Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiddly Tinys

Taibach Community Education Centre, Margam Road, Port Talbot, SA13 2BN

01639 892054

The inspection visit took place on 11/08/2026

Service Information:

Operated by:	Vicky Williams
Care Type:	Children's Day Care
Registered places:	12
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children have opportunities to make choices, decisions and have their voice heard, verbally and non-verbally. They are settled and happy, laughing and enjoying their play. Children confidently access resources and equipment of interest to them. They are developing independence skills in line with their age.

Staff understand and implement policies and procedures to promote the safety and well-being of children. They are calm, kind, caring and know the children very well. There are basic development records in place to monitor children's progress. They support the use of Welsh language, implementing basic words, phrases and songs.

Leaders ensure the environment is secure and overall, generally well maintained. There are basic risk assessments and check lists in place. However, they do not reflect all risks or provide a paper trail when action has been taken. Leaders are developing elements of the setting and are promoting a more natural environment. Children access outdoors regularly.

Leaders have a general regard to the regulations and National Minimum Standards (NMS). Following the inspection visit, many improvements and recommendations have been met. However, there are some areas of management and practice which need further developing and embedding.

Findings:

Well-being — Good

Children have opportunities to make choices, decisions and have their voice heard. They decide activities and resources they want to play with from the selection available. For example, playing in the water and painting outside, exploring cause and effect toys and books. Children express how they are feeling verbally and non-verbally with their communication valued. We saw young children's wants met. For example, when pointing to their drinks and requesting more at breakfast. They confidently engage in play, shouting, *"yay"* when engaging in water play, and saying *"bye, bye"* when tidying away dinosaurs.

Nearly all children are settled and happy. They have mostly positive relationships with each other and staff. Those who are settling or tired, are given reassurance, supported by staff and comforters, as needed. Children know routines well. For example, at meal, garden and sleep times. Many children smile, laugh and play alongside one another. For example, children excitedly engage and complete the actions to 'sleeping bunnies' and 'head, shoulders, knees and toes'.

Children express enthusiasm and enjoyment, interacting in line with their age and stage of development. Children play alongside one another, taking part in sensory play, exploring water and paint. They welcome their friends when they arrive at the setting and some call them by their names. Children are beginning to listen to instructions from staff. For example, when reminded to sit on their bottoms when using the slide. They confidently ask staff, *"What's that?"* when a train passes. Children engage during small group time activities and participate in playing instruments and story time.

Nearly all children are interested in their play and learning. They confidently access resources and equipment of interest to them. Children take part in activities such as outside gross motor play, singing, story time, sensory and role play. They follow their own interest and engage in child led play, with adult supported activities. We saw children beginning to recognise colours bilingually with support from staff. Children smile proudly when they receive praise from staff, for the artwork they have created.

Children are developing independence skills suitably. They are learning to wash their hands, with support from staff, if needed. They request their drink and feed themselves capably at mealtimes. Children help to tidy up when transitioning to the next activity.

Care & Development — Good

Staff understand and implement policies and procedures to promote the safety and well-being of children. They have a suitable understanding of their role in protecting children. Staff complete mandatory training, including, the appropriate level of child protection. Staff hold appropriate paediatric first aid and food hygiene training. Accident, existing injuries and medication records are complete and signed by parents. Incident proformas are available but have not been completed recently. The setting provides home cooked meals, catering for allergy or dietary needs, as required. There are mostly suitable cleaning and hygiene practices in place. Children competently wash hands prior to lunch, but not before to breakfast, with wet wipes used. Nappy changing is undertaken following their policy. Staff promote safety well. For example, staff re-enforce messages on the walk to the nursery garden, ensuring safe practices are put in place. They have developed their sleep methods and policy to promote best practice.

Staff understand the behaviour management policy and implement positive strategies successfully. They are calm, kind and caring. Staff use positive language, regularly encouraging and engaging with children through praise. For example. *"Well done, Da iawn", "I am so proud of you, high five" and "good girl".* Staff listen and communicate well with children and one another, supporting each other in their roles and sharing important information. They promote good manners, saying 'diolch' and 'thank you'. Staff ensure their interactions are meaningful. They are patient and reassuring. Staff promote and support children to share, using distraction techniques well. We heard staff say to children *"It's nice to share with our friends – sharing is caring"* when playing outside. They offer reassurance and encouragement to children whilst undertaking activities. For example, whilst engaging in music and movements songs, staff actively participate, role modelling to children how to complete actions. The small close-knit team, know the children well and have strong relationships with them. They happily talk about events and recent visits with children and one another.

Staff provide a range of play and learning opportunities, implementing aspects of the Curriculum for Wales. Staff recognise children's interests and follow these. They have basic systems in place to monitor children's progress. Following our visit, they have been developed to provide more detail and will embed children's next steps and feed into planning in the future. Staff recognise if children have needs, with systems in place to support them. At key transition times, during the day, it can sometimes become a little chaotic, whilst staff are undertaking key duties such as tidying up after lunch. Following our inspection visit, the room set up has been altered to reduce this happening in the future. Staff promote aspects of the Welsh language, introducing some basic words and phrases. They provide parents with daily diaries which keep families up to date with what the children have been doing throughout their day.

Environment — Adequate

Leaders ensure the environment is secure and overall, generally well maintained. At the time of inspection, there were basic risk assessments in place. However, not all risks were identified, recorded and acted upon promptly. Following our visit, risk assessments have been developed into a new format, which includes dynamic risk assessing. Safety checks and hygiene practices are in place. There are recent safety checks in place for PAT testing and boiler certificate checks. Fire drills are carried out but are undertaken at similar times of the day.

Leaders ensure children have play space to move freely and explore. They make the most of facilities available to them and ensure children use the outdoor area regularly or visit the local park. Leaders have been developing the facilities and resources to be more reflective of the natural environment. They have an area sectioned within the playroom to support younger, non-mobile children, as well as a separate sleep area to allow children to rest undisturbed. A large cloakroom area provides a space for children's belongings to be kept secure and provide information to parents, such as menus, staff photographs and inclusive practice messages. Following our inspection visit, this is now also being used as a dining room area to support and aid staff during busier times at the setting.

Leaders ensure children can access suitable quality and a variety of age-appropriate furniture, toys and equipment both indoors and outdoors. Within the main room, there are defined areas that include 'cwtch area', role play, home/kitchen area. Resources are mostly at a low level, so they are easily accessible for children. Much of the equipment is labelled bilingually to support children's learning of Welsh and English. The designated outside area, within the sister nursery, has a variety of resources and equipment to engage the children. This includes wooden climbing frame, swing, slide, easel, water station and stage. The setting promotes multiculturalism with a range of resources which promote a variety of cultures and celebrations. Recent purchases, such as a six-seater buggy supports the setting further by allowing children to be able to access trips and walks safely.

Leadership & Management — Adequate

Leaders show an awareness and understanding of the regulations and National Minimum Standards (NMS) and have acted promptly following our visit to implement improvements. However, leaders need to be able to recognise areas of development independently of CIW. Leaders engage positively with CIW and mostly keep us up to date with any changes at the setting. Following our inspection visit, people in charge are accurately reflected within our systems. Leaders ensure nearly all regulatory records are in place. However, staff lunch breaks and attendance are not always clearly recorded within paper records. The use of an online application records the staff entry and exit at the setting. Children's records are complete and have been updated following our visit, to include additional details. Leaders maintain the correct staff to child ratio and have contingency plans in place if additional staffing is required. Leaders complete annual reviews of policies and documents, with many policies recently being updated and reflective following updates within the NMS. They have appropriate public liability insurances and are registered with the Information Commissioners Office (ICO).

Leaders have recently developed their self-evaluation systems. Within their recent report, they reflect that they seek the views of parents, children, staff and others. The report is thorough and recognises areas which require development, including an action plan, although this is not complete. Leaders eagerly share improvements made over the past year and talk about plans for the future. The Quality-of-Care report has improved, however, it needs to be meaningful and personal to the setting. This was an area for improvement at the last inspection, which has still not been fully achieved and will remain. Leaders must take action to develop the Quality-of-Care report.

Leaders follow recruitment processes to safeguard children with suitability checks in place. Staff files are complete and accurate. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff spoken to on the day of inspection, tell us they feel well supported by leaders. There are mostly consistent supervisions and appraisals undertaken for the main team in the setting. Leaders provide opportunities for staff to undertake training and continual professional development. For example, recently completing safe sleep training and anti-racist practice. Leaders also enhance their skills, recently completing a course on diversity and anti-racist practice, which is being embedded across the setting.

Leaders tell us they have strong partnerships in place. Reflecting on links with outside professionals, alongside the sister nursery close by. Parents are kept up to date through verbal discussions at the start and end of the day, as well as using daily dairies, messages and social media.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
There are potentially poor outcomes for children as the provider has not fully considered the views of all relevant parties and identified strengths and weaknesses to help make improvements to the service.	29/05/25

CIW has not issued any Priority action notices following this inspection.

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 5 - Records	Effectively record when staff are caring for children, including when they take their lunch breaks.

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)
Complete fire drills at differing times of the day.
Embed changes to risk assessments and ensure risks are reduced effectively and appropriately reflected within records.

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