Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiny Tadpoles Nursery

St. Josephs Catholic Primary School
70 Pontardawe Road Clydach
Swansea
SA6 5NX



Date Inspection Completed

29/03/2023

About Tiny Tadpoles Nursery

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Governing Body St Joseph's Catholic
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	Post Registration Inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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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 at Tiny Tadpoles confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled and have formed close relationships with their peers and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They manage risks and are knowledgeable in their responsibilities to protect children. Staff plan activities carefully and ensure that children are supported in their learning.

The people who run the setting have effective policies in place to ensure that everyone understands their responsibilities to keep children safe. They ensure the environment is secure and well maintained. The people who run the setting have good health and safety measures in place and minimise risks to children,

The people who run the setting have an innovative vision for the service. They ensure that staff training is managed well, and staff can achieve personal goals. The people who run the setting have established strong partnerships with the school and local community and are working hard to develop its own unique identity at Tiny Tadpoles.

Well-being	**Good**

Children communicate their wishes confidently and their needs are considered. They have good opportunities to make choices and their opinions and interests are valued. During lunch, children talk about what each of them have in their lunch boxes and staff respond with interest and care. Children enjoy spending time in large or smaller groups and make decisions about where they wish to play throughout their time at the setting.

Children feel safe, happy, and settled at Tiny Tadpoles. They enjoy the consistency of the daily routine which supports children's individual needs. Children are content throughout the session with lots of chatter amongst groups, around tables and whilst playing in the home corner or on the mat. Children enjoy the relaxed atmosphere and the opportunity to socialise together. They settle quickly in the company of visitors because they know that staff are at hand. For example, many children were chatty, offering cups of tea, and requesting that we wear bunny ears to be the same as them, demonstrating that children were comfortable and content.

Children communicate openly with each other and with staff. For example, regarding what's coming next. Interactions between children and adults are consistently good and children cooperate and engage well with their peers. Children have a sense of belonging and have formed relationships with peers and staff. They are excited to see and spend time with all staff, often being cuddled, depending on their needs.

Children are engaged in the routine of the day. They are active in their play and express enthusiasm and enjoyment whilst learning and participating in a good range of stimulating indoor play opportunities. Children initiate their own play as resources are accessible and presented at their level. For example, a group of children began playing with transport resources and tracks and were quickly engrossed, communicating confidently as they worked together to set out the resources. Children are very happy and content whilst taking part in planned activities. For example, during craft activities, children chose their own resources to decorate Easter chicks, collages and when making salt dough decorations.

Children are eager to show or talk about what they have been doing. They have opportunities to experience age-appropriate activities and resources that promote their all-round development. This enables them to follow their own interests confidently. As it had been Easter Bonnet Day, the children were excited to show their hats. Through taking part, this resulted in good feelings of achievement and high self-esteem. Children support and help each other to find different resources and have good opportunities to develop their independence skills. They take their time, to eat their food, to use the toilet and to wash their hands independently.

Care and Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses or reactions. Staff have a very good understanding of safeguarding procedures and are knowledgeable and confident in their

responsibilities to protect children. Staff follow cleaning routines throughout the session with handwashing and hygiene practices implemented carefully. Children with additional needs are carefully catered for and all children's information is documented and stored confidentially. Staff follow practised routines regarding allergies and are knowledgeable regarding procedures. For example, during weekly cooking activities such as making sheep jellies for Easter, all staff are aware of adapting resources and ingredients to ensure that all risks are eliminated. Staff are efficient and knowledgeable regarding children's individual needs. For example, all accident, incident, and medication records are signed and up to date.

Interactions between staff and children are consistent, demonstrating warmth and kindness. Staff are helpful and respectful towards each other and communicate consistently, showing support and effective collaboration. For example, whilst organising the environment, clearing tables following lunches and re-setting tables for the afternoon activities. Staff ensure that children see and hear respectful practice. They are kind in all aspects of their work, empowering children to use their voices and express their wishes. For example, we heard staff asking children for their ideas, *"What would you like to sing? Shall we try that?"* As children responded with suggestions, they laughed and jumped with excitement, and staff responded with, *"Excellent boys and girls"*. Staff have created a busy, happy working environment and support one another to meet the needs of children in their care.

Staff are helpful and welcome opportunities to share examples of good practice and evidence of previous activities. For example, we saw evidence of planning, activities, and experiences that children had enjoyed over previous months, such as Children in Need, Christmas play, pancake making and celebrating Chinese New Year. Staff explain the planning process in detail and show examples of current resources, activities, and themes, such as a tank of tadpoles and planned themes such as the caterpillar cycle**.** They also implement strategies calmly to ensure that children are supported and encouraged in their learning. Staff are sensitive to the needs and experiences of children and respond consistently to their individual needs and development. For example, when asking children to support others to find certain items, staff offer praise, *"thank you for helping me to help others."* Staff have a very good understanding of children's rights and promoting diversity and are committed to providing a range of play and learning activities which are age appropriate and purposeful.

Environment	**Good**

The people who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They ensure that the environment is safe, secure, and well maintained both indoors and outdoors. The environment is welcoming, warm, and homely. There are clear entrance and exit points which are communicated clearly upon arrival at the setting. As the setting is

located within a school building and environment, termly fire drills and evacuation procedures are carried out and all fire logs are up to date. All fire equipment is serviced and located in appropriate places. Other environment and building safety checks are complete and certificates are in place. Visitors' books at the school's main reception point and within the setting are in place and ensure the safety of everyone whilst on the premises.

The people who run the setting ensure that the environment has a good indoor play space for children to move freely and that the large outdoor space is safe and used as often as possible. They ensure that effective risk assessments are in place for several activities and areas as well as daily and weekly risks assessment sheets. A fully equipped kitchen provides storage for further resources such as a First Aid kit and can only be accessed by staff. Children are always supervised, and staff understand levels of risks and act on these accordingly. Clip boards hold a range of regulatory requirements which are completed as and when children or staff arrive or leave the setting.

The indoor playroom includes several stimulating learning areas. For example, role play in a home corner, opportunities for creative play at tables and a carpeted area, where children have access to books and construction toys. Resources are of good quality which are displayed upon and stored inside low units which children can safely access independently. The playroom leads directly into the outdoor area which offers a sheltered space as well as good equipment offering opportunities to develop physical and problem-solving skills. The outdoor area is secure and can only be accessed via a locked gate.

Leadership and Management — Good

The people who run the setting have an innovative vision for the service and ensure that all staff can provide their own individual input. Leaders maintain and share an up-to date statement of purpose which accurately reflects the service. They also have a comprehensive file of policies and procedures which exceed the National Minimum Standards. These are reviewed and updated annually or as and when required. The people who run the service fully comply with all the regulations and consistently ensure that requirements are met, documenting these in an organised and confidential way. They are knowledgeable and responsible and ensure that any changes to polices or procedures are

shared with staff and parents and implemented across their practice. All aspects of paperwork are organised.

The people who run the setting ensure that the views of parents, staff and children are collected and considered carefully in order to maintain standards and implement continuous improvements and further developments to the service.

The people who run the setting ensure that staff ratios are correct and that all registers are maintained and correct. The management of staff over lunch time periods is implemented effectively, ensuring ratios are always maintained. Staff files include all the required information and induction processes are thorough. Staff value the opportunities provided to settle in and gain further responsibilities over time. The people who run the setting ensure that staff training is managed well, and staff are able to attend training and achieve personal goals. Staff supervisions and appraisals are purposeful and completed and stored confidentially. The team of staff is experienced, knowledgeable, and confident with the daily requirements of the setting. The people who run the setting hold staff meetings where **s**taff are happy to raise and discuss matters and are complimentary of the support they receive.

The people who run the setting have established a service which is firmly embedded in the ethos, values, and principles of the school environment. They also work closely with the local community. There are strong, supportive partnerships in place which have long been established with the headteacher and school staff. This ensures that a robust and continual support network is firmly in place, whilst staff at the service develop the setting’s own identity for Tiny Tadpoles.

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

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)
	No NMS Recommendations were identified at this inspection

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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