Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Little Tigers Chepstow**

**Fairfield Road**
**Bulwark**
**Chepstow**
**NP16 5JP**



## Date Inspection Completed

15/07/2024

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# About Little Tigers Chepstow

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Person | Pamela Curtis |
| Registered places | 54 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Registration 3 July 2024. |
| Is this a Flying Start service? | Yes |
| Does this service promote Welsh language and culture? | 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. |

| | |
|---|---|
| Well-being | **Adequate** |
| Care and Development | **Adequate** |
| Environment | **Adequate** |
| Leadership and Management | **Adequate** |

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

## Summary

Children have a sound voice and express themselves and their needs confidently. They settle well as they are happy and have a sound relationship with each other and the staff that regularly care for them. Children interact well with others and enjoy their play and learning experiences. They have opportunities to be independent and develop a range of skills.

Staff implement suitable policies and procedures to keep children safe. They promote a healthy lifestyle through the effective routines and healthy snacks provided. They ensure children have regular access to outdoors. Staff interact with children well to support their play and learning. The resources and planned activities support children to progress and learn new skills.

The environment is mostly safe and secure, however some risks are not identified or managed well. The managers provide a good amount of space for children to play indoors and outside. There are a sufficient resource to meet children's needs and support their development.

Managers play an active role in the setting's day to day running. They ensure paperwork is suitably organised and most policies reflect the correct procedure to follow. Staff are managed well and work well together. Parents are kept up to date with information and have close links with the setting.

## Well-being — Adequate

Children have adequate choices and make decisions about how they spend their time. They choose from the range of activities and can play indoors or outside. They express themselves and their needs confidently, knowing they will be listened and responded to appropriately by staff. For example, the younger group asked to play outside choosing the activities and equipment. Staff responded ensuring there was suitable supervision available both indoor and outside. We saw children play catch and sit in the wooden boat chatting with their friends. Children can make decisions about what they eat, as they are offered a variety of choices at snack time and can ask for more crackers if they wish.

Children are settled, those we saw arriving, happily separate from their parents. Older children in the afterschool club arrive from school confidently. They choose where to play and join in the activities available. Children have a positive relationship with staff and happily approach them for support, comfort or just to play. A small group of older children were unsure what they wanted to do at the start of the session. A member of staff suggested *"Have you seen these sticky shapes you can throw on the board and they will stick to the surface".* The older children delighted in this activity and engaged well. Younger children know the routines and are familiar with the environment, helping them to have a sense of belonging and feel safe. They explore indoors and outside confidently, as they move freely between the two spaces.

Children interact positively with the staff and their peers. They are beginning to share the space and resources appropriately during their play. For example, older children who arrive from school nursery in the afternoon, know they have circle time before activities are offered for free play. They are aware of younger children when playing catch outside. Children are beginning to understand the needs and feelings of others. For example, a younger child offered the vessels they were using in the sand tray to another child who had joined in. They smiled to each other and continued with making shapes in the sand.

Older children in the afterschool club enthusiastically told us about their experiences at the club. They told us "*We like coming here because its different from the things we do at school.*" Some children told us *"I like coming here because I get to play with the younger children too, it's not like school. It's much more fun".* Children move around the different areas focusing on what they want to do. For example, a group of younger children in the afternoon session enjoyed selecting dolls and soft toys to play in the role play area. Others enjoyed story time or singing song and counting out loud in Welsh.

Children have opportunities to be independent. During mealtimes, children who can, serve themselves to the do so, others ask staff to help opening yogurt cartons or unscrew caps from drink bottles. Children are supported to try to help themselves.

## Care and Development — Adequate

Staff implement policies and procedures suitably. They understand safeguarding and the procedures to follow should they have concerns about a child. Staff matrix suitably show all staff regularly attend mandatory training, such as first aid, safeguarding and food and hygiene training.

Staff have positive routines to help prevent the spread of germs. Tables are sanitised before use, handwashing is promoted and personal care, such as nose wiping, and nappy changing are completed effectively. Staff ensure they promote a healthy lifestyle. The snacks provided are nutritious and there are regular opportunities for children to access outdoor play. This gives children chance to get fresh air and be active.

Staff are caring and engage well in children's play. They talk with the children and make certain experiences fun and engaging. For example, staff with younger children sing and jump around to music, which the younger group really enjoy. Staff have effective routines in place and make times such as snack and lunch sociable experiences, as they sit with the children. They use positive praise to support children and help them to understand expected behaviour and gain a sense of pride. For example, staff praised a child for having kind hands with their friends.

Staff are responsive to the needs of the children and have an adequate understanding of child development. They ensure they get to know children's individual needs to allow them to provide appropriate care and support. In the main, staff consider children's interests when planning and providing resources. Record keeping for key children is developing well. Staff follow adequate procedures to track children's progress. Independence is promoted during play and routines.

## Environment — Adequate

Staff provide an environment that is generally safe and secure. The main entrance is secure, with external gates kept locked, access is controlled, and visitors recorded. Appropriate risk assessments are complete on all areas used by the children. Daily checks are undertaken on the indoor and outdoor environment prior to children using the space. However, we noted several hazards which had not been identified and reported to the manager on duty. For example, tools, garden waste, and equipment no longer suitable for use, were left to side of the building which children access. We also noted that plastic pipes were left on the ground which can become a tripping hazard. The wooden playhouse was missing the entrance door and some sharp objects such as nails and staples were protruding outwards and easily accessible to the children. This can cause injury. Additional equipment in the mud kitchen area were left outside overnight uncovered or stored safely. We discussed this with the managers, and they acknowledged that daily check lists are not robust.

Daily records such as registers accurately reflect which staff are caring for each age group. Including children and staff arrival and departure times in the setting. However, total numbers of children and adults were not noted. Annual safety certificate are available. Fire drill logs were viewed, and we noted that that fire evacuation is generally planned monthly. However, past records showed fire drills were practised on a Thursday only. This restricts all children from having opportunity to take part in safe evacuation of the premises.

In the main, managers who were present during the inspection process have created an environment that provides children with suitable space, both indoor and outside. The areas available have enough room for children to play, learn and take part in a range of activities. Children are encouraged to move freely between indoor and outside play areas. This includes the afterschool club who share their space next door with the school. The environments are welcoming and child friendly. The attractive displays of children’s work give them a sense of belonging and pride. There are suitable facilities available including toilets, hand washing and nappy changing, The afterschool club share a separate classroom and outdoor space with the school next door. Older children also have opportunities to explore nature and learn about the world around them. This area is an exciting space for children and inspires their creativity and development.

The management team have created an environment that is generally focused on natural materials. There are some wooden resources and areas such as a mini beast spaces and growing areas so children can learn about nature around them. Indoors, rooms are equipped with age-appropriate toys and resources, and these are of a good quality and well maintained. For example, there are messy play activities including sand and playdough.

## Leadership and Management — Adequate

The management team have a statement of purpose that includes all the information parents need to decide if it is the right care for their child. During the first day of the inspection, not all paperwork such as policies and procedures were readily available, we were told one of the managers had taken them home. On request these were printed out before the end of the day.

The provider is aware of the importance of regularly self-evaluating the service and care they provide. They complete an annual quality of care report which considers views of parents, staff and children. These views are then analysed, and improvements planned. For example, introducing more activities and experiences for children to learn about different cultures. Managers also work with staff to plan activities and resources. This fairly a new process and in its infancy. This type of planning will allow for focused improvements to be identified and staff to have ownership of the changes needed in the future.

Managers manage staff well. They have developed a team of staff who work well together and help make the setting run smoothly. Staff we spoke to said they enjoyed their work and felt supported by managers. Staff files showed relevant checks were completed prior to staff starting. There has been good improvement in this area. Although the manager has begun to complete regular supervisions with staff, these are in their infancy. Some of the information generally is better suited to annual appraisal rather than supervision on individual staff abilities. We discussed this with the manager who showed us an improved template to capture pertinent information for the future. Staff appraisals are conducted by the provider on an annual basis, and these were available for the inspection. This helps to ensure information is shared and training needs identified.

Staff have developed good relationships with parents. They have planned more parent sessions so information can be shared and ensure daily feedback is provided effectively. Parents and grandparents, we spoke to during the inspection told us they are very happy with the service provided. Parents have stated, “*We have noted a marked improvement in our child’s linguistic skills, they have come a long way since starting in September last year, we attributed this to the hard work the staff have dedicated to our child*”.

| 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) |
| Standard 5 - Records | ensure that registers accurately record total numbers of children and adults present throughout the day. |
| Standard 5 - Records | Ensure fire evacuation practice are carried out on different days and sessions to allow all children and adults to have the opportunity to be involved. |
| Standard 24 - Safety | Ensure that daily checks identify and effectively minimise risks with particular regard to outdoor areas. |
| Standard 3 - Assessment | Borden staff supervision records to include more information on how staff are developing their practise. |

| 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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