Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Tigers Daycare

Community Suite, Rogiet Primary School, Station Road, Rogiet, NP26 3SD

07971 429868

The inspection visits for this service took place between 13/11/2025 and 14/11/2025

Service Information:

Operated by:	Pamela Curtis
Care Type:	Children's Day Care
Registered places:	28
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

Well-being	Adequate
Care & Development	Adequate
Environment	Adequate
Leadership & Management	Adequate

Summary:

Children are happy, settled and can make most decisions about how they spend their time at the setting. They are developing warm and positive relationships with their friends and staff. Some routines and activities encourage children to develop, learn and follow their own interests.

Staff have a good understanding of how to keep children safe and healthy. They have warm relationships with the children offering reassurance when needed. Staff engage positively with the children.

The environment is generally safe and secure. There is an appropriate range of toys and resources to encourage children to play and learn, both indoors and outdoors. The environment provides children with suitable opportunities to make some choices in their play and develop their self-help skills.

The management team are committed to running a suitable quality provision and have taken steps to address all previously identified areas for improvement and recommendations. There are a satisfactory range of policies, procedures and documentation to support staff in their roles. Partnerships with parents are good.

Findings:

Well-being — Adequate

Children are overall, happy and settled through the session. Those who are new to the setting are supported by staff whilst they get to know the new environment. Children have warm and positive relationships with their care givers and their friends at the setting. Children know the daily routines well, for example, they confidently participate during key routines such as mealtimes and when singing rhymes, counting in both Welsh and English.

Overall, most children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, children have fun playing in the role play area, sharing utensils or dressing up. Most children are beginning to understand the needs of others and consider their friends feelings. We heard one child instantly say sorry after accidently bumping into another child.

In the main children enjoy their play and the activities on offer. They engage in activities and stay on task when encouraged to do so. However, some children show their discomfort because the noise level was very loud in the setting. We observed some children holding their hands to the ears to lessen the noise and some wanted to move away because of the boisterous play. Although there were activities, toys set out both in the playroom and outside, we observed few children wandering around the playroom disengaged.

Children learn to do things for themselves, such as unpacking their lunch boxes and seek out what they want to eat first. They pour their own drinks and select what fruits they want to eat during rolling snack time. They get themselves into the wet weather clothing before going outside. Children generally are reminded to get ready for lunch time and some help to tidy away their toys at given times. Older children are confident at washing and drying their hands, while younger children do so with guidance.

Care & Development — Adequate

The setting has a range of suitable policies and procedures in place which support staff to have a clear understanding of their roles and responsibilities. Staff have a good understanding in knowing how to report concerns they may have. They spoke confidently regarding the steps to take if they have concerns. There are procedures to record visitors, staff and children's arrival and departure times. Staff implement procedures for reviewing accident and incident records. Staff implement suitable procedures to support children when administering medication in line with the settings policy.

The setting offers a range of healthy, well-balanced snacks which are freshly prepared. Staff follow appropriate procedures when dealing with children with allergies, intolerances, and preferences in line with the settings policy. Staff ensure lunch times are relaxed, social and enjoyable. Staff follow suitable hygiene practices in line with infection control guidance, such as wiping tables before children sit down to eat and wearing gloves when carrying out care routines such as changing children's nappies. This helps to minimise the spread of germs and prevent cross infection. They encourage children to wash their hands before eating and after using the toilet, embedding good hygiene routines. Staff promote the benefits of children getting out into the fresh air, through regular access to the outdoor play environment.

Staff have warm relationships with the children. They treat them with care and respect, offering reassurance when needed. Staff act as good role models. However, small groups of children dominate the session and therefore, other children can potentially miss out on their chosen play. For example, some children take over certain spaces in the playroom dominating resources for themselves and not allowing others to join in. Not all staff are confident in setting clear boundaries or guide children towards the behaviour that is expected in line with the settings behaviour management policy. This was because staff told us that external agencies have not fully assessed needs of individual children to give staff the tools to support certain behavioural issues. We observed one or two children dominate the session, for example, a small group of children were encouraged to take turns to decorate cupcakes. But one or two children did not want to wait and jump the queue, and this was allowed. This left other children tearful because they had to wait even longer to do the activity. This can be seen by children as preferential or unfair treatment.

In the main staff know the children well. They engage positively with the children, supporting their play. Staff plan a fun range of activities that appeal to children's interests. For example, children thoroughly enjoy playing with the playdough they had previously made with the staff member a few days before. Observations and assessments are carried out regularly, and these are monitored by managers to ensure staff are completing the development records in a time manner. The Welsh language is promoted through introducing counting and singing songs in Welsh as well as English and this is part of the setting's daily routines.

Environment — Adequate

The management team, ensure the environment is safe and secure. It is clean and adequately maintained. There are suitable processes in place to ensure the safety of the environment, including regular fire safety checks and fire drills. There are an adequate range of written risk assessments in place including some specific routines such playing outdoors in the setting's garden area as well as regular visit to a café nearby. as collecting and dropping children to school.

The management team ensure resources and equipment are of good quality and furniture is of a suitable size to meet children's needs. The layout of the environment enables children to move freely within their open plan designated play spaces. Toilet and nappy changing facilities are located within the area adjacent to the playroom. All the children eat their packed lunches and snack in a central area of the setting. Soft furnishings provide children a comfortable space should they wish to rest or have some quiet time during the day.

Managers ensure children can access resources easily, promoting their independence. However, on times, the environment is disorganised and can be a hazard to children and staff. For example, most of the floor was cluttered with toys that become a tripping hazard, and malleable materials such as playdough was thrown on the floor. The craft area was covered with paper because the children were doing cutting and sticking activity. But the area was left untidy, with bigger pieces of paper left on the floor after children had finished the activity. Not all staff are proactive in encouraging children to tidy up after playing with items or clearing up the floor area. This did not encourage children to take pride in their environment and respect resources.

The setting is laid out in an open plan style; the playroom is of a reasonable size to accommodate the varying age ranges of the children. A tall fence around the perimeter of the outside space offers security and privacy for children when they play. The space offers a range of experiences. For example, a mud kitchen and shallow water and sand trays, support creativity and imaginative play. Children have sufficient space to access ride along toys, safely. The outside play spaces are set up with the same level of care and consideration as the inside play spaces.

Leadership & Management — Adequate

The managers are motivated to provide a suitable quality service to the children and their families. They have taken good steps to address all previously identified areas of improvement and recommendations. A detailed statement of purpose provides parents with the relevant information about the setting, so they can make an informed choice. Leaders have developed most of the policies, procedures and documentation which they have tailored to reflect the service well. Therefore, providing staff with clear guidance to support them in their roles. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Key information is sought to support the child's experiences at the setting.

The persons in charge both are committed to holding termly team meetings in addition to daily informal discussions with staff. However, we noted that staff deployment is not clearly defined to encourage all staff to be confident in supervising the environment in it's full. Some staff stay with the activity they have been asked to supervise and on noting that the session is becoming either cluttered or the noise level is exceeding they do not intervene appropriately because they feel the person in charge will address this instead. The management team keep Care Inspectorate Wales (CIW) informed of any significant events.

The management team understand their responsibilities to ensure staff are recruited safely and all required documentation is sought prior to the staff member starting work at the setting. Staff have up to date job descriptions and contracts defining their roles and responsibilities. Established staff have up to date training, including safeguarding, paediatric first aid and food and hygiene training. Additional training is also undertaken and facilitated and supported by the provider. New staff undertake a suitable induction process and are supported through this period by a designated member of staff usually the persons in charge. Regular supervisions are carried out by the persons in charge while the provider carries out annual appraisals. This demonstrates clear hierarchy of the setting and staff and parents know who to approach if they have concerns. Staff we spoke to were very complimentary about the managers and the provider of the setting and shared how they feel supported in their roles.

Partnership with parents is good. Staff keep parents informed of their child's experiences at the setting verbally and via the settings electronic Application. Parents we spoke with were highly complementary about the setting. They told us that the managers at the setting along with the staff were very approachable and supportive.

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.

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