



Inspection Report

Tiny Treasures Day Nursery

**13 Commercial Road
Port Talbot
SA13 1LN**



Date Inspection Completed

27/08/2021

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About Tiny Treasures Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tiny Treasures Taibach Limited
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	Manual Insert 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, or intend to use their service.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children feel settled, happy and confident at Tiny Treasures Taibach. They interact positively with the people around them and are beginning to develop friendships. Children have opportunities to follow their own interests or join in with adult led play.

Overall, care staff keep children safe and healthy. They understand and follow robust cleaning and hygiene procedures as well as implementing positive behaviour management strategies. Care staff plan and carry out a range of learning activities as well as supporting children's play.

People who run the setting offer a warm, welcoming and generally safe environment. They have basic risk assessments in place. However, these need to be further developed. They offer a broad range of furniture, toys and equipment suitable for the age range of children and use the outside area regularly.

People who run the setting are developing their leadership. They have a range of appropriate policies in place. They generally understand their regulatory responsibilities but need to further develop some areas to ensure they are fully compliant. People who run the setting have developed positive relationships with parents.

Well-being

Children have some opportunities to make choices. They choose where they go to play and while care staff were reading a story, children were able to play in another area while listening to the story. Children are often confident communicators as their wants, moods and needs are generally considered. For instance, children could use resources from one focused activity in another area and when they requested bean bags for their hopscotch, staff gave it to them.

Children feel safe, content and express enjoyment. For example, children looked to care staff for reassurance and younger children gave hugs to care staff. Children are becoming familiar with routines and are relaxed while at the setting. For instance, after snack, children stood up to wash their hands; without any prompts, and children chatted openly with care staff about their play.

Children interact positively with their peers and the adults around them. One of the younger children was babbling intensely, having a conversation with a care staff member at lunch time. Another child enthusiastically told care staff about the visit from Spiderman. Children play with each other and are developing friendships. We heard one child announce that he was sitting next to his friend. Children share resources and play together or alongside each other. For example, while painting, two children were talking about the colours they were using and sharing the paintbrushes. Children express empathy and are sensitive to the needs of others. While outside playing with the car wash, there was only one sponge, so one child said *"we will have to share"*.

Children are enthusiastic and interested in their play and learning. They engage with staff during play and excitedly joined in with singing activities. Children engage with activities for an age appropriate amount of time and have freedom to safely explore their indoor and outdoor environment. They confidently move from one play area to another and have opportunities to initiate their own play and to influence their tasks and activities. For example, we saw children changing a colour sorting activity to a matching activity. Children experience a variety of developmentally appropriate opportunities that promote their all-round development. They participate in both adult led activities and initiate their own play. They have some opportunities to develop their independence skills. For instance, when washing hands or serving their own toast. Parents said that they have seen the children's independence skills developing since attending the service.

Care and Development

Care staff work appropriately to keep children safe and healthy and they understand and generally implement the settings policies and procedures. For instance, they consistently talk to each other about the supervision of the children or if they are moving to another room. They offer a range of homemade healthy meals and snacks. Care staff remind children regularly about keeping safe. For example, reminding children to use walking feet while moving from one area of the nursery to another and encouraging children to sit down on the chairs. However, they do not always follow their risk assessments fully. For example, the risk assessment identifies that only adults open the fire doors, but on one occasion a child pulled open one of the fire doors. Since the inspection the people who run the setting have installed safety gates to ensure the children do not open the fire doors. Care staff implement robust cleaning and good hygiene practices. For example, they followed the nappy changing policy and after wiping a child's nose they cleaned their hands. Care staff understand their responsibilities to protect children and confidently answered questions about a child protection scenario.

Care staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They praise children for following instructions or for sharing toys with other children. Care staff act as good role models at all times encouraging children to use please and thank you as well as 'diolch'. Care staff are responsive; they listen to children's requests, questions and play discussions and respond appropriately. For instance, when a child requested more tangerine, care staff gave them more. Overall interactions are positive, demonstrating warmth and kindness.

Care staff plan and provide an appropriate range of play and learning activities for children's development. They offer focused and free play and encourage children to talk about their play through questions and general chat. For instance, while looking at a book about feelings, staff encouraged children to share a time when they were feeling sad, happy or scared. Care staff also followed children's lead when observing their play. For example, the children were pretending to be customers and care staff pretended to be working at the garage. They are aware of children's individual development, carrying out general and specific observations. They plan well for the next steps and leaders review children's progress, keeping an overall tracking of their development. They generally keep parents informed.

Environment

People who run the setting ensure that the environment is safe, secure, and well maintained indoors and outdoors. They carry out regular safety checks including fire extinguisher, fire alarm testing and emergency lights testing. However, the boiler did not have an annual check. Since the inspection, the people who run the setting have shown evidence that they have serviced the boiler and have developed a monitoring system for safety checks. People who run the setting have basic risk assessments in place including fire safety, Covid and school runs. However, they do not identify all risks or how to mitigate them. For example, indoor activities risk assessment doesn't include the sensory room and the school runs risk assessment only identifies risks when transporting the children in the car. Since the inspection, the people who run the setting have shown evidence that they are beginning to further develop their risk assessments. People who run the setting ensure all children can access the outdoor area safely. For example, they place carpet pieces and safety gates by the open patio doors to ensure younger children can access the outside area safely.

People who run the setting ensure the environment has extensive indoor play space for children to move and explore. They offer rooms for different ages of children including a dedicated sleep room. People who run the setting organise the environment well so that it provides a good range of play opportunities suitable for the age ranges cared for. The premises are welcoming, warm and accessible to all.

People who run the setting ensure that children can access good quality and a broad variety of age-appropriate furniture, toys and equipment. They offer a wide range of toys and some natural and recyclable materials for children to use. For example, children could use recyclable materials to build a city scape for their small world play. People who run the setting ensure that children use the outdoor play space as often as possible and offers a range of resources and activities. For example, cars and bikes, painting area and a wooden ship.

Leadership and Management

People who run the setting have an up to date statement of purpose which fully reflects the service and meets regulation and National Minimum Standards. People who run the setting keep a range of information and records about the children. They keep a record of accidents, existing injuries and incidents. However, they do not currently monitor these records. People who run the setting have a range of policies in place. They date and review them regularly. However, they do not currently have a Prevent duty policy in place. They have implemented some recommendations from the previous inspection. For example, they have ensured that there are changing mats with curved edges for nappy changing and they have adapted records for children under 2 years. People who run the setting said that they are working towards implementing the other recommendations. For example, they have begun to develop the outdoor area but this is an ongoing process.

People who run the setting have begun to review their quality of care, beginning to gather views and identifying areas of improvement. Due to the setting not been open for a year, they have not yet produced a quality of care report but understand clearly their responsibilities to produce a report to share.

People who run the setting ensure all staff have valid Disclose and Barring Service certificates and undertake many of the pre-employment checks. However, not all information or documentation was available during the inspection. For example, two staff files only contained one reference, one staff file did not contain a photo and two staff files did not contain a CV including work history with no gaps. Since the inspection, the service has confirmed that all documentation is now in place. Staff receive regular, effective supervision and whilst annual appraisal have not been carried out due the service not being open a year, the people who run the setting are aware of their responsibilities to complete these. There is a culture of continuous professional development, modelled by leaders. They have attended training to ensure they can further develop their management skills including courses on effective team leadership and induction and supervision and appraisal. Care staff commented that they feel well supported to carry out their role and confirmed they have attended training such as first aid and safeguarding and they enjoy working at the setting. People who run the setting keep a daily attendance record and deploy the staff effectively while meeting the ratios. However, they do not include specific hours of attendance or who looks after the children during staff breaks. Since the inspection, they have shown evidence of recording actual times of attendance and who is looking after the children during staff breaks.

People who run the setting ensure that communication and engagement systems with parents are suitable. They keep parents informed on a daily basis through verbal feedback, use of what's app and home books for children under 2. Parents said that the children love going to the service and that they would recommend them to other parents.

Recommendations to meet with the National Minimum Standards

R1 – Develop a system of monitoring records for safeguarding purposes.

R2 – Develop and implement a Prevent duty policy.

R3 – Ensure the setting regularly carries out all safety checks and make records available for inspection.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

People who run the setting and staff have not identified all unnecessary risks to the health and safety of the children or how to reduce or eliminate the risks.	Regulation 25 (c)
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The people who run the setting do not have all pre-employment checks and information/documentation available for inspection.	Regulation 28 (2) (a) [ii]
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The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

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