Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Lots of Tots (Canolfan Maerdy)

New Road
Tairgwaith
Ammanford
SA18 1UP

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

23/01/2025

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About Lots of Tots (Canolfan Maerdy)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Canolfan Maerdy
Registered places	52
Language of the service	Both
Previous Care Inspectorate Wales inspection	[Manual Insert] 8 December 2023
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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 communicate confidently as their wishes are considered. They feel happy and are given good opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently.

Staff understand the setting’s policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, and they build the confidence and self-esteem of the children in their care.

Leaders implement clear and effective measures to ensure children's safety. They are aware of their responsibilities and overall maintain clear risk assessments and building safety equipment. Leaders provide a good facility and quality resources and ensure children can access these throughout their time in the setting.

Overall, leaders provide clear policies, in line with regulations and the National Minimum Standards. They ensure staff are well supported and are given appropriate training for their roles. They have strong partnerships with the local school, health professionals and parents who are all supportive of the setting.

Well-being

Children are happy and have a good voice at this setting. They make purposeful choices and move around the setting confidently. For example, they choose where to play such as the role-play resources in the home corner or exploring the sensory tuff tray. Children enjoy making decisions as they take part in activities such as puzzles and shape sorting stating *"Look at me!"* as they complete the puzzle successfully. Some children express clearly using words and phrases. For example, at lunch time, children can ensure their voices are heard and choose their preferred drinks and foods. They speak confidently and feel they are listened to by staff. Children who do not wish to take part in a planned activity say so clearly and happily select different play resources**.**

Children are settled and cope well as they separate from their parents and carers. They benefit from effective settling in processes and receive gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their well-being and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. Children are familiar with their routines and enjoy knowing what is coming next. For example, they know to line up for hand washing when it is snack or lunch time and calmly get ready when it is time for the school run. Staff create a calm and relaxed atmosphere for children to put on their coats and find their bags when it it's time for school or home time.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the range of experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore the themed tuff tray or enthusiastically make and paint a robot from junk cardboard. Children enjoy their lunch of either chicken casserole or steak pie with broccoli and root mash.

Children independently help themselves to play equipment and resources. They laugh and smile with pride when staff praise them saying, *"waw, that's great, I love what you have made there, that is amazing!".* Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. They listen well and respond to music and movement songs which they successfully sing "Incey Wincey Spider". Many children feel a sense of achievement when they succeed in activities.

Children develop their independence skills effectively and some children complete selfcare tasks independently. For example, during toileting, children independently wash their hands. They enjoy the process of using the soap dispenser independently.

Care and Development Good

Staff are experienced, knowledgeable and understand the setting's policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks effectively and keep children safe. They prioritise safeguarding and have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and confidently explain the setting's procedures. Staff practice good hygiene practices. They are at hand to offer praise and support when children use the toilet and talked us through the procedures followed when nappy changing. Toileting is carried out respecting children's dignity and privacy. Staff wear appropriate aprons during snack preparation and ensure that foods served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. Staff allow time for children to make choices about what they wish to eat. They are familiar with their responsibilities to safeguard children with allergies and intolerances, and we saw clear posters on the notice board in the main playroom which support safe practices. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and ensure care plans are in place. They follow clear procedures and recording systems regarding medication, accidents, and incidents are completed correctly.

Staff communicate well with children and create a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully throughout the session. For example, they sit with children during lunch and snack time, modelling good social and communication skills, leading to meaningful discussions. During snack we heard staff saying, *"Would you like some more fruit? Good boy. Da iawn." "That is amazing, well-done children."*. Staff move around the environment continuously and are always close by to support children and offer reassurance. Their interactions with each other and with the children demonstrate respect and children are happy and content. We heard staff thanking each other when items and tasks are shared. Staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff are knowledgeable, and have a good understanding of children's needs, interests and how this affects their learning experiences. They work well together to build the children's confidence and resilience and provide interesting opportunities, which are led by the child's choices and decisions. Staff use Welsh at the setting especially with the children who come from Welsh speaking families**.** They provide children with varied and valuable opportunities to learn about the world around them through celebrating different cultures and festivals through craft activities and stories such as St Valentines Day and Dydd Gwyl Dewi. Staff informed us that the children had recently undertaking a cultural activity in the forest area in line with historic Welsh culture to introduce in the new year namely "Mari Lwyd".

Environment — Good

Leaders provide effective measures and policies in place to ensure that everyone is aware of their responsibilities regarding the children's safety. They ensure that the environment is well maintained, both indoors and outdoors. The setting is located within a community resource premises, offering a separate entrance and exit point for children and their parents. Leaders ensure a good level of security, for example, visitors can only access when authorised to do so following a strict security process. Leaders carry out daily safety checks and keep purposeful risk assessments which are reviewed as and when any additional measures are identified. Staff ensure that there are suitable areas for younger children to sleep and rest both on floor mats and cots provided in the baby section. However, the second available cot in the baby section was being used to store excess resources and equipment posing as a potential health, hygiene and cross infection risk should the cot need to be used. Prior to the production of this report leaders have confirmed that a new second cot has been purchased and is functional in the baby section. They also keep effective and accurate fire risk assessments, and these are reviewed at least annually. They keep building and equipment safety certificates up to date. Leaders manage staff to children's ratios and ensure they supervise the children well. They maintain a daily register where children and staff are signed in and out of the setting. However, staff and children are not signed in and out on the same document and staff breaks and school runs are not always recorded making it difficult to establish that the correct ratios are always being met.

Leaders offer a friendly, warm, and welcoming environment. They provide good spaces for children with clean and open areas to play and learn, where they have the freedom to move around independently and safely. Leaders and staff prepare the play spaces carefully to allow children to have the best possible experiences. For example, a well-resourced home corner, dressing up, reading corner, an area for floor play, and an area where creativity and craft activities can be enjoyed. Leaders have created a well-equipped sensory room, however, at the time of the inspection this room was being used to store excess resources and equipment. Prior to the production of this report leaders have confirmed that all excess resources and equipment have been removed from the sensory room in order that this room can be fully functional to all children attending the service**.** Children have access to a rear outdoor play area, which is a safe space and offers many stimulating opportunities, such as, different wooden play equipment and sit on ride on toys for children to develop their physical and problem-solving skills. However, at the time of the inspection this space was not being used due to recent storm damage and tree felling. Prior to the production of this report leaders have confirmed that this area has been re risked assessed and cleaned and is being used by children for regular outdoor play. Children also have regular access to a forest school area for further outdoor play. They also have space to keep waterproof clothing, a well-equipped kitchen, a confidential meeting area and an office where the setting's paperwork is stored securely. Displays are purposeful and a noticeboard is visible, which is full of relevant and up to date information for parents and visitors.

Leaders provide a good range of age-appropriate furniture to stimulate the children's curiosity. For example, child size tables and chairs and quality children’s kitchen units. We saw a range of books, small world toys such as dinosaurs, farm animals, large construction blocks and sorting resources.

Leadership and Management — Good

Leaders have a good vision for the setting and share this with others. They are enthusiastic about their work. Leaders have comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute effectively to the smooth running of the setting. Prior to the production of this report leaders forwarded CIW the latest version of the reviewed statement of purpose. Leaders have in place a comprehensive complaints policy and procedure. However, at the time of the inspection the recorded complaint logs in respect of complaints dealt with at a local resolution basis were not being completed in line with setting's complaints policy and procedure. Prior to the production of this report leaders have confirmed that all recorded complaint logs are being maintained correctly in line with the setting's complaints policy and procedure. They are knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. They keep staff files they in line with regulatory requirements for each staff members to include records of regular supervision sessions and annual appraisals. Leaders ensure that children's records include parental contracts, permissions, responses.

Leaders present an annual quality of care review, showing evidence of how they respond to feedback. They have good arrangements in place for identifying strengths and areas for improvement and all staff are committed to improving the quality of provision and outcomes for children. Leaders distribute questionnaires electronically and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service of care. Leaders confirmed that they had recently been acknowledged by the local authority for effective team and large setting work and the runners up in the largest setting award.

Leaders have established a team of staff who work closely and effectively. Staff said the setting is a very happy place and that they work well together as a team. Staff commented they feel valued and well supported by the management team enabling them to fulfil their roles and responsibilities effectively and confidently. Leaders ensure staff mandatory training certificates, such as safeguarding, first aid and food hygiene are up to date and regular training is provided as part of their ongoing professional development.

Leaders have established good partnerships that improve the quality of provision and outcomes for children. They have effective links with other Flying Start settings and health professionals. Leaders ensure staffing is always maintained. They also have strong links with the school where they are located which supports children very well in their transitions into the setting and in their next stage of education. Parents are highly supportive of the setting and team of staff. We saw clear examples of good relationships and clear and open communication. Parents are complimentary and praise the staff saying their children really love attending.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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)
Standard 4 - Meeting individual needs	Review the additional learning needs policy to ensure it reflects current legislation.
Standard 22 - Environment	Ensure that baby sleeping arrangements are free from any potensial risks to their health and safety.
Standard 5 - Records	Ensure that all room registers are completed correctly to include staff breaks and school runs to ensure that correct staffing ratio's are maintained at all times.
Standard 22 - Environment	Ensure that the rear play area has been made safe and risk assessed before use.
Standard 22 - Environment	Ensure that the sensory room is fully functional and risk assessed and is free from any potential risk to children's health and safety.
Standard 19 - Complaints	Ensure that the complaints log is completed correctly in line with the complaints policy and procedure held for the service.

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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