



Inspection Report

Tiny Treasures Day Care

**Tenby Church in Wales Primary School
Heywood Lane
Tenby
SA70 8BZ**



Date Inspection Completed

05/02/2025

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About Tiny Treasures Day Care

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tiny Treasures Day Care
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	20 May 2022
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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are confident, happy and enjoy their time at Tiny Treasures. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do. They are enthusiastic and interested in their play and learning. Children are well supported in developing independence.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to very good effect. Staff are skilled in supporting children in their play and learning.

The environment meets the children's needs well. There is good indoor play space for children to move freely. Leaders ensure the outdoor play space is used as often as possible and is an extension of the learning environment. Children have access to a good range of developmentally appropriate play and learning resources.

Leaders are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They encourage an active partnership with parents and have engaged positively with Care Inspectorate Wales (CIW) during the inspection process.

Well-being

Good

Children are happy and thoroughly enjoy their time at Tiny Treasures. They have a strong and confident voice. For example, they confidently answer 'no!' when asked if they would like to join in with an activity. Children are engaging communicators. They enthusiastically play with their friends and frequently approach staff to share ideas. They happily approached us, as visitors to the setting, to chat and engage us in their play. Children have good opportunities to make choices.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. Children have fun at this setting, they express enthusiasm and enjoyment. They smile, laugh, sing and positively join in with the day's activities. Children cheer as the morning snack of toast arrives in the room and laugh with each other and the staff. They happily play alongside each other and together, forming friendships and bonds of affection. For example, children tickle each other gently with feathers and chat away to each other at snack time, clearly enjoying each other's company. Children have a strong sense of belonging and are very familiar with routines. For example, they are helpful at tidy up time and the 'Helper of the Day' proudly washes the dishes following snack time.

Interactions between children and staff are consistently positive. Children chatter away to staff and receive appropriate and genuine responses. They interact well with each other. Some children are beginning to take turns and share while others are starting to develop empathy for their friends. For example, helpers make sure that all their friends have plates and cups during snack time, carefully looking to see that everyone is catered for.

Children enjoy a good range of interesting opportunities that promote their all-round development. They are enthusiastic and interested in their play and learning. For example, some children engage in a pizza making craft activity, carefully sticking 'toppings' to their pizza. They concentrate on their creations and chat to staff and each other about their favourite types of pizza. Play is child led, and children immediately start to explore the attractively laid out activities and resources upon arrival. Some children show good concentration skills and engage with activities for an age-appropriate length of time.

Children are encouraged to develop their skills of independence successfully. They competently wash their hands prior to snack, are encouraged to peel their own fruit and take their dishes to the sink when they have finished. Children take on leadership roles amongst their friends. The 'Helper of the Day' proudly fulfilled their tasks during the session and was praised for their effort. Children access toys and resources freely and make decisions about whether to engage in adult-led activities or free play.

Care and Development

Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a thorough understanding of their responsibilities

to protect children. They confidently answer questions about safeguarding scenarios and have sound knowledge of safeguarding procedures. Staff supervise children effectively. For example, they position themselves well, whilst supervising children during outside play. They are aware of allergies and individual needs. Staff record accidents and incidents appropriately. Staff implement thorough hygiene practices. They encourage children to regularly wash their hands and surfaces are wiped down before food time. Staff follow hygienic practices when dealing with nappy changing and toileting, however during our visit staff did not sufficiently ensure the privacy of children when using the potty. This was immediately attended to by staff, with a better positioning of the children during this time put in place. Staff maintain accurate records of the children and staff attendance throughout all sessions. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise.

Staff display a good understanding of the behaviour management policy and consistently implement positive strategies. They use gentle tones and positive reinforcement. They are patient and nurturing with the children. Staff ask children how they are feeling on arrival and respond appropriately and with kindness when children respond with, *"I'm feeling good"* or *"I miss my Mummy."* They promote positive behaviours with children. For example, encouraging children to share and take turns and praising them when they do. Staff act as good role models, and this is mirrored by the children's behaviour. For example, they thank helpers when they hand out plates at snack time. Staff have a strong understanding and knowledge of the children's development, which is reflected in the way they manage children's behaviour. Staff work as an effective team, communicating well throughout the session ensuring the children's needs are met. Staff are consistently responsive; they genuinely listen, chat and laugh alongside children and respect their views. Interactions are very positive, demonstrating warmth and kindness. We heard staff sharing with children that it would soon be outside playtime thus ensuring their inside play would not be unexpectedly interrupted. Providing individual and attentive care of this nature is a real strength of the staff team. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a good range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, staff introduce new vocabulary when talking about favourite foods. Staff skilfully promote independence during activities. For example, when responding to a request for help, staff offer simple and clear instructions enabling the children to complete the task themselves. There is a good balance of adult led and activities that children can independently access. Staff have a sound understanding of when to interact and when to let play unfold. Staff consistently use incidental Welsh throughout the day to very good effect.

Environment

Good

Leaders have a range of policies in place and ensure the environment is suitably safe, secure, and well maintained. General risk assessments are in place to further support safety. The setting is clean, tidy and well maintained. Satisfactory cleaning routines are in place which ensure that the environment is well managed in terms of infection prevention and control. The premises both inside and outside are secure, and a robust system is in place to record any visitors to the setting. Leaders ensure they carry out an appropriate number of emergency fire drills at varying times.

Leaders make certain the environment has very good indoor play space which children freely explore. The classroom setting is bright, welcoming and accessible. Children benefit from colourful displays which promote diversity, numeracy and emotional literacy. Their work is displayed which strengthens their connection to the space. Children proudly show off their displayed artwork and tell how they are looking forward to taking it home. The room is divided into interesting areas which support children in their play and learning. For instance, a home corner, reading corner, dressing up area and construction play offer children interesting play opportunities. Leaders ensure that the outdoor play space is used often. Although the area is modest in size, children and staff make the most of the space available. Children have an adequate range of resources outside although this is an area of the provision that could be further developed. Children also have supported access to the school grounds to further develop opportunities for outside play and physical development.

Inside, leaders provide a good range of resources, allowing children variety and choice. They provide diverse resources for all ages and stages of development. For example, through multi-sensory activities such as play dough, physical and musical activities. Children can access toys and resources easily, as they are stored at low level or within their reach. Children learn about being gentle with pets and animals. For example, they benefit from engaging with a pet hamster who was brought out during carpet time. Children were gentle and calm as the hamster moved around them within his hamster ball. Leaders provide some resources which are representative of differing cultures and promote diversity.

Leadership and Management

Good

Leaders are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and have engaged positively with Care Inspectorate Wales (CIW) during the inspection process. They update the setting's policies and ensure staff implement these in practice.

Leaders maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards and regulations.

Leaders ensure there are robust procedures in place for self-evaluation of the setting. The quality-of-care review is a thorough document which strives to identify what is done well and what improvements can be made. Leaders implement safe recruitment procedures to safeguard children. Since the previous inspection leaders have made some improvements to the system for supervision and appraisal of staff. They are keen to embed further improvements by using good practice examples and published guidance. Staff feel happy and well supported by leaders in their roles.

Leaders have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. Parents we spoke to on the day of our visit were extremely positive about the setting highlighting good communication and friendly staff as particular strengths. Feedback received from questionnaires of parents is very positive. Parents comment that, *"Staff are kind, attentive and the service is consistent and convenient"*, and *"I feel strongly that there is an ethos focussed on the health, well-being and happiness of all the children."*

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	
29	The provider has not ensured that all staff members have their annual appraisals.	Achieved
30	The provider has not ensured there is always accurate records of times when staff are caring for children.	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 (Child Minder) - Suitable Person	Further improve and embed the process of annual appraisal and regular supervision affording all staff an opportunity to develop and reflect on their practice.
Standard 23 - Equipment	Further develop the range of outside resources and equipment to provide ample play opportunities.

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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