



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

Childcare Inspection Report on

Tiny Tots Day Care Nursery - Malpas

**440 Malpas Road
Malpas
Newport
NP20 6WE**



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Description of the service

Tiny Tots Daycare Nursery is situated on the outskirts of Newport. The service has been registered with Care and Social Services Inspectorate Wales (CSSIW) since April 2002 and provides care for a maximum of 64 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 is a very well run service. Children are happy, confident and make good progress in line with their age and stage of development. There is a well established and qualified team who undertake their roles with confidence. 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

There were no recommendations for improvements from the previous inspection.

3. Requirements and recommendations

There were no areas of no-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, confident and have formed very good relationships with peers and staff. There are plenty of opportunities for children to follow their own interests and develop as individuals.

Our findings

1.1 To what extent do children have a voice?

Children are confident that they have a voice and will be listened to. They are comfortable to approach staff and ask for help when needed knowing that their needs and preferences are taken into consideration. There are plenty of opportunities throughout the day for children to follow their own interests and we were told by staff that whilst planning is completed, activities are child led and are often changed to follow children's ideas and choices. We heard children in the baby room choosing songs they wanted to sing and staff had a good knowledge of what the children liked.

Children have a voice and are able to follow their own interests. They are confident that they will be listened to.

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

Children are settled and happy at the service. We saw that children were familiar with the daily routines and coped well with separation from parents. Children's work is displayed throughout the setting, giving them a sense of belonging. Children are forming positive relationships with peers and staff who know them well and respond sympathetically to their needs. We heard staff talking to children about their families, holidays and things they like, making the children feel valued. We heard a member of staff asking a child *"Are they new shoes? I like those, they're all sparkly"*. The child was obviously happy and other children joined in with the conversation.

Parents can be confident that children at the service are happy and feel valued.

1.3 How well do children interact?

Children interact well with staff and peers. We saw that children play happily alongside each other or together depending on their stage of development. Children know the rules and expectations and are beginning to take responsibility for their own behaviour. We saw children waiting for their turn on the slide, supported and reminded by staff to wait until it was clear. In the pre-school room children were aware of how many children could play in an area and waited patiently for space to be available. Children were engaged in activities for an appropriate length of time and showed perseverance and determination.

Children interact well and are beginning to take responsibility for their own behaviour.

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 many 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 are able to influence the activities planned by staff and engaged well in adult led activities. We noted that older children listened very well to stories and showed their enjoyment and engagement by their positive responses. Lots of praise was offered by staff and children responded enthusiastically to this.

Children are motivated and enjoy the activities provided.

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

Children are provided with a good range of activities and develop well at the service. We saw that children are able to develop their skills by taking part in activities that develop independence and promote their all round development. Children are able to take risks in a safe environment. We saw children happily playing on a climbing frame and slide and riding bikes and scooters. Staff were on hand to guide and support but did so without spoiling children's enjoyment. We noted that when children were nervous or unsure they received encouragement and praise, allowing them to gain a sense of pride from their achievements. Children are beginning to develop self help skills. They are encouraged to use the toilet independently with gentle reminders about hand washing. In the baby room we saw young children making excellent attempts to feed themselves with good supervision and support when needed. We noticed that there were some missed opportunities for older children to become independent at meal times such as pouring their own drinks and serving their own food. This was discussed with the PiC and RI during feedback and we recommended that these opportunities should be developed.

Children generally develop well and are becoming independent learners.

2. Care and Development

Summary

Staff are motivated, conscientious and demonstrated that they place great value on their relationships with the children. They are aware of policies and procedures and these are followed consistently. Staff are aware of the need to keep children safe and healthy and there is a strong emphasis on safeguarding children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners have a good understanding of the need to keep children safe and healthy. We discussed key policies with them and they were able to tell us how they were implemented. Conversations with staff demonstrated that they have a sound knowledge of safeguarding procedures and know who to refer concerns to. The service employs a cook who provides a healthy menu which children clearly enjoyed. This is displayed and available to parents. Ample food was available during meal and snack times and this looked and smelled very appetising. On the day of our visit children were served fish, potatoes, peas, sweetcorn and parsley sauce. The service has a hygiene rating of 5 and staff are fully aware of any allergies. One parent told us *"My child eats better here than at home because they try things"*. Children take part in the 'Designed to Smile' program and have visits to the dentist which is next door. However, we noticed that toothbrushes were stored in individual bags and recommended that these should be stored in an open toothbrush holder, in line with current guidance. Baby monitors are located in each of the sleep areas and staff regularly monitor sleeping children by looking through the windows to the sleep rooms. We recommended that staff physically monitor children at a minimum of ten minute intervals and that these checks are recorded. We also noted that the sleep mats for older children were placed on the floor of the soft play room and in order to accommodate the number of children did not have a space between them. We discussed this with the PiC and RI during the feedback and recommended that these arrangements should be revised in order to make it a safer and more comfortable area for children to sleep. Water is readily available to children throughout the day. We saw that water bottles were taken outside and that children were encouraged to have a drink at regular intervals.

Parents can be confident that practitioners keep children safe and healthy at the service.

2.2 How well do practitioners manage interactions?

Practitioners effectively manage interactions and clearly have very good relationships with children they know well. Adults are good role models, praising and modelling good behaviour. We saw that the behaviour policy was implemented and that expectations of acceptable behaviour were consistent. Children were praised for using

good manners and staff treated children and each other with respect. Behaviour was very good on the day of our visit, but when reminders were needed, these were done in a positive and sympathetic manner and did not interrupt children play and learning.

Interactions are managed very well by practitioners who have a good understanding of behaviour management.

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

Practitioners are caring and responsive to individual needs. Children's development records show that most children make good progress in line with their age and stage of development. We saw that there were effective procedures for recording children's progress and planning for next steps. Activities are planned and evaluated on a fortnightly program and are topic based, following the Foundation Phase principles. Achievements are shared with parents regularly through daily diaries for babies and toddlers. In the pre-school room, parents can access 'Class Dojo' which is a secure, web based, way of sharing information, photographs and achievements. We heard very good use of incidental Welsh throughout the day and multiculturalism is promoted through displays, activities linked to Diwali and resources such as dolls and books. We heard staff talking to children about their families, showing that individual backgrounds are valued. Practitioners know the children well and understand their individual needs. Younger children all have individual development plans that take into account their likes, dislikes and needs. These are completed with parents when children first attend the setting and are updated as needs change.

Overall, practitioners promote children's development well and meet their individual needs.

3. Environment

Summary

Children are cared for in a safe, secure and clean environment. Risk assessments are effective and procedures are in place to ensure that regular safety checks are undertaken.

Our findings

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

Leaders ensure the premises are safe, secure and that practitioners are aware of their responsibilities. We saw that all safety checks were up to date and insurance policies were current. Fire evacuation procedures are practised and recorded regularly, although we recommended that names of staff and children present during the evacuation are recorded to ensure that everyone at the service has opportunities to take part. Outside areas were secure and free from hazards. Daily risk assessment checklists for the all play areas are completed by staff and acted upon. We noted that staff positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together. Emergency procedures were clearly displayed and conversations with staff demonstrated that they were fully aware of these.

Leaders ensure that the environment is safe, secure and free from hazards.

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

Leaders ensure that children are cared for in a warm and welcoming environment. The rooms are generally well decorated and are bright and stimulating. There are some areas that are in need of redecoration and attention, particularly the outdoor play area, but the RI is aware of this and plans for re-decoration and maintenance are in place. Resources are easily accessed by children and furniture is of suitable size and design. The environment is organised in such a way that children can move freely around it and it offers a good range of stimulating activities that cater for individual interests and needs. The outdoor play area is utilised daily and offers a secure area for younger children to play separate to older children. However, we saw that children were riding trikes and scooters down the ramp towards that door and recommended that a moveable barrier should be placed across the ramp when the children are playing outside to prevent this.

Leaders ensure that the environment is a suitable space in which children can play and learn.

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

Leaders ensure that children have access to a good range of quality resources. These are sufficient in quantity to ensure that children have good variety and choice. Resources are stored in a way that allows children to access them independently and

follow their own interests. We saw that displays and resources promote cultural diversity and labelling and displays promote the use of the Welsh language. The outside play area has equipment to develop physical activity such as climbing frames, slides, trikes and scooters. There is also an emphasis on re-usable items such as logs, tyres, saucepans and door handles/locks. We saw that children had been composting apples that grow in the garden and had been planting vegetables and flowers. Resources in the baby rooms were age appropriate and clean. We saw that when resources were put in babies mouths they were put aside for cleaning.

Overall, resources are of good quality and suitable for the age and development of the children.

4. Leadership and Management

Summary

Leadership and management of the service is very effective. There are clear roles and responsibilities for all staff and information is shared effectively. Staff and leaders 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 is very effective. Leaders ensure that the service complies with the National Minimum Standards for Regulated Childcare and regularly exceeds them. There is a clear vision for the service which is shared with staff. A comprehensive and up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. A good range of policies and procedures are in place and reviewed regularly ensuring that good practice is maintained. The RI and PiC have high expectations and are committed to providing a quality service for the children in their care. They were fully engaged with the inspection process and responsive to the recommendations made during the feedback.

Overall, the service is managed very effectively.

4.2 How effective is self evaluation and planning for improvement?

There are effective procedures in place for self evaluation and planning for improvement. The service has submitted the Self Assessment of Service Statement (SASS) and this has taken into account the views of practitioners, parents and children. Where improvements are needed, the RI and PiC have clear plans for how and when these will be addressed. Parents we spoke to were aware of the complaints procedure and felt that they would be comfortable raising any concerns with the staff and leaders. We noted that there was no formal complaints procedure for children over eight and recommended that this should be developed for children attending the after school provision.

Leaders have a clear vision for the service and there are robust procedures for self evaluation.

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

Practitioners and staff are managed effectively. Staff spoke very highly of leaders. They reported that they felt well supported and could talk to leaders about any issues they may have. Registers we saw clearly recorded the number and names of staff and children in attendance during each session, demonstrating that the required ratios are consistently adhered to. Recruitment processes are robust and all staff undertake an induction program. There is a comprehensive training program ensuring that

qualifications remain up to date, demonstrating that there is a strong culture of on-going professional development. Regular staff meetings, supervision and appraisals are undertaken and detailed records are kept. Leaders are enthusiastic and are good role models to staff. We noted that on the day of our visit, the part time PiC who was not working on the day, attended the nursery to support the staff and PiC. This demonstrated a commitment to the role and the service.

Leaders provide effective management of staff and practitioners.

4.4 How effective are partnerships?

Partnerships at the service are effective. Parents are provided with detailed information prior to their children starting. Parents we spoke to were happy that they had a good knowledge of the service and what could be provided. Regular updates are provided on children's achievements and daily activities through diaries and 'Class Dojo' and a parents' notice board provides information on staff, menus and pertinent information. We saw a number of cards thanking the staff and complimenting the care of children. When asked if they were happy with the service, one parent told us *"I'm happy enough to bring another one here"*. There are good links with the Local Authority advisory service who visit regularly. The community is utilised effectively. We were told by the PiC that children visit the dentist which is next door and we saw that there had been fund raising events for Ty Hafan and Olivia's Vision. We were also told that the police and fire brigade have visited the service.

Partnerships are well developed and effective.

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

- Sleeping arrangements for toddlers should be reviewed and beds arranged with more space between them;
- physical checks on sleeping children should be carried out at a minimum of every ten minutes;
- develop children's independence during meal and snack times;
- develop a complaints procedure for over eights;
- toothbrushes should be removed from individual plastic bags and stored in an appropriate holder and
- consider placing a barrier at the top of the ramp in the outside play area to restrict access.

How we undertook this inspection

Two inspectors undertook an unannounced inspection visit as part of our normal schedule of inspections. A total of seven hours by both inspectors 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 PiC and practitioners;
- discussion with one parent;
- 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

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Nicola Williams
Person in charge	Sarah Delahay Rebecca Sweeting Laura Paginton
Registered maximum number of places	64
Age range of children	Birth – 12 years
Opening hours	Monday – Friday 8.00am – 6.00pm
Operating Language of the service	English
Date of previous CSSIW inspection	02.01.2015
Dates of this inspection visit(s)	07/09/2017
Is this a Flying Start service?	Yes
Is early year's 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:	