Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiny Tots Day Nursery

106a Meliden Road, Prestatyn, LL19 8RL

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Date(s) of inspection visit(s): The inspection visits for this service took place between 19/08/2025 and 03/09/2025

Service Information:

Operated by:	Elizabeth Tina Jones MBE
Care Type:	Children's Day Care
Registered places:	86
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

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Ratings:

Well-being	Excellent
Care & Development	Good
Environment	Excellent
Leadership & Management	Good

Summary:

Children are happy, busy and have excellent opportunities to make choices and decisions about their play. Children have built exceptionally positive relationships with staff which creates a trusting atmosphere where children feel safe and valued. They are active and curious learners who show great interest in what they and their friends are doing. All children have access to experiences which enable them to gain skills and develop their independence highly successfully as well as supporting their younger friends.

Staff encourage healthy lifestyles and promote children's safety and well-being successfully. Staff know the children well and are committed to offering opportunities for children to play outdoors and be active. They follow effective cleaning and hygiene routines which makes the space clean and safe for the children. Staff are well qualified in childcare and very positive role models. They provide warm, nurturing care and have a good understanding of how to support individual children.

The setting is warm and welcoming. Leaders ensure they provide children with an excellent range of resources and activities particularly outdoors and learning areas are organised well to facilitate children's play and learning highly effectively. Leaders follow effective procedures to ensure the

environment is safe for children.

Leaders manage the setting well. They are experienced and motivated. Leaders have high expectations and ensure staff work towards a shared vision and roles and responsibilities are clearly defined. They enjoy good relationships with children, staff and parents as well as visiting professionals. Staff are encouraged to attend regular training opportunities to further develop their knowledge and skills successfully.

Findings:

Well-being — Excellent

Children have excellent opportunities to make choices and decisions about their play and learning. They choose successfully what they want to do and are highly confident to discuss their experiences with staff and knowing their needs will be responded to effectively. For example, when a child discovered the soil in the garden was dry, they asked staff if they could water the plants. They brought out the hose and the child happily started to unroll it and take it to the plants. They feel safe and are happy to approach staff for comfort or support if needed. For example, when children tell staff they would like to play with dough, extra seats are brought to the table outside so children can decide which height they would like to work at. Younger children and others with less developed language are successfully encouraged to use their voice and gestures to make themselves understood. For example, when babies wanted the large soft play shapes, they were able to point to communicate their wishes to staff.

Children have built exceptionally positive relationships with staff which creates a trusting atmosphere where children feel safe and valued. They settle well and quickly, and staff know the children and their families well. Children happily invite staff into their play and welcome cuddles if they need reassurance. They are familiar with the setting's routines such as washing their hands before eating and coming in from the garden. Older children are exceptionally proud of their setting, especially outdoors, and three children show us how to hold our hands, tucking in our thumbs to feed the alpacas. They explain what sort of food is in the bucket and are delighted when the animals come to the fence to be fed.

Children interact exceptionally well. Most babies smile and are excited when favourite staff come into the room. Older children enjoy showing each other how to roll a snake out of playdough. They ask about eyes for their snake and friends take a keen interest in who can roll the longest and fattest snake. Most children co-operate well, and younger children are developing an understanding about sharing. Older children explain to younger friends how to hold the guinea pigs safely on their knee and show them 'The piggies' favourite grass'. Nearly all children listen to and follow instructions exceptionally well. They are curious learners and keen to tell us about their new eco outdoor toilet which uses solar power. Children work together well. For example, when carrying a heavy box back indoors. Two children come over to help when they see their friend can't manage on their own.

Children are active learners who show lots of creative skills and ideas. They are flexible in their ideas and adapt their activities. They love to explore the outdoors. For example, they smile and laugh with friends as they run around climbing trees and jumping on the trampoline. Two children sit together on a hammock, fastened between two trees, watching the play and commenting on

what their friends are doing. They enjoy imaginative play experiences in the mud kitchen and show us what they are making. They use fresh herbs to make the food tastier. Children concentrate exceptionally well for their age and show resilience and problem-solving skills by making castles and structures in the sand with roads and moats.

Children have access to experiences which enable them to gain skills and develop their independence highly effectively. For example, children are encouraged to do things for themselves such as turning the outside water hose on and off, carrying the guinea pigs into their outdoor pen and deciding where to put them on the grass.

Care & Development — Good

Staff encourage healthy lifestyles and promote children's safety and well-being successfully. For example, they provide children with healthy food and drink and are aware of any allergies. They offer plenty of opportunities to play outdoors and be active. Staff follow effective cleaning and hygiene routines which makes the space clean and safe for the children. They complete accident and incident records and share these with parents. There are sufficient staff to meet the individual needs of the children. Staff complete records accordingly and have attended the required safeguarding training and paediatric first aid training.

Staff implement the setting's behaviour policy consistently and effectively. Staff gently remind children of simple rules and are sensitive in de-escalating situations in a supportive way, such as, when two babies both want to climb on the same part of the soft play equipment. They use a range of different strategies, including plenty of good humour, with the older children. Staff are always very calm and get down to the child's level and help them understand in a way which promotes the children's self-esteem. They provide children with regular praise for what they are doing which promotes a positive and encouraging environment.

Staff are qualified in childcare and are good role models, particularly in developing younger children's language skills. They support children's emotional well-being effectively. Staff provide children with a range of engaging activities particularly outdoors that meet their interest levels, such a mud slide. Staff provide opportunities for children to grow fruit and vegetables which they use in the nursery. This allows children to understand where their food comes from, care for it and watch it grow. Staff show a good understanding of when to stand back, promoting the development of children's self-help skills and when to join in a game. They plan activities; however, this is flexible to ensure they positively consider children's needs and preferences. Staff have a good understanding of Additional Learning Needs, and they work closely with specialist services when children require further support. This ensures children all make good progress. Staff work closely with parents and use an app to keep them updated. Parents are happy and confirm their child enjoys coming into the setting and are happy with the quality of care.

Environment — Excellent

Leaders follow effective procedures to ensure the environment is safe, clean and well maintained for children. For example, staff ensure the main entrance to the setting is kept locked and all visitors are authorised and recorded. The outdoor area is secure, with staff carrying out checks to ensure the area is safe before use. Leaders complete highly effective written risk assessments and review these frequently. Fire drills are undertaken regularly, with a clear procedure in place. Animals play a big part in the life of the nursery from dog washing to alpaca walks and stables, hutches and other areas were found to be exceptionally clean and well maintained.

The setting is decorated in natural tones which creates a peaceful space. Learning areas are organised well and facilitate children's play and learning highly effectively especially outdoors. There is plenty of room for children to move around and space for them to rest or enjoy looking at books. This area is comfortable and promotes a love of reading with children constantly looking at books themselves or asking staff to read a story. All resources are easy for children to access independently and allow them to follow their own interests and take the lead in their learning. For example, when the children want to take the guinea pigs outside, older children can easily access their cages to collect them. Leaders ensure there are a suitable number of toilets, and wash basins for the children, including the eco toilet outside. Plenty of examples of children's work, and on-going creations are displayed, giving them a sense of great pride and feeling of belonging.

There are an excellent range of resources and activities that encourage exploration, curiosity and skills. For example, staff use open-ended resources such as recycled parts, crates, blocks and planks of wood which encourage children to problem solve, balance and invent their own play ideas and ways of moving. The outdoor kitchen has some real-life items and herbs for cooking which stimulate curiosity and staff encourage children to use authentic items in their play to understand the world they live in. They provide digging opportunities in the garden growing fruit and vegetables and children are looking forward to planting more in the autumn. A few hens are an integral part of the outdoors and children enjoy finding eggs.

Staff understand the benefits of outdoor learning and sharing the animals with the children and are totally committed to using outdoors every day. They ensure it offers a variety of play opportunities in different areas adapted to suit the ages and changing needs of the children. For example, there is a large yurt in the field where children can play when it rains or watch films whilst enjoying popcorn. A fire pit ensures children learn about keeping safe whilst they can observe the changes that take place when a marshmallow is toasted. Large wooden structures promote balancing, sliding and jumping opportunities for younger children and there is scope for older children to climb trees to develop skills and spatial awareness. A few resources reflect cultural diversity and cultural celebrations.

Leadership & Management — Good

Leaders manage the setting well and are experienced and motivated. The statement of purpose reflects the setting and contains all the required information. Leaders have high expectations and ensure staff work towards a shared vision and roles and responsibilities are clearly defined. Leaders understand their regulatory responsibilities and monitor to ensure the setting adheres to regulations. Leaders inform Care Inspectorate Wales (CIW) of significant events and keep records and documentation clear and up to date. At the time of the inspection leaders were updating the parental contracts making notice periods clearer.

An effective self-evaluation which includes views of parents, children and staff as well as visiting professionals forms the basis for the quality-of-care review. Leaders use this to reflect on the setting's strengths and areas for development and set targets for future improvements successfully. Leaders have beneficial links with a range of professionals and work well with the Flying Start Advisory team and Early Education team which helps support and develop their practice effectively. Some recommendations were addressed during the inspection, and we received written confirmation and documentation to show all recommendations have been addressed promptly.

Leaders manage staff well. They ensure they are deployed effectively and ensure children's needs are met. Leaders follow safe recruitment procedures when appointing new staff. They conduct annual appraisals successfully and encourage staff to identify courses as well as mandatory training which helps them keep up to date with the latest policies, procedures and practices. Staff are encouraged to attend any extra training which they find of interest which extends their knowledge and improves outcomes for children. We spoke to plenty of staff who clearly enjoy their work, they regularly reflect on their practice and know the children very well. They can explain how they meet children's differing needs.

There are positive relationships with parents and carers. Leaders share children's achievements including electronic photographs of children's activities through an app. Parents are very happy with the care provided and staff take plenty of time when parents come to collect their children to exchange a good level of information such as how they have spent their time. Leaders provide children with excellent opportunities to learn from and be part of their local community by taking children on outings in the locality and further afield such as a visit to Manchester Airport to see Concorde.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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