Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Lots of Tots Day Nursery

Lots Of Tots
35 Broad Street
Port Talbot
SA13 1EW



Date Inspection Completed

19/04/2023

About Lots of Tots Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Lots of Tots Childcare Ltd
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	25 October 2018
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 are confident, happy and thoroughly enjoy their time at this nursery. They have a strong sense of belonging and develop positive relationships and friendships. Children have many opportunities to make choices and decisions about what they want to do.

Staff understand and implement policies and procedures effectively to keep children safe. Their interactions with children are consistently good ensuring children feel valued. Staff are good role models and meet children's needs well. They are skilled in supporting children in their play and learning.

People who run the setting ensure the environment is safe, secure and well maintained. They create friendly, rich spaces for children to play and learn and provide a wide range of resources and equipment to support children's development.

The leadership and management of the nursery is very good. The responsible individuals, person in charge and staff work effectively together as a team. They ensure the regulations and National Minimum Standards are met and are committed to providing a high-quality provision.

Well-being Good

Children have a strong voice within the nursery. They have many opportunities to choose from an interesting range of activities and resources. Children of all ages move around freely and explore their environment. They are confident communicators as they know adults will respond to them. For example, older children enthusiastically told us about their pictures, one telling us they had drawn a rainbow and talking about the colours.

Children are safe, settled and relaxed at the setting. They arrive happy and ready for their day. They form close, warm bonds with staff, many of whom have been at the nursery for several years and know them well. Children know and follow the routines of the nursery helping them to develop a sense of belonging, confidence and self-esteem. Older children are learning to talk about and name their feelings as they choose pictures to place on a board at the beginning of each session. Babies seek out staff for support and cuddles.

Children behave very well, and any minor disagreements are easily resolved. There is a friendly and calm atmosphere in the nursery. Children play cooperatively or alongside each other as is appropriate for their ages and stages. As children get older, they develop friendships well. Children are learning to concentrate and persevere with their chosen play for appropriate periods of time. For example, two children spent an extended period creating models with playdough, chatting and laughing together as they played. They learn to take turns, share and help to tidy up which develops respect for each other and their environment.

Children enjoy their time at the nursery. They have extended periods of time to choose what they want to do, constructing their own play using the resources provided for them. For example, a group of children became builders in the role play area, considering safety as they donned hard hats and hi-vis jackets and taking delight in seeing how high they could build the wall. Children also join in actively with adult led and planned activities. For example, older children were enthralled by and took turns with the puppets used to support story time and babies enjoyed a water play activity. Children who attend after school benefit from being able to use the school yard across the road to relax or let off steam playing chasing games.

Children learn and develop well from the activities and resources provided for them which are open-ended and available for lengthy periods of time. They have good opportunities to develop their large physical skills despite the absence of attached outdoor space. Children have very good opportunities to develop independence and self-help skills. For example, taking off their shoes and socks and storing them safely, managing their personal care, finding and using tissues which they put in the bin and then sanitizing their hands.

Care and Development Good

Staff understand and implement policies and procedures effectively to promote healthy lifestyles and children's safety. They have a thorough understanding of their responsibilities to protect children and are confident in knowing what to do if they have any concerns. All staff access appropriate safeguarding training. Staff follow thorough hygiene procedures such as wearing appropriate personal protective equipment for tasks such as nappy changing or serving food. They are aware of allergies and individual preferences and follow the systems that support them. They accurately complete appropriate accident, medication and incident records and ensure they are signed by parents. Most staff have Paediatric First Aid training.

Staff interactions with children are friendly and warm. They are calm, kind, caring and positive. Staff manage minor incidents, using positive language and distraction in line with a good behaviour management policy. For example, encouraging children to use kind hands, talking about taking turns or praising good sharing. Staff speak respectfully to children and each other and are excellent role models.

Staff support children well to learn and develop through the activities and resources they provide for them. They concentrate on supporting rather than leading play as they join in with children and chat about what they are doing. Staff are skilled in extending children's learning through direct teaching when appropriate. For example, modelling and explaining how to use scissors. They remind children to consider safety as they play. Staff provide purposeful group activities such as music and movement sessions which children readily join in with. Staff in the baby room engage well with children, singing to them, naming objects and modelling simple sentences to encourage language development. For example, pointing to and naming nose, mouth and eyes on a dolly. Staff use a reasonable amount of Welsh, although during the inspection this was mainly during group times. People who run the nursery and staff are developing the implementation of the Curriculum for Wales and planning is in a transition stage as they consider any implications of this on their practice and provision. Staff assess and record children's progress well and are alert to children who may have additional learning needs (ALN). They are proactive in seeking support from and working with other professionals such as the local authority Early Years ALN Co-ordinator, speech and language therapists, health visitors and Flying Start.

Environment — Good

People who run the nursery ensure it is safe and secure. Systems are in place to ensure no unauthorised persons can access the premises and children can be dropped off and collected safely. The nursery is exceptionally clean and well maintained. People who run the nursery have put in place effective risk assessments, including for fire, and policies to ensure staff understand their responsibilities in relation to health and safety. For example, staff complete visual daily health and safety checks and sign to say they have done them. People who run the nursery ensure they carry out regular emergency evacuations. They arrange relevant building safety checks such as for gas and electrical equipment in a timely way.

The nursery is large with spacious areas for children to play and learn. The room layouts provide excellent indoor play space for nursery age children and equipment can be adapted to meet the needs of older children attending out of school hours. For example, some tables have extendable legs. There has been extensive refurbishment to the premises recently and playrooms are welcoming and attractive with neutral decoration. This helps to create a calm environment where children can concentrate and become engaged in their play and learning. People who run the nursery have set up a ‘park’ area in the large downstairs playroom which provides well for children’s physical development. There are suitable toilet facilities for children of all ages along with nappy changing and sleep areas for the youngest.

There is no attached outdoor play space at the nursery. However, people who run the nursery ensure children have plenty of opportunities for outdoor experiences. For example, they use the nursery minibus to take children on trips to local parks, the beach or their sister setting to use their outdoor play area. They also have agreement with the nearby school to use their yard when the school is closed. They provide resource boxes that they take across to the school and during school holidays the yard can be fully set up. However, on the day of inspection, they did not provide any equipment or resources for the older children who spent time at the school.

People who run the nursery provide a wide range of resources for children of all ages, giving children variety and choice. Furniture, toys and equipment are of good quality, well maintained and easily accessible. Good use is made of open-ended and natural resources. Some resources and displays promote multiculturalism and diversity.

Leadership and Management — Good

People who run the nursery have a very strong vision for the setting which they share clearly and enthusiastically with staff. They operate mainly effective and organised paperwork systems which they review and update regularly. Since the inspection visit, they have made some minor amendments to a small number of policies and procedures. People who run the nursery ensure they comply with regulations and National Minimum Standards. They set high expectations and are committed to providing a high-quality service.

People who run the nursery understand the need for self-evaluation of their provision. They carry out an annual quality of care review which takes account of the views of parents and, informally, the views of children and staff. The responsible individual told us they are working on a more formal feedback form for staff. Overall, the quality of care review report is evaluative and identifies relevant action points. This is because people who run the nursery and staff are reflective and consistently looking for areas to develop or improve.

People who run the nursery implement robust and safe recruitment procedures to safeguard children. Staff are well qualified and the people who run the nursery keep central records to ensure they keep up to date with mandatory staff checks and training. A suitable supervision and appraisal system is in place. They hold regular staff meetings to discuss views and any changes that may be happening. All staff spoken to told us they feel well supported and enjoy working at the nursery. New staff reported having a good induction which helped them settle into their new job. People who run the nursery deploy staff well to ensure sufficient staff are always working with the children. People who run the nursery manage financial resources well to bring about beneficial improvements to the setting.

Along with strong partnership working with other professionals, people who run the nursery and staff develop positive relationships with parents. Feedback surveys and those we talked to confirmed they are very happy with the service offered, telling us their children are very settled and 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. 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)
Standard 7 - Opportunities for play and learning	Continue to develop planning systems that provide support for children's learning and development in line with the principles of the Curriculum for Wales.
Standard 7 - Opportunities for play and learning	Develop staff confidence in the use of Welsh for day to day interactions.

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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