Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiddlywinks Playgroup

Special Needs Activity Centre
Lady Charlotte Lane
Margam
Port Talbot
SA13 2BL



Date Inspection Completed

16/07/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Tiddlywinks Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Vicky Williams
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	20 December 2023
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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	**Good**
Care and Development	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children have a strong voice. Nearly all children are happy and quickly settle into the routine. They are confident, engaging with one another and staff well. Children are interested and involved in their play. They are developing their independence skills successfully.

Staff work well to keep children safe and healthy. They are aware of their responsibilities to safeguard children. Staff interact positively with the children, supporting their individual needs. They engage with children in their play and encourage children to become independent.

Leaders and staff offer a welcoming, environment which supports children to learn and play successfully. They ensure there are an appropriate range of toys, resources and equipment which children can explore and use. Staff undertake regular checks and ensure hazards are dealt with appropriately.

Leadership and management of the setting is improving. There has been progress following the last inspection. However, effective, and consistent practices need to be embedded across the setting. Staff feel well supported and there are strong partnerships in place. Leaders have taken prompt action to achieve some recommendations as part of this inspection.

Well-being Good

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. For example, choosing to play inside, or outside. Children decide if they would like cereal, toast, or crumpets for breakfast. They confidently ask staff *"can you push me"* when on a swing, with their wishes met. Older children give suggestions on summer visits, such as the cinema, bowling and local parks.

Nearly all children are happy and cope well with separation from their parents or carers. We saw children settle when starting their session and quickly engage in play. Children are confident to call staff by their names and express how they feel. One child told staff they felt sad, as their schoolteacher was leaving. They have mostly positive relationships with each other. We saw a child ask their friend, *"are you ok?"* whilst playing. Children receive support and reassurance, having regular cuddles. Younger or unsettled children have their dummies to soothe them, until they are comfortable to play without. They are familiar with routines. For example, at meal and home times.

Children express enthusiasm and enjoyment. They smile, laugh, and engage with each other and staff. Children cooperate with each other, for example they take turns when sharing the swings and when engaging with walkie talkies. Nearly all children share, with little support from staff. Older children show great excitement when having a water fight. Nealy all children sit together well, whilst eating their meals and listen.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice, with free flow between indoor and out promoted throughout most of the day. For example, counting outside doing hopscotch, completing arts and sensory activities and small world. They confidently explore the home room and use role play equipment within areas such as 'the spa'. Older children take responsibility and ask to help. For example, at snack time.

Children are developing their independence skills well. They help to tidy up and follow most instructions. Children competently access the self-serve snack area and help themselves to breakfast using tongs. They pour their own drinks and are supported, if needed. Children are encouraged to dress themselves. For example, putting their own shoes and socks on after using 'the spa'. They access bathroom facilities independently, or with support of staff.

Care and Development — Adequate

Staff work consistently to keep children safe. They monitor children throughout the setting and move to positions to keep an eye on the children. We saw staff walking between the indoor and outdoor areas, depending on where most children were playing. They promote healthy habits through regular handwashing, offering a range of healthy foods and access to fresh drinking water. Staff understand the importance of safeguarding children and confidently answer what they would do in a child protection scenario. They encourage children to keep safe while on school runs and give regular reminders about being safe while at the service. For instance, reminding children to use apparatus correctly or walking while indoors. Staff follow appropriate procedures when nappy changing. However, support for children when toileting was inconsistent. They mostly always follow procedure when recording accidents and incidents, ensuring full and complete information is included and shared with parents. Staff adhere to cleaning procedures effectively to ensure a hygienic environment and to minimise cross-infection.

Staff are warm, kind and react to children's individual needs. They are good role models. They treat children and each other with respect. Staff manage children's behaviour very well, using a warm and nurturing approach with their interactions. They are consistent in giving praise and acknowledging children's efforts. Staff encourage children to be kind and take turns. For example, when two children wanted the same ball, staff offered them a compromise saying, "*shall we have 5 minutes each?*" which the children were happy with. They use gentle tones and age-appropriate vocabulary to explain things to children. Staff interact positively with children throughout their time at the setting. They sit with the children at snack and lunch and will move around groups, engaging or supporting them in their play.

Staff know the children well and have a clear understanding of their needs, abilities and preferences. Staff provide a nurturing and caring environment. They support children's physical development well. They encourage children to have exercise and fresh air, with regular outdoor play. Staff provide children with meaningful opportunities to promote learning and development through accessing a wide range of interesting and varied activities. For example, they offer creative, physical, imaginative and sensory activities. They undertake basic observations of children's development and share photos of children's achievements with parents. There is very basic planning in place. However, there was no record of children's next steps. Staff use some Welsh with the children during the day and offer bilingual books and resources.

Environment — Adequate

Overall, leaders and staff care for children in a safe, secure and clean environment. For example, the main door is consistently locked, and the outdoor area is secure with fences. Overall, the building is appropriately maintained with evidence of the required safety checks in place, including fire and electrical tests. Following our visit, a gas safety check has been undertaken and a certificate provided. Regular fire drills and lockdown practices ensure staff and children know what to do in the event of an emergency. Staff embed safety measures into the daily routines, which helps to ensure the setting runs smoothly. They are aware of potential risks within the environment and carry out daily checks on a variety of areas. Any issues or concerns are recorded, as well as notes of action taken. Following our inspection visit, basic written risk assessments have been developed and expanded from previous check lists. There are reminders and signs throughout the setting, to support staff in their roles to keep children safe. For example, signs within side rooms remind staff of the age and maximum number of children allowed.

The service offers a suitable environment which supports children's development and independence. There is a large playroom and outdoor area, which allows children to move freely. As well as smaller spaces for children to rest and have quiet time. Leaders and staff organise the play and learning environment effectively. Children access toys and resources independently in the main playroom. With further interesting areas for children to explore and learn through play. For instance, messy/creative, sensory and 'curiosity approach' areas. Children thoroughly enjoy and benefit from playing outdoors. The outdoor space allows for appropriate challenge and risk, whilst also considering the need to promote children's safety and protect them from harm.

Leaders ensure the quality of resources and equipment are of an adequate standard. They offer children a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors. For example, small world toys, craft materials, 'real life' resources, books, swings, bikes and a television and games consoles for older children. Low-level storage enables children to identify and choose resources easily. Other resources stored in taller cupboards, are taken out by staff or children are given supervised access to choose from independently. Equipment provided is suitable for nearly all the children attending. For example, there are age-appropriate toilets and wash hand basins as well as potties and steps to support children who are beginning to use the toilet independently.

Leadership and Management — Adequate

Leadership and management of the setting is improving. Following our last inspection, leaders have taken action to comply with the national minimum standards and regulations, although there are still some inconsistencies. They need to sustain improvements consistently across the setting. Leaders keep CIW up to date with notifications, informing us of any changes in staff, closure dates and updates to people in charge. Following our inspection, the Statement of Purpose has been updated.

Leaders maintain accurate records. They complete registers with actual times of children's arrival and departure. Staff members sign in and out of the setting, at the start and end of day, as well as when they take a lunch break. However, staff do not sign out when going on a school run. Following our visit, a school run register has been implemented when leaving and returning to the nursery. Children have complete contracts, with consent forms in place. Following our inspection, these now include specific emergency medical consent. There are a range of policies and procedures, which undergo regular review. However, they do not always provide clarity. For example, the nappy and toileting policy lacks detail. Following the inspection visit, they have reviewed policies to accurately reflect the current provision. They have up to date certificates such as public liability insurance, and ICO (Information Commissioners Office). The setting manages the cars used for school runs, there are appropriate documents, including MOT, TAX, and business insurance in place.

There are suitable reviews for the evaluation of the service. A recent quality of care report has been provided alongside the Self-Assessment of Service Statement (SASS). The report reflects parental views. It does not clearly include what has worked well and next steps to improve the provision.

Leaders undertake regular staff supervisions and appraisals. Staff who are new at the setting complete an induction. Staff informed us they feel well supported at the setting and feel part of a family, with many being long standing staff members. All staff have Disclosure and Barring Service (DBS) checks with many on the update service. Staff files were complete and include all regulatory information. Leaders encourage staff to undertake continual professional development, with some recently undertaking training on behaviour management. Information is shared and cascaded to all staff during team meetings.

People who run the setting, work closely with other professionals, including the local authority and Flying Start. They have strong links with the community, which is a real strength at the setting. Leaders promote positive partnerships with parents. For example, inviting parents to join in sports day. They keep parents up to date, with a notice board, private social media group and verbal conversations at the start and end of the day. As part of the inspection process, we spoke with parents and carers, comments were very positive.

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
25	The registered person must ensure they identify any risks and hazards to the health and safety of children and take prompt action.	Achieved
20	The registered person must ensure staff are deployed effectively throughout the setting to enable them to supervise children appropriately at all times.	Achieved
20	The provider must ensure children's privacy and dignity is respected when using the toilet.	Achieved
30	The registered person must ensure appropriate records are completed promptly and fully following an accident or incident.	Achieved

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 inspection	N/A
25	The registered person must ensure rigorous hygiene practices to prevent the risk of cross-contamination/infection.	Achieved
31	The registered person must ensure they notify Care Inspectorate Wales (CIW) of all significant events at the service within the required 14 days.	Achieved
24	The provider must ensure there are sufficient members of staff with the appropriate first aid qualification present on the premises at all times.	Achieved

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 13 (Day Care) - Suitable Person	Provide further training opportunities for staff, including behaviour management and manual handling.
Standard 10 - Healthcare	Ensure staff consistently implement policy and practice in relation to supporting children with toileting
Standard 4 - Meeting individual	Further develop the observations of children's development to include next steps

needs	

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 23/08/2024