



Inspection Report

Teilo Tots

**St. Teilo's R. C. School
Greenhill Road
Tenby
SA70 7LJ**



Date Inspection Completed

25/10/2022

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About Teilo Tots

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Governing Body of St Teilo's R C Primary School
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<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 feel settled, happy, and confident at Teilo Tots. They interact positively with those around them and experience suitable opportunities to play and explore their environment. Children have some opportunities to develop their independence skills.

Most care staff work confidently and appropriately. They are aware of their responsibilities to safeguard children and follow adequate hygiene practices. However, they did not follow all the settings policies consistently. Care staff are good role models, they prepare and carry out appropriate activities.

People who run the setting provide a safe, secure, and well-maintained environment. They have basic risk assessments in place and ensure safety checks of the building are carried out. People who run the setting organise the environment well to ensure children can access a broad variety of toys, resources, and equipment.

People who run the setting have a clear vision. They have an effective statement of purpose which reflects their setting. They ensure that care staff are suitable to work with children and complete regular training to promote their professional development. However, they do not carry out regular supervisions. They have developed good relationships with parents and support children's needs.

Children have some opportunities to make choices about their play and learning. They can choose where they would like to play and are encouraged to join in with adult led tasks. For example, children were encouraged to sit on the carpet at circle time but could leave when they wanted. Children are content and express enjoyment. They happily come into the setting and settle quickly. When upset they go to staff for support or reassurance, sitting with them or having a cuddle. Any unsettled children are supported and given comforters or words of reassurance. They have a sense of belonging and are becoming familiar with routines. Children know when to go wash their hands or when to tidy up without prompt. For instance, as soon as the tidy up song came on, children began to put their toys away, with one child reminding the others that it was time to tidy up.

Interactions between children and adults are positive. They confidently discuss their play and interests with staff and non-verbal children babbled confidently to them. Staff show a genuine interest in what children say. Some children co-operate and are generally engaged. Some play alongside each other or interacted simply with each other. For instance, two children built a tower together and were praised for their teamwork. Children are starting to show empathy. We heard one child asking a staff member, "*what's that crying?*" when a child became upset. They are also developing and becoming sensitive to the needs of others. For instance, one child took a dinosaur from another and the two children managed to resolve the dispute independently.

Children are engaged in their play and learning. They concentrated for an age-appropriate amount of time and showed interest in the activities on offer. For example, all the children sat down at a table to knead dough to create their bread rolls. They enjoy a reasonable selection of appropriate opportunities indoors and outdoors. We saw some children jump up and down when the doors to go outside were opened. Children enjoy sharing their play and learning experiences with staff as they receive a warm response from them. This results in children having a feeling of achievement and positive self-esteem. For instance, one child began showing the seashells to all the other children after a staff member had shown great interest in their find.

Children experience a variety of age/developmentally appropriate opportunities that promote their all-round development and enable them to follow their own interests. They practise skills from previous activities without prompt from staff. For instance, a group of children used the rubber bricks to re-play a balance game they had played last week. Some children are beginning to show resilience and perseverance when carrying out activities. For example, a child re-built his tower of blocks following an incident where another child knocked it over. Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully.

Care and Development

Adequate

Nearly all staff work positively to implement policies and procedures which promote healthy lifestyles, physical activities, personal safety, and well-being. They remind children about keeping safe and have a clear understanding of identifying and managing risks. For example, they reminded children about sitting at the table to eat and to keep out of the kitchen. Nearly all staff follow appropriate hygiene practices and encourage children to do the same. For instance, staff consistently reminded children to wash their hands at appropriate times, with some children able to do this without prompt. Nearly all staff have a clear understanding of their responsibilities to safeguard children, confidently answering what they would do if there was a child protection scenario.

Nearly all staff understand the behaviour management policy and overall implement positive behaviour management strategies. They encourage the behaviour they want to see and regularly praise children for this. For example, children were reminded that “*we don’t snatch*” and were praised when staff saw examples of sharing. Nearly all staff engage consistently and positively with the children throughout their time at the setting. Many staff are sensitive to the needs and experiences of children. For instance, staff knelt to children’s level when speaking with them and showed genuine warmth and kindness in their interactions.

Nearly all staff are beginning to develop children’s learning and play. Some ask open ended questions, while others support the children in their choices/play. There is some written planning in place and the setting is currently implementing the new curriculum. Staff regularly assess the children, recording when they have achieved a new skill. They provide an appropriate range of play and learning activities. They offer some adult led activities but also have a good balance of child-initiated activities. Many of the staff support and provide for children with additional needs, such as emotional, behavioural difficulties and children with speech and language difficulties. Staff work positively when children may have additional needs. They take appropriate action and make use of the support services., as well as working with parents.

Environment**Adequate**

People who run the setting have satisfactory measures/policies in place to ensure that everyone is generally aware of their responsibilities in relation to the safety and welfare of children. They ensure that the environment is generally safe, secure, and reasonably well maintained indoors and outdoors. People who run the setting complete satisfactory general and fire risk assessments and ensure these are generally implemented in practise. They also carry out daily risk assessments and deal promptly with issues which arise. They follow a regular programme of maintenance and carry out regular fire drills. However, not all evidence of these safety and maintenance checks were available to inspect on the day of the inspection. Since the inspection visit, the people who run the setting have provided Care Inspectorate Wales (CIW) with evidence of the safety checks and maintenance carried out.

People who run the setting ensure the environment has sufficient indoor play space for children to move freely most of the time. Children can use tabletop or floor areas for their play. They ensure the environment meets many of the children's needs and enables many of them to reach their full potential. Most toys and resources are stored in low level shelves or drawers. However, not all are labelled, and some are covered with material. Since the inspection visit, the setting has sent in photos which show that they have removed some of the materials covering the drawers to make them more accessible to children. Children can access areas which develop their physical, emotional, creative, and social skills. People who run the setting ensure that any outdoor play space is regularly used.

People who run the setting ensure that many children can access good quality and a satisfactory variety of age-appropriate furniture, toys, and equipment both indoors and outdoors. Children can access and use a variety of natural and reusable resources as part of their play and learning. There are plenty of resources to maintain the children's interest. People who run the setting provide some resources to promote children's curiosity about the wider society, promoting equality, and raising cultural awareness. For example, children had recently been learning about Diwali and used traditional clothes as part of their dressing up and play. The outdoor area has been recently upgraded and includes a variety of resources and equipment suitable for the age and stage of development of the children.

Leadership and Management

Adequate

People who run the setting have a strong vision for the setting. They are working positively to implement changes to the setting and share their vision with others. They have an up-to-date satisfactory statement of purpose that reflects the service provided. However, on the day on the inspection visit, they had not included the pet fish as part of their statement of purpose. Since the visit, the statement of purpose has been updated and includes the setting's pets. The setting has a range of policies in place, which are reviewed and generally implemented in practice. However, they did not ensure that they were implemented fully in practice. For instance, staff did not fully follow the nappy changing policy. People who run the setting ensure that the required records are kept, including information about children, accidents and incidents and have a book to record the administration of medicine. They ensure that these are reviewed regularly. People who run the setting engage with CIW and complete notifications of changes to the setting.

People who run the setting review the quality of care annually. They seek the views of children, their parents/carers, and staff. People who run the setting produce a clear quality of care report which reflects on what they are doing well, how they know they are successful, future objectives and how they will measure the impact of the objectives.

People who run the setting follow a safe recruitment process to safeguard children. They carry out pre-employment checks on staff members. However, on the day of the inspection, not all evidence was available to inspect. Since the inspection, the people who run the setting have provided evidence that all pre-employment checks are in place. The performance management process is satisfactory, and staff are encouraged to attend a range of training and courses. For example, some staff have attended a British Sign Language course and a Welsh language awareness course. Basic appraisals are carried out and there are regular discussions between the staff. However, there was no evidence of regular, one-to-one staff supervisions. This is an area for improvement, and we expect the provider to take action. Staff said that they felt supported by management. People who run the setting deploy staff to ensure staffing ratios are met. They keep an accurate record of when children are in their care.

People who run the setting ensure that communication and engagement systems with parents are adequate. They generally keep parents informed through daily verbal feedback and messages. People who run the setting respond positively to information and advice given to support and improve children's identified needs. They ensure that when there are concerns about children's progress or development, there are basic procedures and protocols in place for sharing information.

Recommendations to meet with the National Minimum Standards

R1 – Ensure all policies are implemented consistently by all staff members.

R2 – Ensure that all evidence and documentation is available for inspection.

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
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29	There was no evidence of one to one staff supervisions. Ensure that regular supervisions are carried out with all members of staff and these are recorded.	New
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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.

Date Published 18/01/2023