



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

Childcare Inspection Report on

Tiny Tots Premier Childcare Services Ltd

**Talybont Cottage
Llanellen Road
Llanfoist
Abergavenny
NP7 9NF**

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 is situated in the village of Llanfoist on the outskirts of Abergavenny. The service has been registered since December 2016 to provide care for a maximum of 29 children under the age of 12 years. The nursery is one of a group of three nurseries owned by Tiny Tots Premier Childcare Services Ltd. The service operates from a converted house arranged over 2 floors with babies cared for on the first floor and toddlers and pre-school on the ground floor. There is a large, secure garden and car park. Tiny Tots operates Monday to Friday from 8.00am – 6.00pm all year round. The responsible individual (RI), Rebecca Sweeting is also the person in charge (PiC) and has responsibility for the day to day running of the service.

Summary of our findings

1. Overall assessment

Tiny Tots Llanfoist is a well run service. Overall we found that children are well cared for by a suitably qualified and experienced staff team. Children are happy, confident and make good progress in line with their age and stage of development. The newly converted building has been finished to a good standard and is warm and welcoming. Paperwork is detailed 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

This was the first inspection since registration in December 2016.

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 at the service. They interact well with peers and staff and are beginning to form positive relationships.

Our findings

1.1 To what extent do children have a voice?

Children are confident to communicate because they know that they will be listened to. We saw that children made choices and followed their own interests. They were confident to ask for help when needed and were asked for their ideas for activities such as what songs they would like to sing and the stories they would like to read. During lunch time children sat together and chatted happily to staff about their families and interests. We saw that staff knew the children well and understood their likes and dislikes. Children were able to choose what they wanted to eat and their opinions were respected. We saw that individual routines took precedence over routines at the service. When one child was tired during lunch time, they were taken to the sleep room and their lunch was kept for when they woke up. During the day we saw children leading their own play, choosing what they wanted to do. They were able to access resources independently and knew the options available to them.

Children communicate well and their opinions are respected.

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

Children settle well at the service and gain a sense of belonging. We saw that routines were well established and children had formed good bonds with their key workers. On the day of our visit children were being treated to a Christmas dinner, prepared by one of the owners of the service. We noted that both owners were present and were very involved with the children. Staff made a big effort to make it a special day for the children, with party hats, music and Christmas table cloths. Children were excited and enthusiastic. This demonstrates that children are valued. Children played happily together and alongside each other and were confident to talk to us about activities they were taking part in. We saw that children's work was displayed and celebrated and each child had a folder of Christmas crafts to take home. This gives them a sense of pride and belonging.

Children gain a sense of belonging at the service and they are valued as individuals.

1.3 How well do children interact?

Children interact well and are forming friendships. We saw that children interacted positively with staff and peers. They played happily together and co-operated well with any requests from staff. We noted that on the day of our visit there was a different routine due to the Christmas celebrations but children coped well with the change and were fully engaged. Children were beginning to understand the expectations of behaviour and were polite, using please and thank you. When reminders were needed

they responded well. We saw that children were helpful to staff and each other. They helped to tidy resources and put them away and when one child dropped their gloves another child responded with "I picked your gloves up for you".

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 are enthusiastic and enjoy their play and learning. We saw that there were opportunities throughout the day for children to take part in free choice play. This was interspersed with adult led activities and quiet times when children could relax. During free choice, adults played alongside the children, supporting and facilitating appropriate play. Children were able to move around the environment independently and follow their own interests. During adult led activities children were engaged for an appropriate length of time according to their age and stage of development. We saw children joining in with singing nursery rhymes and enjoying action songs. They were able to choose the songs they wanted to sing and showed lots of enjoyment by clapping and cheering when they had finished.

Children are motivated and enthusiastic about the activities they take part in.

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

Children are provided with a good range of opportunities that help them develop and become independent. Emphasis is placed upon developing children's self help skills. During lunch time we saw that children used age appropriate cutlery independently. We heard staff teaching children how to use their cutlery to cut the food without doing it for them. Older children used the toilet independently and were reminded of the importance of hand washing, whilst younger children were supported sympathetically by staff. Resources were easily accessible which enabled children to choose their own activities and follow their interests. There were opportunities during the day for children to be physically active in the large outdoor play area where we saw them using bikes and scooters, running around and joining in with games.

Children at the service are developing self help skills and becoming independent learners.

2. Care and Development

Summary

Staff have formed good relationships with children. They have a good knowledge of child development and safeguarding is given high priority. We found that staff are aware of key policies and procedures and these are followed consistently.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are conscientious and have a good understanding of how to keep children safe and healthy. They were able to discuss key policies and how they are implemented. Conversations demonstrated that staff had a secure knowledge of safeguarding procedures and knew the process for reporting concerns. We saw that menus were designed to provide healthy and nutritious meals and snacks. We saw that most children ate very well and were keen to try different foods. Staff were fully aware of allergens and knew individual needs. We recommended that allergens are recorded on the menu to enable parents to have sight of them. Routines such as hand washing after toileting and before meals were seen to be embedded and children take part in the Designed to Smile initiative which teaches the importance of teeth cleaning and dental hygiene. Sleeping children were closely monitored and physical checks were carried out every ten minutes.

Staff have a sound knowledge and are committed to keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff effectively manage interactions. Adults were seen to be good role models, praising and modelling good behaviour. We saw that the behaviour policy was consistently implemented and that there were high expectations of behaviour. Children were praised for using good manners and staff treated children and each other with respect. We saw that behaviour was good at the service but when reminders were needed these were done in a positive and encouraging way. Staff reminded children of the expectations and explained why they were important.

Staff use a consistent approach to ensure that behaviour at the service is well managed.

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

Practitioners are nurturing, caring and responsive to individual needs. We heard that opportunities were taken for language development in English and Welsh throughout the day. Staff knew the children well and understood the needs of individual children. This was evident through detailed topic planning based on Foundation Phase principles. Records showed that this had been produced as termly overviews and detailed weekly planning. We saw that staff had provided stimulating activities which

allowed children to develop and these were differentiated in order to take in to account individual needs. Activities had been evaluated and took into account achievements of individual children. Staff undertake regular observations of individual children and record achievements. Children's progress is closely monitored and next steps in learning are identified although we recommended that there should be a link between these and the planning to show how activities allow opportunities for children to achieve next steps.

Parents can be confident that individual needs are met and children are provided with a good range of learning experiences.

3. Environment

Summary

Children are cared for in a safe, clean and appropriate environment. Risk assessments are detailed and ensure that hazards are identified and promptly dealt with. The building has been renovated to a good standard and is warm and welcoming.

Our findings

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

Leaders ensure that the environment is safe and meets the National Minimum Standards for Regulated Childcare. The premises were secure and the outdoor play area was fenced. Visitors were required to sign in at the reception area. Emergency evacuation procedures have been practiced regularly and recorded. However, we recommended that records are developed to include the names of children present. A comprehensive range of risk assessments were seen to be in place and when hazards had been identified these were acted upon in a timely manner. Information for dealing with emergencies was clearly displayed around the building. We saw that all safety checks and insurance policies were up to date. Tables were cleaned before and after snack and lunch time and practitioners were clear about their roles and responsibilities.

Overall, leaders ensure that the environment is a safe place for children in their care.

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

Leaders ensure that the environment is suitable for the age range of children in their care and offers a good range of play and learning opportunities. The playrooms were arranged in the foundation phase areas with continuous provision for areas such as writing, role play and mathematical development. The setting was well decorated, bright and stimulating with lovely displays of children's work and photographs. Furniture was of suitable size and good quality and resources were stored at low level to enable children to access them independently. The large outdoor area was secure and provided children with opportunities to be physically active with hard surfaces for bikes and plenty of grassy areas for children to play. Whilst this area provides plenty of space, we recognised that it would benefit from further development and we were provided with an action plan for improvement that had been produced by the PiC. We were told that this is a priority for the service.

The environment is suitable for the age range of the children and leaders are committed to the on-going improvement.

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

Leaders ensure that the setting is well resourced with good quality, appropriate resources for the age range of the children. We saw that equipment and toys were well maintained and clean. Resources were easily accessible and allowed children to

follow their interest and choices of activities. Multi cultural resources ensure that equality is promoted and there is a strong focus on Welsh culture with displays and labelling in English and Welsh language. Action plans we saw showed that leaders have a good oversight of what resources are available and have clear plans in place to develop these, particularly for the outside play space.

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. There are clear roles and responsibilities for all staff and information is shared effectively. Leaders and staff are committed to the on-going improvement of the service and are open to good practice recommendations.

Our findings

4.1 How effective is leadership?

Leadership of the service is effective. There is a well qualified and experienced leadership team who give a clear direction for the service. The two owners attend the service on a weekly basis and ensure that they are on hand to offer support and guidance. A comprehensive and up to date Statement of Purpose was seen to be in place and this provided an accurate picture of what the service offers. Leaders had ensured that the service complied with the National Minimum Standards for Regulated Childcare. We saw a good range of policies and procedures that were consistently implemented and this ensures that the service operates smoothly on a day to day basis. Staff records showed that they are suitably qualified and leaders ensure that training such as safeguarding, paediatric first aid and food hygiene is relevant and up to date. The nursery is not able to provide an “Active Offer” of the Welsh language, although we heard lots of incidental Welsh being used throughout the service.

Overall leaders have high expectations and the service is run effectively.

4.2 How effective is self evaluation and planning for improvement?

Leaders ensure that there are effective systems in place for self evaluation and planning for improvement. They know the service well and have a clear vision. At the time of the inspection the service had been registered for less than a year, therefore, a quality of care report had not been produced. However, we saw that leaders were in the process of producing one and views of parents, staff and children were being gathered. Effective systems were in place to ensure that the service is subject to on-going review and improvement. We saw that detailed action plans for improvement had been produced and were being implemented. During the inspection we noted that staff and leaders were fully engaged with the process, open to suggestions of how to improve the service and willing to try different ways of working.

Leaders are committed to the on-going self evaluation of the service and effectively identify areas for improvement.

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

Leaders ensure that they follow a robust recruitment procedure. We saw that staff files contained all of the required information and CIW have been informed of all new starters. We saw that new members of staff have an induction program during which policies are shared and signed. We spoke to a student who was clear about policies

and procedures and was able to discuss the induction process. Registers and observations showed that staff / child ratios meet the national minimum standards. We saw that there was an annual program of staff appraisal and regular one to one supervision. This is in line with the company policy, although annual appraisals had not taken place at the time of our visit as the service had been operating for less than a year. Minutes of staff meetings evidenced that these are held regularly and relevant issues are discussed. Leaders ensured that was a clear matrix for training which ensured that all required training was completed and updated in a timely fashion. Staff we spoke to were very supportive of the leadership team and stated that they felt well supported and able to discuss any concerns with leaders.

Effective management of staff ensures that the service is compliant with all necessary child care regulations and National Minimum Standards.

4.4 How effective are partnerships?

Leaders have worked hard to create effective partnerships. We spoke to a parent who told us they were happy with the service provided and felt that they were provided with all of the necessary information about the service and about their child's daily activities. A parent notice board situated in the entrance foyer provided parents with up to date information about the service and its' staff. Regular newsletters provided information about up-coming events. Children benefit from visits from a local story teller who also utilises the building for additional sessions by arrangement with leaders.

There are some effective partnerships in place and leaders are committed to developing partnerships within the community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Develop records of fire evacuation drills to include names of children present;
- further improve the outdoor play space;
- include allergens on the weekly menus and
- develop planning to include opportunities to address next steps in learning.

6. How we undertook this inspection

One inspector undertook an unannounced inspection visit as part of our normal schedule of inspections. A total of six 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 owners, PiC and practitioners;
- 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	Children's Day Care Full Day Care
Responsible Individual	Rebecca Sweeting
Person in charge	Rebecca Sweeting
Registered maximum number of places	29
Age range of children	0 – 12 years
Opening hours	Monday – Friday 8:00am to 6:00pm All year round
Operating Language of the service	English
Date of previous CSSIW inspection	Registration December 2016
Dates of this inspection visit(s)	19 December 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
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: None.	