Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Tiddlywinks Childcare Centre**

**Tiddlywinks**
**38 Commercial Street Ystalyfera**
**Swansea**
**SA9 2HR**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**

## Date Inspection Completed

07/02/2023

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# About Tiddlywinks Childcare Centre

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Canolfan Gofal Plant Tiddlywinks Childcare Centre Cyfyngedig |
| Registered places | 43 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | |
| Is this a Flying Start service? | Manual Insert] |
| Does this service provide the Welsh Language active offer? | The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |

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

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

## Summary

Overall, children are safe, happy and relaxed at this nursery. They have sufficient choices about what they do and how they spend their time. Children interact well and cooperate with each other and staff. They enjoy free play and engage confidently in the activities they choose.

Overall, staff respond to children's needs well. They provide a free play environment with some planned activities to help develop children's skills and knowledge. Staff have an appropriate understanding of how to keep children safe and healthy.

The environment is secure, clean, and welcoming. A good range of toys, equipment and resources are available to promote children's play well, however this is not always utilised effectively in all rooms. Staff follow procedures to ensure the environment is safe and appropriate.

People who run the setting ensure they manage the setting well. They have policies and procedures in place to support the running of the setting. They develop good relationships with parents. There are good systems in place to monitor and evaluate the service effectively.

## Well-being — Adequate

Children have sufficient opportunities to make choices and decisions about their play. They can explore their environment freely and are confident to move about and play as they wish. Older children choose what activities they would like to do with staff and are becoming skilled at contributing their ideas. For example, when playing outdoors with the linking shapes, they decide what they want to make and how. Overall, children know staff will respond to their attempts to communicate whether verbal or otherwise, and as a result are becoming confident communicators.

Nearly all children are settled in the setting. Children who are a little unsettled receive gentle support and attention from staff with whom they form affectionate bonds. However, routines and planned activities are not well established in all rooms. This can impact on the well-being of a few children.

Children interact and behave well as is appropriate for their ages and stages of development. They are learning to play together. Older children chat easily with each other and staff and cooperate well. We heard one child apologise to another whilst playing with the foam in the tuff tray, '*You got that in my eye'; 'I'm sorry.'* Younger children play happily alongside each other, and staff are on hand to help resolve any minor disagreements.

Most of the time children are engaged in their play and learning and most enjoy a sufficient range of activities and resources. Children develop concentration and many spend extended periods involved in the activities they choose, for example looking at number cards in the shaving foam and matching keys to locks. Children have opportunities to join in with planned activities at times. Older children have plenty of opportunities to play outdoors, however outdoor access is limited for children under two.

The range of play opportunities available somewhat promotes children's learning and development. However, this is sometimes limited by a lack of planning for enhanced activities that are available in the environment for children to independently access. Children have some opportunities to develop their self-help skills. For example, they are encouraged to feed themselves, manage their own personal needs and help to tidy up as is appropriate for their ages and stages of development.

## Care and Development — Adequate

The people who run the setting work relatively well with staff to keep children safe and healthy. They have good policies and procedures in place to support staff to safeguard children, which they review annually. There are suitable systems in place for managing and recording accidents, incidents and any medication administered. There are sufficient staff with a paediatric first aid qualification. Care plans are in place for children who need them.

During the visit, we found staffing ratios were not always adhered to due to staff leaving the room to change nappies and collect snack from the kitchen. Following the visit, people who run the setting informed us changes have been implemented in relation to ratios. Snack is now taken to the room and staff call management to cover nappy changes.

Staff do not always follow appropriate hygiene procedures, for example the nappy changing policy isn't always adhered to and children do not always wash their hands prior to food. People who run the setting provide healthy food. There is an appropriate system in place to manage allergies and dietary preferences.

Staff are consistently responsive and interact positively with children, demonstrating warmth and kindness. They know children well and are good role models. They use positive behaviour management techniques such as distraction or explanation and give comfort to children who are upset. Staff encourage children to share and take turns and praise good behaviour. For example, saying things such as, *'Super duper, good boy'* and *'good listening.'*

Staff support children well in their chosen play activities. During outdoor play, we saw staff playing alongside children, modelling how to use resources and talking to children about their ideas and what they were doing. Staff plan activities around a theme. However, occasionally staff are unaware of the planning. Staff recognise and respect individual needs. Staff have put in place developmental records for each child and young children receive a daily sheet recording what they have done during their day at the setting.

## Environment — Good

The environment is safe and welcoming. The premises is secure, both inside and outdoors, allowing children plenty of freedom. Risk assessments are in place for the building as well as for activities. Registers record the times children arrive and leave the premises. Staff also sign in and out of rooms within the setting and leaders keep records of all visitors to the setting. Records show routine maintenance checks for the building are in place. Fire evacuation practises are carried out regularly to ensure staff and children are familiar with the process. Daily safety checks are in place and completed by staff.
People who run the setting organise the space into three areas which gives dedicated spaces for different age groups. Each area is adequate in space for children to move around and play. However, the baby room has minimal toys and resources on display and lacks specific areas of interest for children to explore. However, further resources are available, which are stored nearby. On the whole, people who run the setting provide a good range of resources and equipment for children. All other rooms have a good range of toys and resources which children can freely access. Most resources are displayed on low level shelves and some in transparent boxes. Toys and resources are clean and in good condition. Staff told us toys are cleaned daily with an anti-bacterial cleaner. People who run the setting told us they have identified a need to develop the provision and are in the process of replacing some of the plastic toys with wooden ones and more natural, open-ended resources such as loose parts. Furniture is of suitable size and design for the age range of the children.

Children have access to the outdoor space which is well utilised. Children can access climbing structures, a mud kitchen, sand trays, ride on toys as well as a selection of constructive toys and balls to name a few.

## Leadership and Management — Good

People who run the setting have a good understanding of the service and care they offer. There is a clear vision for the setting, reflected in the statement of purpose. There are clear policies and procedures which reflect the setting and current practice.

People who run the setting follow a safe recruitment process to safeguard children. All required information is gathered for staff files. Staff confirmed they have regular meetings and opportunities to speak with people who run the setting so information can be shared, and training identified. Leaders are effective in overseeing staff, managing their time and prioritising activities responsively to ensure children's needs are met in a timely manner. They ensure staff keep up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene, when needed. They have a system in place for supervision and appraisal to support staff in their roles, however these need to be recorded properly. Staff working at the setting are long standing. Staff we spoke to said they enjoy working at the setting and feel well supported, knowing they can approach leaders for help if needed, *'We're like one big family.'*

The people running the setting develop good partnerships with parents. Parents we spoke to were complimentary of the service provided. People who run the setting have a contract for each child and collect the required information before children start at the setting. However, not all permission records were completed fully for all children. Children's routines are displayed for staff to refer to if needed during the day. People who run the setting and staff keep parents informed about their child's time at the setting in a variety of ways including verbally and through a home diary. They are in the process of adapting the use of an app for daily communication.

Children and parents benefit from a service which is committed to improving outcomes for children. There is a suitable quality of care report detailing what the setting does well and an action plan of what they want to improve. People who run the setting undertake this review annually as required, and take into account the views of children, parents and staff.

## Recommendations to meet with the National Minimum Standards

R1. Ensure all supervisions and appraisals are recorded correctly.

R2. Ensure planning is shared with all staff members, which all children are given regular opportunities to access.

R3. Ensure hygiene practices are improved.

R4. Ensure young children have access to a wide range of resources.

R5. Ensure all permission records are fully completed.

| 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 |

| 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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