



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Tiny Tots Clytha Square

**1 The Avenue
Clytha Square
Newport
NP20 2FF**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Tiny Tots Clytha Square Nursery is situated in the middle of Clytha Square, close to the city centre and the Royal Gwent hospital and operates Monday to Friday 8.00am to 6.00pm. The building is a large Victorian property with a generous outdoor play area. The service has been registered since August 2002 and provides care for a maximum of 60 children up to the age of 12 years. The nursery is one of a group of three nurseries owned by Tiny Tots Premier Childcare Services Ltd. The Responsible Individual (RI) employs two part time Persons in Charge (PIC) to run the service on a daily basis. An operations manager is also employed by the RI to have oversight of the three settings. The language of the setting is English with good use of incidental Welsh.

Summary of our findings

1. Overall assessment

Tiny Tots Clytha square is an effective and well run service. Children are settled, have positive relationships with staff and make good progress in line with their age a stage of development. A clean and well resourced environment provides good opportunities for children to play and learn.

Paperwork is of a very good standard and meets the requirements of The Child Minding and Day Care (Wales) 2010 and National Minimum Standards for Regulated Childcare for Children (2016) (NMS). The RI, PiC and staff team were fully engaged with the inspection process and were open and transparent throughout.

2. Improvements

Recommendations from the previous inspection have been implemented.

3. Requirements and recommendations

There were no areas of non-compliance identified during this inspection. Good practice recommendations are referred to in the body of the report and are summarised at the end.

1. Well-being

Summary

Children are happy and confident. They interact well and have developed good bonds with staff who know them well. There are plenty of opportunities for children to make choices and follow their own their own interests.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and are confident that all attempts at communication are listened to. We saw that children communicate well in line with their developmental stages and are comfortable to approach staff who respond positively. Staff know the children well and because of this are able to respond to non-verbal cues of younger children. We saw a baby communicate their needs by opening their mouth and stamping their feet. We heard a member of staff respond to this by saying *'I know, you're hungry'*.

Older children contribute to planning for topics. We saw that ideas were collected and recorded in spider diagrams which informed forward planning. Older children confidently approached staff to ask for help or just to have a chat. Throughout the day there are plenty of opportunities for free choice play. Children know the options available to them and are able to follow their interests and make decisions.

Overall, children have a voice and are listened to.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and settle well at the service. They are familiar with the routines and this helps them to feel safe and cope with separation from parents. We saw that children have formed good bonds of affection with their key worker and were confident to seek out familiar adults. Children's work was displayed and celebrated giving children a sense of belonging. We saw that older children are forming friendships and play happily together or alongside each other.

Parents can be confident that children are happy and gain a sense of belonging at the service.

1.3 How well do children interact?

Children interact well with staff and peers. We saw children helping each other and sharing resources. We noted that when a pre-school child was playing on their own in a spaceship made from a cardboard box he happily shared when two other children joined him. Children generally persevered with tasks for an appropriate length of time in line with their age and stage of development. Children were polite but when reminders were needed, staff did so sympathetically and gave lots of praise for good manners.

Children at the service interact well and are becoming sensitive to the needs of others.

1.4 To what extent do children enjoy their play and learning?

Children enjoy a good range of learning and play experiences. Conversations with children about their favourite activities showed that they know what is available and have many opportunities to take part in activities they enjoy. One child told us that they loved playing with the remote control cars because they like it when they bump in to things. Younger children and babies have good choice and can move around the rooms freely and safely. We saw that babies were happy and smiling when staff were playing with them, showing their enjoyment. We saw that during free play staff joined in with activities, adding to the children's enjoyment. Children were keen to show us their work and talk about what they were doing.

Children demonstrated that they enjoy their play and learning.

1.5 How well do children develop, learn and become independent?

Children develop well in line with their developmental stages. We saw that younger children were encouraged and supported to feed themselves using appropriate utensils and achievements were praised. There were some missed opportunities to develop independence of older children at lunch time. We saw that children were drinking from their own water bottles and were served fruit. We suggested that they could pour their own drinks from a jug and serve their own fruit in order to develop self help skills. Older children use the toilet independently and are given gentle reminders about hand washing. There are opportunities for children to take risks in a safe environment, particularly in the outside play area which is utilised daily. This gives children opportunities to be physically active.

Children have opportunities to develop self help skills and become independent learners.

2. Care and Development

Summary

The service places great emphasis on keeping children safe and healthy and safeguarding is a priority. Staff have a good knowledge of policies and procedures and these are followed consistently. There is a suitably qualified, motivated and conscientious team who support children well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are fully aware of their role in keeping children safe. Providers ensure that new staff understand all policies and procedures and conversations with staff demonstrated that these are followed consistently. The child protection policy is detailed and includes information on 'Prevent' which is a government initiative to identify signs of radicalisation. Safeguarding concerns are passed on appropriately although we recommended that these should be re-organised to allow ease of monitoring and should include details of any follow up action.

The service employs a cook who provides children with a healthy, varied menu and she is fully aware of all allergens. We noted that children thoroughly enjoyed the food served. On the day of our visit children were served fish, potatoes, vegetables and parsley sauce. Independence is promoted by providing children with appropriate cutlery which they are encouraged and supported to use. Hand washing routines are in place and children clean their teeth after meals as part of the 'designed to smile' initiative. There are plenty of opportunities throughout the day for children to be physically active, particularly in the outdoor play area which is well utilised.

Monthly fire evacuation drills are undertaken as part of a new procedure implemented by providers. We saw that all insurance and safety certificates were up to date. Staff are trained in paediatric first aid and there is a clear policy for administering medication.

Parents can be confident that staff are committed to keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions well and have clearly formed good relationships with the children they care for. Staff have a good understanding of child development and managing behaviour. We saw that the behaviour policy was consistently followed and heard lots of praise for positive behaviour. On the day of our visit behaviour was very good but when reminders were needed this was done calmly and sympathetically. We heard a staff member ask a child *'Don't bang the train please because we don't want to break it'*. The child responded positively as the reasons were explained. Staff are good role models, speaking to each other politely and with respect.

Interactions are managed well by staff, helping to create a lovely atmosphere at the setting.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff know the children well and are responsive to their individual needs. When children start at the setting an individual development plan is produced with input from parents. This outlines children's needs, likes and dislikes. Development records showed that children make good progress in line with their age and stage of development. Detailed topic planning, based on foundation phase principles, ensures that children are provided with a good range of activities to help them develop and within activities key workers ensure that next steps are accounted for. Records are kept of when these are achieved and regular observations help to inform planning for next steps. We saw that throughout the day children were given opportunities for free choice and times for relaxation alongside planned activities. This allows them to lead their own learning through following their interests. Activities are evaluated by staff and children's comments are recorded for the purpose of evaluation. Babies have individual daily diaries which include information on food, sleep and toileting. Parents of younger children are kept informed of progress through learning journeys which include observations and photographs whilst parents of pre-school children have access to 'Class Dojo' which is a secure, web based, way of sharing information, photographs and achievements. One parent told us *'I love it. It makes it so easy to communicate. We regularly have messages from staff. It's so much easier than having to phone'*. We saw that there are additional staff employed for the after school club and photographs showed children taking part in a good range of stimulating activities such as food tasting, bowling, barbecues, baking, sports and forest schools. We saw that children attending the club came in happy and appeared pleased to be there.

Staff understand child development and meet individual needs well.

3. Environment

Summary

Children are cared for in a secure environment which is clean and welcoming. Risk assessments are in place and daily checks identify potential hazards. There are some areas of the building that would benefit from some updating and maintenance.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Providers ensure that the premises are safe and secure and meet the requirements of the National Minimum Standards for Regulated Childcare. Staff are aware of their roles and carry out daily checks of the rooms conscientiously. When hazards are identified they are quickly addressed. We noted that some areas of the building are in need of redecoration and in the after school club the wall was damaged from a leak in the roof. This was discussed with the RI and PiC during feedback. They are aware of the issues and have taken steps to undertake the work. There is an on-going program of maintenance and the RI showed us quotes for the work they have identified.

Safety records and checks are kept up to date. Staff are aware of emergency procedures and cleaning routines reflect good hygiene practice.

Staff position themselves appropriately both indoors and outdoors ensuring that children are well supervised at all times.

Overall, parents can be confident that children are cared for in a safe environment.

3.2 How well do leaders ensure the suitability of the environment?

Leaders ensure that the environment is warm and welcoming with children's work displayed and celebrated. Rooms are furnished with appropriately sized furniture and resources are stored at low level meaning that children can access them independently. Rooms are organised according to the age and developmental stage of the children being cared for with suitable resources for the age group. There is a large, level outside play area with a hard surface as well as a large natural garden which is accessed through the car park. We were told that when children access this area the gates to the car park are closed to restrict vehicle access. There are areas of the outdoor space that would benefit from updating. This was discussed with the RI and PiC and this has been identified as an area for improvement. We noted that the pre-school room has direct access to the outside play area. This is utilised daily, however we discussed the possibility that children could have free flow to the outside area as part of their free choice and recommended that this should be considered. There is a separate area for children attending the after school club and this caters for older children up to the age of 12 years.

Overall, the environment is suitable for the age range of the children cared for.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders ensure that resources are plentiful, clean and well maintained. Resources are in sufficient quantity to provide children with a good range of choice. Available resources are easily accessed by children due to low level storage and labelling. Good use is made of recyclable and reusable materials. We saw three children building a space ship from cardboard boxes and playing in this happily. Multiculturalism is promoted through books, dolls and displays. Electronic devices are appropriate for the age of the children.

Children have access to a good range of suitable, well maintained resources.

4. Leadership and Management

Summary

Leadership and management of the service is effective. Clear systems and procedures ensure that staff are well supported and are clear of roles and responsibilities, allowing the service to run smoothly on a day to day basis.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision for the service which is shared with others. A detailed statement of purpose accurately reflects the services offered and allows parents to make an informed decision. The National Minimum Standards for Regulated Childcare are complied with and are often exceeded. A good range of policies are in place and these are regularly reviewed and updated. Policies are shared with staff and are implemented consistently. The RI and PiC have high expectations are good role models for staff. Staff were fully engaged with the inspection process and the RI and PiC were open to the recommendations for improvement.

Leadership of the service is very effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders are committed to the on-going process of self evaluation. The self assessment of service statement (SASS), which is a requirement of CSSIW, has been completed and submitted to us and includes a detailed quality of care report. Views of parents and children are gathered through questionnaires and their feedback is included in self evaluation processes. There is an on-going program of maintenance and improvement. We saw quotes for replacing the flooring in the after school club room and for general maintenance and re-decoration. The service is also awaiting a local authority grant to purchase additional equipment for the outdoor play area. The RI has a good overview of the service and we noted that recommendations made in an inspection of the partner service had been implemented in this service in order to ensure parity of provision.

The self evaluation process is effective and ensures the on-going improvement of the service.

4.3 How effective is the management of practitioners, staff and other resources?

Staff are well managed and supported. Staff we spoke to told us that they felt well supported and were confident to talk to leaders about any problems. The PiC is supernumerary which allows her to move around the rooms throughout the day. She quite clearly knows the staff and children well. The RI spends a lot of time at the service and also has a good relationship with staff and children. Recruitment procedures ensure that safeguarding is a priority and staff are well qualified and suitable. There is a clear induction process for new staff and all policies and procedures are shared with them. Staff supervision takes place every 3 months with

an annual appraisal of performance. We saw that records were kept of all supervision and that staff are able to request training and discuss any issues. Regular staff meetings are held and minutes recorded this ensures information is disseminated and aids effective communication

Leaders support staff well and manage the service effectively.

4.4 How effective are partnerships?

Leaders work well with partners and are committed to involving parents in the service. Accurate information is provided to parents through a good range of media including web based programs, daily feedback and newsletters. Parents we spoke to told us that they were happy with information received and were comfortable about approaching staff with any concerns. There are good links with the community and the service holds regular charity fundraising events.

There are a good range of effective partnerships with parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

- Safeguarding concerns should include details of follow up action and be filed in a way that allows regular monitoring;
- implement plans for repairs and redecoration and
- further develop the outside play area adjacent to the building.

6. How we undertook this inspection

One inspector undertook an unannounced inspection visit as part of our normal schedule of inspections. A total of eight hours was spent at the nursery. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RI, PiC and practitioners;
- consideration of questionnaires received;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CSSIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Clare Sawkins Nicola Williams
Person in charge	Clair Beynon Kelly Jones
Registered maximum number of places	60
Age range of children	Up to 12 years
Opening hours	Monday – Friday 8.00am – 6.00pm
Operating Language of the service	English
Date of previous CSSIW inspection	25/09/2014
Dates of this inspection visit(s)	05/10/2017
Is this a Flying Start service?	No
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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government’s “More Than Just words” strategic guidance for Welsh language in social care.
Additional Information:	