Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

# Little Tigers Pre-school Day Care

**The Pavillion, Westway, Rogiet, NP26 3SP**

**07971429868**

**Date(s) of inspection visit(s):**

1 & 2 May 2025

## Service Information:

| | |
|---|---|
| Operated by: | Pamela Curtis |
| Care Type: | Children's Day Care |
| Registered places: | 20 |
| Main language(s): | English |
| Flying Start service: | Yes |
| Receive funding to provide early years part time education: | No |
| Promotion of Welsh language and culture: | The service provider is not meeting the Welsh language and culture needs of people and this requires improvement. |

## Ratings:

| | |
|---|---|
| Well-being | Good |
| Care & Development | Good |
| Environment | Adequate |
| Leadership & Management | Adequate |

## Summary:

Children have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from an interesting range of opportunities to play, learn and develop.

Staff are professional, well qualified and motivated. They have a good understanding of how to keep children safe and healthy. They are kind and caring towards children and each other. Staff support children's learning and development effectively, through a range of activities and opportunities. These are led by children's interests and developmental needs.

Leaders ensure they care for children in a safe and secure environment. The playroom has plenty of space for children to move about freely and access a suitable range of toys and resources independently. Children can access the outdoor area directly from the playroom which offers further secure play opportunities.

Leaders are committed to running a quality provision and have taken suitable steps to address all previously identified non-compliance and recommendations. There is an appropriate range of policies, procedures, and documentation to support staff in their roles. Staff are happy at the setting and feel supported by leaders. Relationships with parents are good.

# Findings:

## Well-being — Good

Children communicate effectively and have good opportunities to make choices and decisions about what affects them. We heard children confidently ask for help when putting their sun hats on and when they wanted to wear an apron at the painting station. Children move freely around the play areas and engage in activities that interest them. For example, a child enthusiastically told staff they wanted to play with 'Chatty the chimp' before taking the puppet outside to show him around the garden. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest.

Children feel safe and secure as they benefit from thoughtful staff who know them very well. Nearly all children are content, settled and show enjoyment. Those who are new to the setting are supported well and given reassurance from staff who respond with warmth and kindness. Children know the routines well, allowing for smooth transitions throughout the day. For example, children know to wash their hands before eating and are familiar with the procedure of sitting on the carpet to have singing and story time before they go home.

Children positively interact with each other and staff. For example, a group of children work together to place coloured magnets onto a window to create a colourful pattern. They excitedly jump up and down and cheer once they complete it, before proudly posing for a photograph next to it. We heard children confidently call their friends and staff names and enthusiastically invite them to play. Children freely explore the environment and successfully engage in individual and group activities. They are starting to show respect towards their environment and each other. Children listen well when told not to run inside and help tidy the toys away at the end of the session. Positive

Children follow their own interests and become absorbed in activities which are both child and adult led. For example, some children thoroughly enjoy sending cars down the garage ramp whilst others complete puzzles with a member of staff. Children focus on activities for extended periods of time, appropriate for the age and stage of development. We saw some children explore the environment by shining a torch on the different photographs on display, before taking it outside to shine it on the grass and leaves.

Children are developing a range of skills as they play and engage in routines. They have some opportunities to become independent and do things for themselves. At mealtimes, children are starting to serve themselves food after washing their hands and are keen to put their wellies on themselves to go out in the garden.

## Care & Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies, procedures and documentation in place which staff follow when carrying out their roles. There is a detailed safeguarding policy and procedure in place. Staff confidently told us what they would do if they dealt with a concern. This demonstrates a good understanding of their responsibilities and commitment to deal with safeguarding matters. Staff follow and promote thorough hygiene practices. For example, they wipe tables before and after they are used at snack time and actively encourage children to independently wash their hands, before eating. Staff are confident when recording, maintaining, and reviewing a range of records including, accident, incident, existing injuries and medication logs.

Staff offer healthy snacks which are freshly prepared each day. There are procedures in place for dealing with children with allergies, intolerances, and dietary preferences. At snack time, staff promote worthwhile opportunities for children to talk about their day, ensuring it is a relaxed, social and an enjoyable experience. Staff promote children's physical development through daily access to the outdoor play environment.

Staff interact with children in a calm and caring manner. They act as good role models and know children very well. We heard staff sing a child's favourite nursery rhyme to which the child looked happy. Staff offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement. We observed staff skilfully distract two children who were having a disagreement by offering an alternative toy for one of them to play with. Staff ensure children know what is expected of them by clearly explaining instructions and consequences. They praise children when they show kindness, "*Well done! That's really good sharing*".

Staff offer a range of well-planned activities which support children's curiosity. They effectively engage with children during activities and play. For example, a member of staff described how the magnets stick together and encouraged children to find other materials they might stick to. Staff plan activities based on children's interests and linked to the Curriculum for Wales. They create a relaxed and friendly feel in the nursery where children can confidently play energetically or quietly. They support children's language skills, including Welsh songs, words and phrases which are used by some staff throughout the day.

## Environment — Adequate

The setting operates from a designated building which is safe, secure and suitably clean. Staff ensure they lock the external door once children have arrived. They consistently record visitors to the setting. Staff carry out daily safety checks and have a range of suitable written risk assessments in place which they review annually. The people in charge of the building maintain it to a satisfactory standard and carry out safety checks and maintenance work in a timely manner. Leaders ensure they carry out and record termly fire evacuation procedures to ensure children are aware what to do should a fire take place. During the inspection we observed a new community building in the process of being built next door to the setting. It is not clear what the impact of this will be regards how overlooked the pre-school will be. Leaders have assured us they will monitor this once the building is complete.

The setting has a main playroom which has plenty of space for children to move about freely. Leaders provide a good variety of play and learning areas around the room such as role play, construction, craft and an area for reading. Staff ensure resources and equipment are organised and displayed at child height which enables children to access them independently. Displays throughout the room show photos of children at play and some children's work. Children can access a secure outdoor play area directly from the playroom. This enables children to move between indoors and outdoors with ease. Leaders provide opportunities for children to play in the sand and water, paint and ride wheeled toys in the garden area.

Overall, the environment is welcoming and friendly and provides resources that children can use imaginatively and flexibly. Leaders provide appropriate furniture and resources that are suitable for the developmental needs of all the children. For example, there is suitably sized furniture for children to sit at to undertake tabletop activities and eat their snacks. The toilets are adult sized however leaders ensure they are modified and equipped to support children to develop their independence skills. There is currently no sleep area within the setting as children only stay for one session which is not longer than four hours. During the inspection, leaders discussed their plans for older children to stay for longer periods of time and how they would provide a suitable sleep area for them.

## Leadership & Management — Adequate

Leaders are committed to making improvements and manage the setting appropriately. They have built a strong staff team who are dedicated and motivated. Leaders are good role models for staff and work effectively with them to meet children's needs. Overall, leaders complete paperwork to a satisfactory standard and regularly review documents. There is an informative statement of purpose which is useful for parents. There is a suitable range of detailed policies and procedures to support the smooth and safe running of the setting. Leaders collect important information about children, however a few parental permissions were missing from the children's files viewed during inspection.

Leaders seek the views of children, parents and staff to inform their annual review of the quality of care they provide. They produce a report of their review which offers evaluation of their setting and identifies areas they would like to develop. These include increasing the number of photos uploaded for parents to view on the digital app and ensuring they continue to provide training opportunities for staff.

Leaders implement appropriate recruitment procedures to safeguard children and ensure staff are suitable to provide care for them. They ensure all staff have current Disclosure and Barring Service (DBS) checks and up to date mandatory training such as paediatric first aid and safeguarding. During the inspection, we observed that, although leaders said they have viewed staff ID when initially employing staff, they have not evidenced this. They support staff by holding regular staff meetings, annual appraisals and some supervisions. Leaders explained that, over the past year, staff supervisions have not been conducted as regularly as they have been in previous years. Staff we spoke to said they enjoy working at the setting and feel very well supported. Leaders ensure they meet staffing ratios and deploy staff well to support children effectively.

Leaders develop good working partnership with other professionals such as the local authority advisers. They have developed strong relationships with parents and carers. Staff keep parents informed about their children's progress. Parents we spoke to were happy with the setting. They spoke about how their children are "*eager to attend*" the sessions and are "*offered a broad range of things to do"* at Little Tigers.

# Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

## National Minimum Standards

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.

| Standard | Recommendation(s) |
|---|---|
| Standard 22 - Environment | Ensure appropriate sleep arrangements are in place when planning for children to stay for longer periods of the day |
| Standard 13 (Day Care) - Suitable Person | Ensure leaders evidence when staff ID has been viewed |
| Standard 13 (Day Care) - Suitable Person | Ensure leaders provide staff with regular supervisions |

## Best Practice

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.

| Recommendation(s) |
|---|
| Consider the impact of the new building next door regards the privacy of the garden area |
| Ensure all permissions are signed by parents |

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