Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiny Tots Clytha Square

Tiny Tots
1-3
The Avenue Clytha Square
Newport
NP20 2FF

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/09/2023

About Tiny Tots Clytha Square

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tiny Tots Premier Childcare Services Ltd
Registered places	60
Language of the service	English
Previous Care Inspectorate Wales inspection	24 September 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

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Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children have lots of fun at the setting and their opinions and interests are highly valued. They receive a wide variety of play opportunities and make choices about how to spend their time. Children interact well with their friends and form close relationships with staff.

Staff are professional and enjoy their job. They have a good understanding of how to keep children safe and healthy. Staff support children's learning and development well, offering a stimulating range of activities led by children's interests and developmental needs. They keep effective records of children's progress.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They provide much encouragement and support to staff. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being Good

Children have many opportunities to make choices and decisions. They choose from a wide variety of fun play opportunities. For example, babies freely explore their playroom choosing from a range of toys such as handheld mirrors and see through coloured scarves. Children of all ages express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Planned activities consider children's interests and ideas, which puts their 'voice' at the heart of the setting.

Children are very happy at the setting and feel valued. They enjoy being in the company of other children and form warm and affectionate relationships with staff. Children know the staff and daily routines well, which helps them feel settled and at ease in their surroundings. They receive lots of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn.

Children interact well with adults and each other. They were happy to chat with us and excitedly showed us their toys. Children learn to respect each other and the resources, learning to share and use equipment appropriately. They respond positively to staff members' reminders about appropriate behaviour. For example, a child modified their play when reminded by a staff member to be careful with the wooden blocks.

Children delight in their play. They are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw babies babbling happily as they played peek a boo and older children completely absorbed in their play bathing the baby dolls. Children also benefit from a range of adult led activities. For example, they enjoy listening to stories and animatedly join in with words and actions during song time.

Children develop a wide range of skills as they play. Activities provided promote their all-round learning. They learn self-help skills and have many opportunities to carry out tasks independently. This helps prepare them for attending school and develops self-confidence. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. Children readily help to tidy up at the end of a play session and know where to put items away. Older children enjoy chatting with their friends and staff at snack and mealtimes, providing them with a lovely opportunity to develop their social skills. However, the seating arrangements for babies do not allow for such a social mealtime experience.

Care and Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and effectively implement the setting's policy and procedures should they have concerns about a child. They speak confidently about these procedures and know that leaders will respond to any concerns raised. Staff follow good hygiene routines. For example, they clean tables before and after eating, encourage regular handwashing and ensure children's noses are wiped in a timely manner, which minimises the spread of germs. A varied and nutritionally balanced healthy snack/meal menu is in place and drinking water is available throughout the day. Staff record all accidents and incidents in detail and ensure the information is shared with parents. These records are monitored monthly to identify any emerging safeguarding issues. There are robust systems in place to manage children's food allergies and individual dietary requirements.

Staff care for children in a kind and patient way. They are very responsive and nurturing, which means children approach them with ease. Staff have a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise and sticker rewards to reinforce positive behaviour. Staff always act as excellent role models.

Staff facilitate children's play and learning well, combining planned activities with impromptu activities focused on children's interests and fascinations. For example, staff planned for children to learn about Earth Day; children directed their learning and explored topics such recycling and the solar system. During a litter picking activity, one child found an empty drinks container and sadly exclaimed, ‘‘*That's not saving our planet!''* There are systems in place to monitor and record children's progress and development. Staff carry out regular observations of children's play and use these to plan children's next steps in learning. They collect photographs of children at play and samples of their work to compile a 'learning journal' to evidence children's progression. This is given to parents as a keepsake when their child leaves the setting. Staff are beginning to identify children's additional needs and use some of the support services available. We did not hear staff use any Welsh language with the children during our inspection visit.

Environment — Good

The environment is safe and secure and provides ample space for children to play and learn. Leaders have undertaken suitable risk assessments for all areas of the setting. They review and update relevant policies and risk assessments considering any new risks identified. This information is promptly fed back to staff to ensure that they are aware of changes needed to mitigate risks. Cleaning routines reflect good hygiene practices and effective infection control. Registers for children and staff caring for them are completed daily and staff ensure only authorised entry to the setting, keeping a log of any visitors. Staff ensure that all fire doors are kept closed and gates are in place to ensure children do not have unsupervised access to higher risk areas such as stairs. Fire drills are carried out regularly and logged, so staff and children know how to evacuate the building safely in the event of an emergency. All routine maintenance checks for the building and appliances are undertaken in a timely manner.

The environment is clean and well maintained. Children's photographs are displayed around the setting, which gives children a lovely sense of belonging. Attractive displays of children's work reflect their learning and celebrate their achievements. The outdoor play area is safe and secure and offers a good range of play opportunities for children, including sand, water, climbing equipment, planting areas and a muddy kitchen. An additional covered space enables children to play outdoors in all weathers. Suitable spaces are provided for children's sleep with a separate cot room for babies.

Toys and equipment are clean and in good condition. There are some resources to promote diversity and a multi-cultural society such as dolls and books. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leadership and Management Good

Leaders work hard to provide a valuable service to children and their families. A clear statement of purpose provides parents with accurate information about how the setting runs. Detailed and regularly reviewed policies and procedures aid the smooth running of the setting. The responsible individuals keep in contact and provide some support to the persons in charge of the setting and the team.

Leaders ensure documents are easily accessed and in good order. Staff files are well organised, and evidence all relevant checks carried out to ensure staff are suitable to work with children. All staff receive regular supervision and annual appraisals, which enable them to identify their strengths and areas for development. Leaders are reflective and take action to make improvements. The annual quality of care review is used to draw up a development plan which sets out targets for improvement. For example, leaders identified a need to develop parental engagement. This has successfully been addressed with parents being invited into the setting several times during the past year for events such as afternoon tea to celebrate the Kings Coronation and a graduation ceremony. Leaders follow their complaints policy when dealing with complaints and take appropriate action to resolve issues.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. All staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training to enhance their practice. Most staff have completed training on allergy awareness, and some have attended training in additional learning needs and learning with autism. The staff team are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive and receptive to their ideas.

Leaders and the staff team keep parents informed about their child's day providing verbal feedback at collection about activities, snack, toileting, and any other issues. Parents are very satisfied with the service the setting provides. Views shared with us during the inspection clearly reflect this. For example, ‘*‘Both my children have thrived at Tiny Tots. The staff make this setting unforgettable.’’* Partnerships with outside agencies are well developed. Leaders regularly invite sports, music, and drama groups into the setting to work with the children to enhance their learning experiences.

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

N/A	No non-compliance of this type was identified at this inspection	N/A

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.

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

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Reconsider organisation of babies snack and mealtimes to further enhance their social skills.
Increase the use of incidental Welsh language with children.

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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Date Published 13/10/2023