



Inspection Report

Tiddly Tinys

**Taibach Community Education Centre
Margam Road
Port Talbot
SA13 2BN**



Date Inspection Completed

30/11/2022

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About Tiddly Tinys

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|--|--------------------------------------|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Person | Vicky Williams |
| Registered places | 12 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Post-registration inspection |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | No |

| | |
|--|-----------------|
| <u>Well-being</u> | Adequate |
| <u>Care and Development</u> | Adequate |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

For further information on ratings, please see the end of this report

Summary

Children have sufficient opportunities to make choices. They are mostly settled and interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences.

Staff engage in children's interests and respond to their needs. They encourage a self-directed learning environment with some planned activities to promote children's developmental skills. Overall, staff have a good understanding of how to keep children safe and healthy.

The premises are warm and welcoming and there is ample space for the children to play and learn. However, the outdoor space was not used at the time of inspection. People who run the setting ensure children have an adequate range of age-appropriate furniture, toys and equipment.

People who run the setting have policies and procedures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. However, we have issued an area for improvement in relation to staff ratios and made some further recommendations. These are summarised at the end of the report. People who run the setting have made some changes during the inspection process which will be reviewed at the next inspection.

Children have sufficient opportunities to make choices and decisions about their play. They can explore their environment freely and are confident to move about and play as they wish. For example, some children chose to play in the home area and some children chose to take part in a sensory activity. Children enjoy choosing where they want to sit at the table and what resources they want to use as part of the activity.

Overall, children are settled in the setting. They arrive happy and are ready to start the day. Children who are a little unsettled receive some support and attention from staff. However, routines within the setting mean that staff are not always consistent and occasionally this can impact on the well-being of a few children.

Children interact and behave well as is appropriate for their ages and stages of development. They are learning to play together with help from staff if there is a disagreement. Children respond well to staff who explain things to them positively and clearly. They are confident talking to each other, to staff and with us. For example, children were very excited to give fist bumps and show us what they were doing.

Children are engaged in their play and learning and enjoy a sufficient range of activities and opportunities. They are able to join in with planned activities which support them to develop their concentration, and some spend extended periods involved in the activities they choose. For example, children were able to make reindeer food and enjoy the variety of resources available to them.

The range of play opportunities available promotes children's learning and engages their interests. However, this is sometimes limited by a lack of planning for enhanced activities that are available in the environment for children to independently access. Children have some opportunities to develop their independence. For example, they are encouraged to help tidy up as is appropriate for their ages and stages of development.

Care and Development

Adequate

Staff show a good understanding of best practice in terms of how to keep children safe. They have appropriate training and staff implement the required policies and procedures consistently to promote children's health. Staff follow appropriate hygiene procedures in relation to preparing and serving food and changing nappies. They understand they have a responsibility to protect children and confidently explained what they would do if a safeguarding situation arose. Staff have some knowledge of ensuring that they provide children with healthy snacks and meals, and they have good processes in place for dealing with allergies and specific dietary requirements. Staff follow the relevant procedures in relation to accidents and incidents and they maintain the appropriate records. They implement necessary measures to ensure they know how many children are present. Staff regularly practice fire drills with the children, so they know how to respond in an emergency. They record them appropriately in line with regulations.

Most staff are consistently responsive and interact positively with the children demonstrating warmth and kindness. They listen and respect children's choices and provide praise and reassurance when needed; for example, *"you did it," "well done!"* Staff know children well and are good role models as they encourage good manners and prompt the children to say *"please"* and *"thank you."* They use positive behaviour management techniques such as distraction or explanation and give comfort to children who are upset. Staff encourage children to take turns and share; they give praise when they see it and they offer alternative suggestions when there is a disagreement. For example, *"Why don't you have a turn of this while you are waiting for your friend to finish."* However, staff sometimes follow the routines too rigidly and rush to support children without allowing them sufficient time to have a go for themselves. For example, staff encouraged children to feed themselves at lunch time, however they often ended up feeding them to speed up the process. This meant children did not have sufficient time to develop these skills.

Staff support children in their chosen play activities. We saw staff reading stories to children both to individuals and as a small group. Most staff play alongside children to model how to use resources and they talk to children about their ideas and what they are doing. Staff plan activities around a theme, however, planning does not include sufficient enhanced outdoor activities alongside adult led opportunities. Staff explained they are transitioning into a new curriculum to help support this and they track children's development using a developmental checklist. Staff use some incidental Welsh and sing Welsh songs to help children become familiar with the Welsh language.

Environment

Adequate

People who run the setting ensure that the environment is suitably clean, safe and secure for the children. For example, the external doors are locked, and safety gates are in place in the play area and hallway and outdoor play spaces are securely fenced. People who run the setting ensure systems are in place to keep the children safe. For example, they carry out regular maintenance checks and have sufficient risk assessments for all areas of the premises. Daily safety checks are in place and consistently completed by staff. Following the inspection visit, people who run the setting ensure that visitors sign in and out of the building when they arrive and depart. People who run the setting ensure the environment is free from potential hazards to keep children safe. For example, staff promptly pick up discarded resources to prevent trips and falls.

Overall, the environment is welcoming and friendly. People who run the setting display children's artwork on the walls which provides children with a sense of belonging and creates a warm and colourful feel. They ensure that children benefit from low-level furniture that enables them to access resources and toys independently. They provide suitable facilities to meet children's needs appropriately, and staff ensure children's privacy and dignity when nappy changing. The outdoor area is safe and provides a good space for the children to play and explore. However, staff did not enable children to go outside on the day of the inspection.

People who run the setting provide resources that are appropriate for the different ages and stages of development. The resources and equipment available to the children are of suitable quality, however they are mainly made of plastic and do not support children to extend their imaginative play. People who run the setting have told us that they have identified a need to develop this provision and are also intending to replace some of the plastic toys with wooden ones and more natural, authentic resources. The layout of the room enables children to choose resources independently. People who run the setting ensure that separate areas within the playroom allow children to choose whether they want quiet time, the opportunity to participate in craft work or to engage in play, for example, in the home corner area. Each area provides sufficient space for children to move around and play.

Leadership and Management

Adequate

Overall, leadership is adequate and people who run the setting are proactive when changes are necessary. They have a statement of purpose in place, which accurately reflects the way they run the setting. People who run the setting have an extensive range of policies and procedures that they review regularly and implement within the setting. They record accidents and incidents promptly and share the information with parents and carers. However, on the day of inspection, people who run the setting did not follow the relevant ratios or deploy staff effectively. Registers do not accurately reflect which staff are caring for the children and therefore we cannot be confident this was an isolated incident. Since the inspection visit, people who run the setting have implemented new registers to accurately reflect the staff arrival and departure times in the setting. Therefore, we have not issued a priority action (non-compliance) notice on this occasion but consider this to be an area for improvement. This is because there is no immediate or significant risk to or poor outcomes for children using the service and we will follow it up at the next inspection.

People who run the setting have an annual self-evaluation process in place. The review was not available on the day of inspection; however, it was sent in to Care Inspectorate Wales (CIW) following the visit. They seek the suggestions and comments of parents and carers as well as children and include them in their review. People who run the setting are committed to improving the service that they provide and work well together to support each other as a team.

People who run the setting follow a safe recruitment process to safeguard children and have satisfactory systems in place to update suitability checks as required. They ensure new staff have induction training and keep staff up to date with mandatory training such as paediatric first aid and food hygiene when needed. People who run the setting have an appropriate system in place for supervision and appraisal to support staff in their roles. Staff we spoke to said they enjoy working at the setting and feel well supported.

People who run the setting develop good partnerships with parents. They share information with them through diaries and verbally, depending on parents' preference. Parents and carers feel welcome at the setting and appreciate the exchange of information they receive from staff. They are confident to approach care staff if they have any concerns and are happy with the care that is provided. People who run the setting also develop partnership working with relevant local authority advisors and work with a national early year's organisation to support their service development.

Recommendations to meet with the National Minimum Standards

R1. Consider relaxing routines to ensure they do not impact children's well-being and maintain consistent and meaningful interactions with the children.

R2. Continue to develop the curriculum and provide more authentic resources and opportunities for the children which will enhance their experiences.

R3. Ensure planning includes regular enhanced outdoor play opportunities.

Summary of Non-Compliance

| Status | What each means |
|---------------------|---|
| New | This non-compliance was identified at this inspection. |
| Reviewed | Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection. |
| Not Achieved | Compliance was tested at this inspection and was not achieved. |
| Achieved | Compliance was tested at this inspection and was achieved. |

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

| Regulation | Summary | Status |
|------------|--|--------|
| N/A | No non-compliance of this type was identified at this inspection | N/A |

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

| Regulation | Summary | Status |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|----|--|-----|
| 27 | The provider has failed to maintain the appropriate staffing ratios. | New |
|----|--|-----|

| Ratings | What the ratings mean |
|------------------|--|
| Excellent | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being. |
| Good | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| Adequate | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children. |
| Poor | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice. |

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