Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiny Tots Premier Childcare Services Ltd

Talybont Cottage
Llanellen Road
Llanfoist
Abergavenny
NP7 9NF



Date Inspection Completed

20/11/2024

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About Tiny Tots Premier Childcare Services Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tiny Tots Premier Childcare Services Ltd
Registered places	29
Language of the service	English
Previous Care Inspectorate Wales inspection	5 July 2024
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

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 happy and enjoy attending the setting. They feel safe and secure in the care of staff, as their needs are well catered for. Children communicate confidently and express their likes and dislikes with ease. They have good opportunities for play and learning and develop their independence through a range of stimulating play and learning experiences. Staff are caring, friendly and sensitive to the needs of individual children. They provide a range of play and learning activities with a good balance of child and adult led opportunities. Effective planning is in place to ensure children have access to interesting and stimulating activities to support their learning. The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development. Leaders have made effective improvements following their last inspection. They have enhanced their systems to ensure the staff, child ratios are maintained. Leaders have addressed all recommendations highlighted in their last report. They have a strong vision for the future, managing their team through effective support and continuous training. Parents speak highly of the setting and the care their children receive.

Well-being — Good

Children have a good sense of well-being and are confident to communicate their needs and ideas, knowing staff will listen and respond to them with care and interest. We saw younger babies crawl to different toys in the room and point to items they wanted to play with. While others confidently indicate to staff, they do not wish to eat any more of their food, with kind prompt responses from staff. Children move around the environment freely, choosing where and what they want to play with. For example, younger children climb into the ball pit by themselves, taking a variety of toys with them, while older children choose where they would like to sit to have their lunch.

Children feel relaxed at the setting as they are familiar with the environment and routines which helps them to feel safe. For example, younger children knew to sit at the table and wait to have their hands washed before eating their food. We saw children playing alongside staff and cuddle into them to take comfort whilst enjoying a quiet story together. They form friendships with other children, helping them to feel happy and valued. Children enjoy playing alongside their friends, completing activities together such as reading a book and making each other food in the play kitchen.

Children learn to share the space and resources appropriately. They interact suitably for their ages and stages of development, learning to cooperate, share and take turns. For example, older children try and help their friends put on dressing up clothes, while younger children pass toys to each other. They respect the toys and resources, using them appropriately. Children help clear items away once they hear the 'tidy up' song. They respond positively to praise and smiled proudly when they were told, *"Well done, good boy"* when trying to say a new word.

Children show enjoyment during their play and learning experiences. Nearly all children engage in their chosen activity for an appropriate length of time for their age and stage of development. Children have many opportunities to follow their own ideas and interests. For example, older children spend time enjoying a music and movement session where they choose the music and animals they wish to move like.

Children have good opportunities to develop independence. Older children use the toilet independently and wash their hands before eating. Children are offered a selection of healthy food at snack time and help themselves to their drinks throughout the day. Pre-school children are developing independence by using real cutlery with growing confidence and are praised by staff for having a go.

Care and Development — Good

Staff effectively implement policies and promote physical activities, personal safety and well-being. They are proactive and effective at identifying and managing risk. Staff have a thorough understanding of their role in protecting children and answer safeguarding questions confidently. Staff accurately record any concerns they have. However, there is no formal concern record form. All staff have completed mandatory training and have opportunities to attend further courses. Routines are in place to ensure children can be accounted for and know what to do in an emergency. For example, regular fire drills are practised, and registers are kept of children's and staff attendance. A new 'garden register' has been introduced since the last inspection, to ensure children are accounted for when moving from the building to the garden area and back again.
Staff have effective procedures in place to promote healthy lifestyles. Cleaning routines including regular hand washing and tables are sanitised regularly. Staff provide nutritious snacks and ensure children's dietary requirements are known and catered for. Snack time is a sociable time. Staff sit alongside children, chatting to them about everyday topics such as family life and what they like to eat.

Staff make every effort to genuinely listen and communicate clearly with children. Interactions are positive, demonstrating warmth, kindness and patience. We saw staff regularly wipe children noses and replace children's socks after they had been removed. Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. They praise children for perseverance and good behaviour, ensuring children understand what behaviour they are being praised for, "*Good boy, well done for sharing your toy*." Positive acts are celebrated thoughtfully, and children are encouraged to use *"kind hands"* with their friends.

Staff are committed to providing a broad range of play and learning activities with an appropriate balance of child and adult-led opportunities. They play alongside children and look for opportunities to extend their learning. Staff have embraced the Curriculum for Wales in their new planning. They develop good learning opportunities for children and are starting to make links between their planning and the way they assess children's outcomes and next steps. We heard staff use a variety of Welsh language during our inspection, including singing Welsh nursery rhymes, counting and saying the colours in Welsh.

Environment — Good

The well-maintained environment provides children with a warm and welcoming atmosphere from the moment they arrive. Staff complete effective and accurate general risk assessments, which are regularly reviewed. Consistent hygiene routines result in a clean and pleasant indoor environment. Staff ensure infection control practices are successfully in place to minimise any risk to children's health and safety. Toilets are clean and easy for children to use independently or with supervision if required. Nappy changing is carried out in line with their policy. Leaders make sure comprehensive policies are in place to ensure the environment is suitably safe and secure. A new safety gate was being fitted during the inspection visit, to ensure safe entry and exit to the setting and was awaiting a risk assessment on completion of installation.

The playrooms are light, bright and accessible to all. Rooms are organised into areas which give opportunity for messy play, craft activities, construction, role play and somewhere the children can relax and read a book. Staff display children's work which acknowledges individual achievements and effort. They display photos of children and their families which provide children with a sense of belonging. Children were keen to show us their family members, a younger child pointed to a photo, smiled and told us it was their '*Dadda*'.

Outdoor play space provides an extension to the learning environment and gives opportunity for physical play. Effective daily routines are in place to ensure children have regular access to the outside area so they can be active and get fresh air. However, the outdoor area was out of use during our inspection visit as the setting was having a new fence and security gate installed on the day. Staff improvised and moved furniture which made room for children to engage in physical exercise indoors.

Staff provide good quality furniture, toys and equipment both indoors and outdoors to stimulate the children's interest and imagination. Overall, the setting provides a broad variety of stimulating resources for all ages and stages of development. Children can access toys and resources easily, as they are stored at low level or within their reach. Staff promote the Welsh culture as well as other world celebrations and festivals. We saw a variety of multicultural books, musical instruments, dolls and dressing up that represent our diverse community.

Leadership and Management Good

Leaders have made significant improvements since their last inspection. They keep daily records for attendance and staff rotas, showing there are always enough staff for the numbers of children attending. This system has been improved since the last inspection, ensuring recommended ratios are always adhered to. Leaders have ensured recommendations made at the last inspection have been achieved. They have a detailed and effective statement of purpose that accurately reflects the service provided and meets the national minimum standards. Leaders engage positively with Care Inspectorate Wales (CIW) and regularly inform us of any changes and updates at the setting. They ensure all required records are up to date and well organised. Leaders analyse accident and incident data to identify patterns and actions needed. They have developed a range of policies and procedures that set a clear vision for the service. Leaders review and revise them annually or when identified as requiring amendments. They use appropriate methods to ensure staff read and understand any policy or procedure changes.

Leaders set high expectations for their staff and lead by example. There is a reflective quality of care report in place. Parents, children and staff complete a questionnaire. Their comments have been added to the quality of care review since the last inspection.

Leaders follow timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. There is a detailed induction process for staff. Regular supervision and appraisals are complete to ensure staff understand their role and responsibilities. Records and conversations with staff members demonstrate these processes are meaningful and supportive. Leaders regularly conduct staff meetings to ensure all staff are aware of areas for improvement. Staff commented that leaders are very approachable, have good communication and support them well in their roles.

Leaders have developed meaningful and positive relationships with parents and carers. There are good systems in place to keep parents well informed about their child's time at the setting. Parents told us how staff are friendly and "*provide regular updates throughout the day*". Parents also commented on how staff communicate effectively particularly in relation to how the nursery has "*communicated the ongoing measures they are taking to provide a secure place".*

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
27	The provider must ensure that a sufficient number of suitably qualified persons are deployed to look after each group of children at all times.	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

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 24 - Safety	Risk assess the new entrance gate to promote safe entry and exit

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)
Further develop the link between planning, observations and assessments.
Formalise the recording of concerns

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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