Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tweenie Tots Playschool Ltd

Hilltop Recreation Ground
Ebbw Vale
NP23 6ND



Date Inspection Completed

06/09/2024

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About Tweenie Tots Playschool Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tweenie Tots Playschool Limited
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	24 October 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children are very happy, settled and enjoy attending the setting. They form very strong bonds with staff. Children are extremely enthusiastic in their play and learning. Their independence is consistently encouraged throughout their time at the setting.

Staff are professional, well qualified and very committed to their roles. They implement the setting's policies and procedures effectively. Staff are extremely patient, kind and caring towards each other and the children. They support children's learning and development through a wide range of activities led by the children's interests and developmental needs. Staff keep highly valuable records of children's progress.

The environment is very welcoming and well organised so that children can access resources independently. The indoor and outdoor areas are spacious and inviting, and children freely choose what they want to play with from an outstanding selection of resources and toys. The environment is very safe and routine safety checks for the building are in place.

Leadership and management of the setting is excellent. The management team is very strong and passionate about providing an outstanding service in the local area. They form exceptional partnerships with families and other agencies and professionals to ensure consistent care for the children.

Well-being Excellent

Children are extremely settled, confident and enjoy attending the setting. They cope very well with separation from their parents and carers. Children form strong emotional attachments with their caregivers. For example, children's faces light up with delight as they see staff coming to collect them from the school nursery. Children feel secure and relaxed in the staff's care, seeking out hugs from staff when needed. Children are very familiar with and evidently enjoy the routines of the setting and this gives them a sense of security and belonging. For example, children come eagerly to the tables ready for snack time.

Children make many choices about how they spend their time at the setting. They move easily between the activities and areas and between indoors and outdoors. Children express themselves very confidently, knowing staff listen to their needs and wants and value what they say. For example, children immediately tell staff members when they need help or if they are worried about something. Children chat extremely happily to staff as they play and learn, eagerly inviting them into their play. Children's voices are very strong at the setting. Staff know their likes and dislikes and use this information to plan how areas within the environment are developed.

Children are beginning to develop positive, healthy relationships with their friends and staff in line with their age and stage of development. They play happily alongside each other or together and are learning to co-operate together. For example, children play happily together in the mud kitchen. Children are learning to co-operate together, for example they wait calmly for their turn on the slide. They show respect for others and for the resources and toys.

Children are very enthusiastic and interested in their play and learning, following their own interests with the resources available each day. For example, children concentrate as they happily experiment with pouring and collecting water and concentrate as they draw on paper. Children excitedly engage with outdoor resources, for example they smile and laugh as they cross the 'bridge' and use the slide. As well as free play, children thoroughly enjoy more organised activity, for example they join in enthusiastically with singing with staff.

Children have excellent opportunities to develop their independence skills. For example, children are supported to develop their independence in the toilet, with washing their hands, putting on their coats and take turns to help prepare snack.

Care and Development — Excellent

Staff implement procedures to a very high standard to keep children safe and promote their development and well-being. They have an extremely clear understanding of the safeguarding procedures, their responsibilities to keep children safe and report any concerns, they keep excellent records. Staff have easy access to children's information and have excellent knowledge of children's allergies, dietary requirements, and medical needs. They are very confident in recording accidents, incidents and pre-existing injuries and share this information with parents. Staff regularly monitor these to look for patterns and trends. Staff promote health and hygiene very effectively. They support children to wash their hands independently after using the toilet, and before their food is served. Staff ensure children have plenty of access to high quality daily outdoor play experiences, offering them the added benefits of physical exercise and fresh air.

Staff interact with children in a very kind, patient, and cheerful way. They chat naturally with children to support their play and learning. We saw many examples of children and staff laughing, smiling and having fun together. Staff have a good understanding of child development, and its impact on children's behaviour. They practise positive behaviour management strategies and sensitively support children, and we heard staff regularly praising and encouraging children throughout the day. Staff act as excellent role models, treating each other and the children with dignity and respect. They have good relationships and communicate well with each other. This ensures children are appropriately supervised and supported throughout their time at the setting.

Staff have highly effective skills and knowledge to identify children's individual needs and plan appropriate play and learning opportunities. They support children's learning and development very well. They regularly observe children's play and learning to track their progress. This helps staff plan activities to enable children's next steps in their learning and development. Staff work well with outside agencies to support children with additional learning needs. An excellent variety of activities allow for children to follow their own interests, which motivates them to learn. Staff promote the Welsh language, using phrases, words, and songs with children.

Environment — Excellent

The setting operates from a purpose-built building which and shares office space with local agencies and professionals. The premises are warm, safe, secure, and very well maintained. Staff ensure only authorised entry to the setting and maintain a log for any visitors attending. Comprehensive risk assessments for all areas and activities at the setting are in place and are effectively followed by staff. Staff complete daily safety checks of the environment and are vigilant about any emerging risks. Routine safety checks and certificates for the building and appliances are in place.

The environment is extremely welcoming and child friendly and provides an outstanding space for children to play and learn. The main playroom is bright, spacious, and organised in a highly effective manner to stimulate children's curiosity, exploration, and development. Varied areas and activities all invite the children to play. The children's toilet and sink area can be easily accessed from the main room. This provides dignity, privacy, and the opportunity for children to be independent, whilst also allowing staff to easily supervise and support children. There is also a well-equipped nappy changing area. The outdoor space has been developed imaginatively to provide very strong opportunities for children to play and learn in the fresh air. Staff have made efforts to incorporate plants and natural world learning opportunities for children, a variety of edible plants have been planted and are used in activities with the children, for example, to make soup. Leaders and staff make good use of the wider environment to promote positive learning experiences for children. For example, trips to local shops to buy ingredients.

The setting contains very high-quality furniture to support children's independence. For example, child sized tables, chairs, craft trays, low level toy storage units and coat pegs for children's belongings. There is a wealth of superb, very high quality, developmentally appropriate resources both indoors and outdoors. These contain a mix of natural and man-made materials with many attractive wooden resources. Real life and multicultural items promote children's awareness of equal opportunities and cultural diversity. Resources are clean and in excellent condition.

Leadership and Management — Excellent

People who run the setting have a very strong sense of purpose seeking to promote and sustain excellent outcomes for children. They are passionate about children's wellbeing, and share this passion with staff, creating a highly motivated and positive team. People who run the setting are organised and conscientious. They keep written records consistently and effectively and store them securely.

People who run the setting manage the service well and promote a positive culture of openness, encouraging communication between the management team and staff. They continually look for ways to improve the service and outcomes for children. They consult with staff, parents, children and outside agencies to seek suggestions when they carry out their annual quality of care review.

People who run the service follow robust recruitment processes to ensure there are always enough staff and checks are carried out to ensure staff are suitable to work with children. There is a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are current and there are a suitable proportion of qualified staff at the setting. People who run the service invest significantly in their staff team. All staff receive regular supervisions and annual appraisals. These are high quality and enable them to celebrate their strengths and identify areas for development. Staff we spoke to told us that they felt valued and supported by the management team. The Person in charge (PIC) and Responsible Individual (RI) have a strong working relationship and communicate effectively together to manage the service. However, they do not keep formal records of their meetings, supervisions, and discussions.

Leaders and staff who work there have established very strong relationships with parents. Parents spoke extremely highly of the setting and the care their children receive. They receive feedback on their child's progress and always feel confident to approach staff to discuss any difficulties or issues relating to their children. Leaders have very strong working relationships with a range of professionals, ensuring that when there are concerns about children's progress or development, they share information and work with parents and professionals to support children. Leaders work with professionals and organisations to share good practice, ideas, and suggestions.

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure formal written records are kept of meetings, supervisions and discussions between Responsible Individual and the Person in Charge.

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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