand and ease any frustration.

Families had been involved in the creation and review of the child's personal plan, such as health, interests and likes/dislikes, personal care that helped to identify individual needs and to support overall wellbeing and promote consistency of care. To ensure that parents were central to the process of sharing information that supported an holistic approach to wellbeing and continuity of care, we advised the manager that personal plans should be reviewed a minimum of six monthly. We discussed a consistent approach to the use of chronologies, that also helped to identify children's needs and directed actions to support them well. Ref: Practice guide to chronologies - [hub.careinspectorate.com](http://hub.careinspectorate.com)

Parents told us that they found staff very approachable and caring towards their child. They had been so pleased to see their child settle so quickly and be reassured, which they attributed to the warmth and kindness of the staff. Parents were pleased with the level of communication and particularly liked the daily diary that shared information between the setting and home. They valued the support provided by the manager and staff.

There was some inconsistency in the management of medication related to record keeping. We discussed this with the manager. Ref: Management of medication in daycare of children and childminding services (see area for improvement 1).

### 1.3 Play and Learning

Children were having fun and actively involved in leading their own play. Creative approaches engaged children's imagination and enriched their exploration, play and learning. Play experiences helped children to learn and develop skills. A young child enjoyed the sensation of painting their hands and pouring sparkles on to paper and drawing. Another child was excited by the noise made by banging a wooden spoon on wooden block. Staff sang songs softly with the children during their play which were calming and helped with their language recognition. Children had fun with repetitive play such as rolling and chasing a soft ball, pouring objects in and out of baskets and spinning on a sensory swivel chair.

Parents told us that their child's development was always supported through interesting and fun play experiences, that included messy play, spinning and rolling objects and bubbles and outdoor play. Parents had been pleased that their child had settled so well in to their new environment and were also exploring and learning new things.

Children moved around the play areas independently and confidently, they were clearly becoming familiar with their surroundings. Children were able to choose between indoor and outdoor play. The secure garden enabled them to benefit from being in the fresh air and to participate in active play.

Staff used their knowledge and practice well to support quality play and learning experiences. Their skilled interactions helped to promote children's creativity and curiosity. Children's emotional resilience was supported through holistic and nurturing approaches that secured children's wellbeing and their right to play.

Children were beginning to have opportunities to make wider connections with their own communities that enhanced their play and learning. They included walks to local amenities and play areas.

Although there had been some changes to the staff they worked well together and supported the individual needs of the children. A relatively new method of observation and assessment was being introduced so that children's progress and achievements were recognised. It was anticipated that the responsive approach would ensure that children were able to develop a broad range of skills.

#### Areas for improvement

1.  
To support the safety and wellbeing of children requiring medication, the manager should ensure that there is a clear record of consent to administer. Review all consent at least every three months or at the start of new term to check that nothing has changed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19) and  
'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Children benefited from being cared for in a comfortable and welcoming setting that was well furnished. A recent move to new premises had ensured that all facilities were modern and fresh. Neutral decoration and windows provided ventilation and natural light, that helped to promote psychological wellbeing. It helped to give the message to children that they mattered. Parents told us that they were pleased the service had been able to relocate back to Buckie and that the premises offered great opportunities for the children.

Children were being supported well by staff to enable them to settle into the new premises. The new environment, was in the process of being sensitively structured to take account of children's care, safety, stages of development and learning. We discussed some wall heaters being readily accessible to the children, the manager and staff took immediate action to ensure children's safety. Appropriate measures and routines had been established to support the safety and security of the children during hand overs. There were plans to set-up a designated sensory room and to develop the outdoor play space that was mostly lawn. Consideration was also being given to the starkness of the entrance and walls of the playroom. There were plans to have hessian notice boards to help create a sense of warmth and calm within both areas.

Staff and children followed good hand hygiene practices to help prevent the spread of infection. Children washed their hands at key points throughout the day and were well supervised by staff. Staff washed their hands before food preparations and regularly throughout the day. There was suitable nappy changing facilities and personal protective equipment, such as disposable gloves and aprons, that helped to support the safety and wellbeing of the staff and children. Staff had completed food hygiene training that helped to ensure food safety.

The premises were fresh, clean and well maintained as staff were clear about the procedures for cleaning within the service. Overall, staff worked well together to remove risks to the children both indoors and outdoors. It helped to ensure that children's activities were not compromised and they were supported to explore and enjoy challenging, fun play experiences. We referred the manager to SIMOA (keeping children safe) campaign - [hub.careinspectorate.com](http://hub.careinspectorate.com). The documentation was beneficial for consideration of security and ensuring a safe environment for children both inside and outside.

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

The vision for the setting had been reviewed with children, families and staff. It helped everyone to know what was important to the setting to meet the needs of children and families. They were clearly displayed on the entrance to the setting. The manager was creating conditions where all people felt well-informed to share responsibility for the change process.

Parents had been given the opportunity to share their views about the service and suggest any areas for improvement. An open event following a move to new premises had been well received, particularly for new parents. The manager had considered it was a beneficial way of involving and sharing any intended changes with parents, therefore future events were being planned throughout the year. Parents were able to chat with staff at drop off and they were invited into the setting when dropping off and picking up their child. Staff used visual aids well to help children communicate and followed their lead in relation to

exploration and interests. We discussed the benefits of meaningful parental involvement with the manager. Ref: Me, my family and my childcare setting: A practice note for building stronger connections and meaningful relationships - careinspectorate.com.

Parents told us that they could not fault the communication between themselves, the staff and manager. They felt involved at all levels of their child's care and kept well informed of any planned changes which also included the recent move to new premises. Parents were invited to be involved in the voluntary management committee and also supported fundraising events such as coffee mornings. Parental engagement was being encouraged, although for some families the experience of attending an early years service was very new. Parents were particularly pleased with the change of premises, that provided more space and opportunities for children and their families.

The manager held a relevant qualification and had experience of working in educational settings, they were working proactively to build their own skills set. Clear leadership was enabling staff to have confidence in their capacity to support children and families to achieve their potential. Staff had a clear understanding of and shared daily roles such as meet and greet at drop off/pick up, meals and snacks and personal care, that helped to ensure smooth delivery of the service. Recent changes had hindered opportunities for more formal meetings with staff in a protected environment. The manager recognised the value of such meetings and opportunities for staff to share practice and reflect together. A clear meeting minute and action plan from such meetings would also help to identify who had responsibility for change improvement.

The service improvement plan helped to identify and inform improvement in the quality of service to children and families. The support of the local authority early years team had enabled a new format of self-evaluation to be established to record and monitor improvement. It was enabling clarity of purpose and direction to be developed. We advised the manager to ensure that the format measured the impact/differences it made on outcomes for children and families. Quality assurance systems that included observation and examination of practice to identify inconsistencies were also being established.

We discussed safe recruitment procedures with the manager and to support best practice we referred them to guidance. Ref: Safer recruitment through better recruitment - hub.careinspectorate.com (see area for improvement 1).

### Areas for improvement

1. To support robust recruitment procedures the provider should ensure that a minimum of two references are always sought prior to the appointment of new staff.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

### How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Leaders recognised the importance of ensuring that the service was appropriately staffed during the day to support the wellbeing of children. Arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication with families. Parents told us that they had or were building strong connections with the staff. They always found the staff very nurturing and caring towards their child and could not praise them enough for the support they also offered to the family.

Staff had different roles associated with their levels of experience, skills and knowledge. Daily responsibilities were shared between the staff to support children's experiences across the day. Staff breaks were planned to minimise the impact on the children whilst enabling staff to refresh.

The small staff team worked well together and there was a culture of support and respect. Staff were suitably deployed within the service. They were also proactive in recognising where gaps existed or where staff and children needed some help and support. Overall staff communicated well with each other when a task took them away from their responsibilities.

Children experienced a warm and respectful atmosphere. Staff interactions were caring and kind that was conducive to children's wellbeing, confidence and self-esteem. This contributed to good outcomes for children.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To enhance the delivery of high-quality practice that leads to improved outcomes for all, leaders should ensure that a strong ethos of continuous improvement is established, that includes quality assurance and self-evaluation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.' (HSCS 4.7); and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**This area for improvement was made on 29 April 2019.**

#### Action taken since then

The manager was leading staff well. A programme of self-evaluation and quality assurance was being embedded with a view to improved outcomes for children and families.

**This Area for Improvement is met.**



## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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