



Inspection Report

Treforys Tiny Tots

**Rainbow Business Park
Phoenix Way
Llansamlet
Swansea
SA7 9FP**



Date Inspection Completed

31 March 2022

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About Treforys Tiny Tots

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Julie Trick
Registered places	106
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

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

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

Summary

Children are very happy at Treforys Tiny Tots. They are settled and they are confident interacting with each other, staff and visitors. Children are able to make choices about what they want to do. They are developing friendships with each other, and they have good bonds of affection with care staff.

Care staff are experienced and qualified. They have a good understanding of how to keep children safe and how to promote their health and wellbeing. Care staff manage interactions positively and they manage behaviour effectively. They plan activities to promote children's development and to encourage their natural curiosity in the world around them.

People who run the setting have effective systems in place to ensure the environment is safe and stimulating for children. They ensure that children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

People who run the setting run an effective and well organised setting. They meet and often exceed the regulations and the National Minimum Standards. They have good systems for evaluating and improving their setting. People who run the setting manage recruitment and staff well. They develop positive partnerships with parents who are very happy with the care their children receive.

Children have good opportunities to make choices about their play and learning. They express themselves confidently and they know staff will listen to them and respond appropriately. For example, a child said to a staff member *"I want to make a circle train track."* The member of staff replied, *"No problem, that is ok, we can do that."* She then helped the child to build a circle track by showing them which pieces to use.

Children are happy, express enthusiasm and enjoy their time at the setting. They have a good sense of belonging and know their routines well. Children cope well with separation as they have good bonds of affection with staff. For example, when a staff member walked into the room, one baby went over to the staff member immediately and reached out for a cuddle.

Children have good interactions with each other and with care staff. For example, when a baby was unsure of our presence after waking from a nap, a staff member gently reassured the child and said *"It's ok, she has come to play. Say hello."* Another child turned towards us and waved. When we returned the gesture, the child beamed proudly. In response, a staff member praised and encouraged the child saying; *"Well done, that's lovely saying hi."*

Children are beginning to learn about sharing and taking turns. For example; staff encourage children to take it in turns with the animals. When one of the children didn't want to share, the member of staff explained that she would set a timer so they could have them for five minutes and then share them with their friend who could then have their turn for five minutes. Children enjoy playing; they are excited and animated, and they participate in self-led and adult-led activities for appropriate periods of time. Children share their excitement with each other and with care staff. For example, the children had a competition with staff over who could finish popping the poppets quickest. Children laughed and stamped with excitement.

Children enjoy a good range of experiences and opportunities that are suitable for their ages and stages of development. Children share their play with care staff and proudly show their achievements. Children know they will receive praise and reassurance when they do something well. For example, a child said, *"I am putting this away and I will have a dinosaur sticker!"*

Care and Development

Good

Care staff are experienced and well qualified. They care for children effectively by meeting their individual needs. Care staff fully understand and consistently implement policies and procedures to keep children safe and promote healthy lifestyles. They confidently discuss safeguarding scenarios and follow the relevant policies and procedures. Care staff maintain comprehensive records of children's individual needs relating to allergies, symptoms and other dietary requirements. They follow cleaning routines and hand washing procedures thoroughly and remind children to wipe their noses or cover their mouths when coughing.

Care staff are warm, friendly and positive role models to the children. They listen and respect the children's views. Care staff understand the behaviour policy and consistently implement positive behaviour management strategies. For example, children often attempt to climb on the furniture but staff consistently discourage these actions; explaining to the children; *"Come down from there, you may fall or break it."* Care staff use praise to reinforce good behaviour, sharing words of support and encouragement with children; *"Well done for listening,"* and *"That is excellent!"* They use distraction and re-direction techniques, such as intervening appropriately when there is a disagreement between the children. For example, care staff suggested two alternative games that the children could play instead. Care staff then praise the children when they are playing well alongside each other. For example, two children were playing together with the kitchen toys after some conflict and a member of staff said to them; *"You are both playing so nicely together, well done."*

Care staff have a good understanding of child development. They contribute ideas for activity planning that meet children's individual needs because they know the children well. Care staff focus on developing and progressing each child's individual skills and abilities and children's targets are on display. Care staff plan comprehensively for a variety of celebrations that support children's understanding of the world around them. For example, we saw the children creating a bunny silhouette as part of their Easter celebrations. They observe children to support their planning and to develop each child's understanding through developmentally appropriate questioning. For example, care staff discuss colours and patterns when the children are playing with the small world toys.

Environment**Good**

People who run the setting offer a welcoming and stimulating environment. They have good systems in place to ensure the setting is safe and secure. People who run the setting ensure that the setting is cleaned regularly and there are appropriate risk assessments in place. They conduct effective maintenance checks and identify and minimise any risks to children's safety well-being. They carry out regular fire drills and record the details appropriately. The premises are warm and inviting with children's work on display. Children benefit from the natural lighting in the playrooms due to the large windows.

People who run the setting ensure that the premises are bright, clean and well maintained. The indoor environment is spacious and allows children the freedom to explore independently. People who run the setting ensure that children enjoy socialising at age and stage appropriate tables, chairs and highchairs. They organise the setting well so that it provides a good range of play opportunities suitable for nearly all the age ranges.

People who run the setting ensure that the environment provides a good quality range of play opportunities suitable for all the age ranges cared for. For example, sensory activities, soft play, role play and messy play as well as quiet areas for reading. People who run the setting provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment. They offer a good range of resources which stimulate children's interests and provides a good range of opportunities for the children to develop their skills.

Leadership and Management**Good**

People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They have a comprehensive set of policies. People who run the setting ensure that they collect, record and monitor all of the required records. During the course of inspection, people running the setting have implemented new measures and meet all recommendations in relation to record keeping. People who run the setting ensure that they engage with Care Inspectorate Wales (CIW) and other regulators. They respond positively to suggestions on how to improve the service. For example, people who run the setting have implemented all of the recommendations from their previous inspection. They have a clear vision for the setting and are committed to providing a high-quality service. People who run the setting create a calm and positive atmosphere in the setting.

People who run the setting effectively implement meaningful self-evaluation. They regularly seek and actively implement the suggestions of children, their parents and carers, care staff and other stakeholders. They create a comprehensive quality of care report which highlights strengths, areas of improvement and an action plan to further develop the setting.

People who run the setting follow timely and robust recruitment processes to safeguard children. Regular meaningful supervision and annual appraisals are integral to their practice and drive improvement. Care staff told us that they feel well supported by management and that they are really happy in their work. People who run the setting deploy care staff effectively to ensure they meet staffing ratios and children's individual needs.

People who run the setting ensure that all communication and engagement systems with parents are good. They have contracts and permissions in place and keep all the relevant information that is required to meet children's individual needs. People who run the setting keep parents informed by sending home diaries with the children and giving verbal feedback at the end of each session. Parents are very happy with the setting and feel that care staff are always friendly and positive. They would now like to have more feedback about their children's sessions following the COVID-19 pandemic and more time for children's outdoor play sessions.

Summary of Non-Compliance

Recommendations to meet with the National Minimum Standards

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
N/A	No non-compliance of this type was identified at this inspection	N/A
30	Staff had not consistently signed out of the attendance registers	Achieved
34	The RP had not written to the complainants to outline the outcome of the complaint.	Achieved

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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