Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tiny Treasures Day Nursery

13 Commercial Road, Port Talbot, SA13 1LN

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tinytreasurestaibach.co.uk

The inspection visits for this service took place between 20/10/2025 and 24/10/2025

Service Information:

Operated by:	Tiny Treasures Taibach Limited
Care Type:	Children's Day Care
Registered places:	35
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 provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children have many opportunities to express their wishes and make choices. They know staff will respond to their needs, preferences, and feelings giving them the reassurances they need to build good relationships with staff and peers. They have some good opportunities to develop their independence skills and follow their own interests.

Staff ensure children are mainly safe and healthy. They are caring and responsive to children's needs and create a positive ethos whereby children feel valued. They act as good role models and encourage positive behaviour so that children learn to interact well and play happily together.

Leaders ensure the environment is secure and generally safe. However, improvements are necessary to ensure hazards are routinely identified and minimised. Leaders ensure the setting is maintained well. They are reviewing some areas and practices such as sleep and eating facilities, to ensure best experiences for children.

Leaders are motivated and committed to operate a service which provides good quality care for children. They are responsive to ensure improvements are made to fully meet the regulations and National Minimum Standards. There is a suitable range of policies and procedures in place, and some are being further developed in line with current guidance. Staff feel very well supported and nearly all parents say they are extremely happy with the care their children receive.

Findings:

Well-being — Good

Children are confident to express themselves and make their needs and feelings known. Babies use physical and vocal gestures to indicate to staff what they want, such as when requesting more food at lunch time, which staff respond to instantly and willingly. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. Children move freely between different activities within their play area, choosing whether to join in any adult led activities.

Children arrive happy and eager to start their day. They welcome each other warmly and greet any visitors to the setting enthusiastically. Children are comfortable in their surroundings and develop warm relationships with their friends and staff. Children seek comfort and reassurance from staff if they are upset, knowing they will receive the attention they need. For example, when a child became upset during lunch time, a staff member picked them out of the chair and cuddled them. Soon the child was reassured and was happy to eat their lunch. Children are familiar with the daily routine such as when they arrive, preparing to go outside and for lunch. They settle easily and enjoy their time.

Nearly all children interact well with staff and other children and are learning to co-operate well for their age. Most are actively interested and engaged in the play opportunities available to them. Children have a sense of belonging and are beginning to form friendships with each other. They are learning to share resources, listen, and follow instructions. For example, children line up nicely when moving from one area to another. They celebrate one another's achievements as they make potions of assorted colours.

Children are motivated and enjoy their play and learning. They confidently participate in directed and self-directed activities. They enjoy building roads and bridges in the construction area, rolling vehicles along the track and crashing them into each other, smiling. Others compete to make the biggest splash in the puddles outside. Children listened attentively to their chosen story, asking questions as the staff read it to them. Babies happily explore their area, pulling themselves up on furniture and moving around confidently. Toddlers spend time exploring books and being creative with paint and playdough. Which supports them to investigate varied materials creatively.

Children have lots of opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do most things for themselves successfully, for example, washing their hands, and accessing toys. Older children are learning to become independent when using the toilet, which helps prepare them for school. Younger children make good attempts at feeding themselves. Older children have some opportunities to decide what they want to eat from the selection put on the table and eat independently. Children gain a sense of achievement from what they do and are proud of themselves.

Care & Development — Good

Staff understand their responsibilities to keep children safe and healthy and mostly implement the settings procedures appropriately. They know the safeguarding procedures well and what their responsibilities are in reporting any child protection concerns they may identify. They are mostly proactive in promoting children's health, hygiene, and healthy lifestyles. For example, they encourage children to wash their hands before mealtimes, and after using the toilet. Staff understand the allergy procedures and meet children's specific dietary and health needs, following information provided by parents. Leaders discuss baby's needs with parents and follow their individual sleep and bottle-feeding routines, as far as possible. However, the sleep policy is not clear and has not always been followed. Leaders are further reviewing the policy in line with best practice. The setting offers a range of healthy, well-balanced meals and snacks which are freshly prepared on site. Staff do not always provide opportunities to develop children's self-help skills, such as serving themselves food or giving out plates. Children scrape their leftovers in the recycling bowl and there are facilities in areas for children to pour themselves water. Staff promote children's physical development by ensuring they get regular opportunities to play outside.

Staff form strong, positive bonds with children, showing warmth, kindness, patience, and providing reassurance as needed. Staff respect children's emotional attachments to personal belongings, such as their individual comforters. They do not operate a key worker system but allow children to become familiar with a variety of staff, which they say works well. Staff know the children very well and there was no obvious impact on the children. They are attentive when children are unsettled and respond sensitively. For example, staff comfort children who feel upset when they leave the playroom. They let them know they will be back soon and greet them when they return, supporting children to build trust and confidence when separating from familiar adults. Staff understand and implement positive behaviour management strategies in line with the settings policy. They praise children for their efforts and accomplishments, promoting their confidence and self-esteem. Staff encourage the children to say *"Please"* and *"Thank you"* and engage with them in a warm and nurturing way. They encourage children to wait their turn and to be kind to their friends.

Staff implement systems to capture key information to support the child's experiences at the setting. Leaders are currently refining their observation procedures to further strengthen how they plan for children's next developmental steps. Staff know children's individual needs, including those with emerging needs or identified additional learning needs (ALN). They seek advice and act on guidance from local authority and health care professionals to provide the support required to enable children to reach their full potential. Staff implement and review children's individual plans and targets regularly to ensure their needs are met. Staff promote the Welsh language using incidental words and phrases and during songs and greetings. They support children well in their chosen activity. For example, they extend their interest and enjoyment as they make multicoloured potions. We discussed how occasionally, staff miss opportunities to engage children in their play, such as in the home corner when children lose interest as there is nobody to make tea for.

Environment — Good

Overall, leaders ensure the environment is secure and suitable for the care of children. They have policies and procedures in place that are intended to keep the environment safe. Leaders have a range of risk assessments in place, and they undertake a daily checklist. However, these do not always reflect what happens in practice or identify all the potential risks well enough. Additionally, some risk assessments are not followed by leaders and staff. As a result, the inspection identified several hazards in the environment such as fire doors wedged open and cleaning materials within reach of children. Although leaders addressed the matters identified immediately, they do not monitor the safety of the environment effectively. We expect the provider to make improvements. Staff undertake regular evacuation drills with children to ensure they are familiar with what to do in the event of an emergency. Leaders ensure building maintenance and equipment checks are carried out in line with professional standards. They do not currently use the lift so have not carried out routine maintenance for this.

Leaders ensure that the environment offers beneficial facilities to care for children. All playrooms are equipped with high quality and suitably sized furniture for the varying ages of children. Staff set up play areas, so children move around freely within each room. Leaders provide appropriate sleep facilities for babies and older children and have reviewed the use of equipment such as bouncers for sleeping. Staff facilitate and supervise children to access the bathroom and nappy changing facilities which is positioned away from the main playrooms. They change younger babies' nappies in their playroom, following a procedure, in line with their infection control policy. Older children and toddlers eat together in the downstairs dining area. They sit at a large table with fixed seats, while younger children use highchairs. The set up of the room makes it difficult for staff to move easily around the tables and there are not always spare seats. This creates a busy environment, which makes it challenging to support children to sit and engage with them.

Leaders provide a wide range of good quality and interesting toys and resources. For example, toddlers and older children have a suitable range of open ended, authentic and recycled resources such as real cooking utensils, hats, and bags. These stimulate children's imagination and enhance their play experiences. Children choose freely what they want to play with, this extends their play and develops their creativity and curiosity. Staff organise resources attractively on low level shelving units, that are easily accessible and inviting to children. There are a suitable range of play items and resources which promote diversity. Leaders provide interesting activities outside, with many loose parts that children make into ramps and water play. Children benefit from messy play areas such as a large mud kitchen with many items to engage their imagination.

Leadership & Management — Adequate

Leaders are motivated and confident in their ability to improve and maintain a good oversight of the setting. There is a clear statement of purpose which provides parents with the relevant information about the setting, so they can make an informed choice. Whilst leaders ensure policies, procedures and much of the daily record-keeping documentation is kept to an appropriate standard, other policies and paperwork is not as thorough. For example, the medication policy and records do not meet the current guidance and the operational plan does not accurately outline how staff are deployed. Policies such as, a lone worker and use of mobile phones have been established during this inspection. Leaders ensure relevant records are maintained such as children's arrival and departure times, along with records of which staff are working with children at any given time. However, these are not always accurately maintained. Staff record accidents and incidents appropriately and leaders view these and take appropriate action. They have set up a process to improve their oversight of records by carrying out a monthly audit to identify any patterns or trends.

Leaders have appropriate self-evaluation procedures in place. They conduct an annual review of the service they provide, consulting with parents, staff, children, and professionals. They record their findings of these consultations in their annual report and there is an action plan which outlines any improvements required. Leaders submit their Self-Assessment of Service Statement (SASS) when requested by Care Inspectorate Wales (CIW) and keep them informed regarding notifiable events appropriately.

Leaders follow effective recruitment processes and suitably manage new staff to be inducted into the setting. Leaders carry out regular and beneficial supervision sessions for staff, and an annual appraisal takes place. These support professional development. Staff told us they feel extremely well supported in their roles and thoroughly enjoy working at the setting. Leaders ensure staff keep up to date with their mandatory training such as, paediatric first aid. Most also have a certificate in food safety, health and safety, fire marshal, and numerous other courses relevant to their role. All leaders and staff hold a valid Disclosure and Barring Service certificate (DBS). They ensure staff are deployed to meet the required ratio of adults to children. They have further considered how staff can work alone safely, while effectively meeting children's individual needs, especially in the upstairs area.

Leaders understand the importance of working in partnership with parents to meet children's individual needs and strive to do this. At collection time, staff give parents a brief update about their child's experience at the setting and share written records which capture key routines of the child's day. Parents gave overwhelmingly positive feedback about the setting. They told us how they feel their children are well supported and shared how they thoroughly enjoy attending the setting. Leaders have recently started providing places for the Flying Start scheme and maintain good partnerships with the local authority. They also have useful links with healthcare and other professionals who provide support for children with ALN.

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
Children may be put at unnecessary risk if the provider does not effectively implement systems to identify hazards in the environment.	20/10/25

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)
	No NMS Recommendations were identified at this inspection

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)
Further expand the operational plan.
Review policies and procedures to meet current guidance, for example the medication policy and lost child policy.
Review the sleep policy following best practice guidance.
Further consider the lunch time routine and eating facilities, to create a calmer, more social atmosphere and to support children to develop skills to eat independently.
Further consider the quality review process to best support ongoing improvements.
Monitor the implementation and effectiveness of the changes made as a result of this inspection.

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