Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tea Timers Wrap Around and Holiday Club

Springwood Junior & Infants School
Pennsylvania Llanedeyrn
Cardiff
CF23 9LS



Date Inspection Completed

12/09/2024

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About Tea Timers Wrap Around and Holiday Club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	TEA TIMERS Limited
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	N/A
Is this a Flying Start service?	No
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	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children are free to explore their indoor and outdoor environments and enjoy their time at the nursery. They have very clear bonds of affection with staff and behave kindly and considerately towards their peers. Children of all ages are developing their independence well and benefit from learning through play.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. Staff support children's learning and development appropriately and facilitate a variety of interesting activities that follow children's interests and questions.

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. The setting is clean, comfortable and well-decorated. Both indoor and outdoor areas have a range of stimulating, age-appropriate resources that meet children's needs well.

The leadership and management of the setting is appropriate in most areas. We found non-compliance regarding medication administration procedures. This has been identified as an area for improvement. People who run the setting review their service annually. They ensure staff are appropriately qualified and supported in their roles.

Well-being — Good

Children spend their time purposefully at the setting, moving freely between the indoor and outdoor areas, choosing activities and resources that interest them. They make requests in age-appropriate ways. Those with developed speech confidently ask permission to use resources in certain ways, while children at earlier stages of development make single-word requests supported by actions. For example, they ask to go outside by moving to the door and telling staff members, "*Outside*".

Children are happy, relaxed and feel valued at the setting. Almost all children separate well from their parents and enter the setting with enthusiasm. Children who are new to the setting enter with more reticence but demonstrate warm bonds with staff members and gain comfort and reassurance from them. They have positive relationships with staff who understand their needs and provide consistent care. As a result, children are relaxed within the setting and are content to enjoy quiet time when they require it. For example, we observed a tired child spend time resting on a sofa watching a sensory toy, comforted by the blanket a staff member put over them.

Children are developing an understanding of the rules of behaviour, and they cooperate and learn together in line with their age. They share resources and some children work collaboratively to wash toy cars in a tray of bubbly water. Almost all children take turns appropriately; children that find this more challenging, respond well to guidance from staff. Children engage adults in their play and spend valuable time chatting. For example, they sit for a considerable length of time reading a book, discussing the story and linking it to their own lives.

Children experience interesting opportunities that promote their all-round development and engage them effectively. For example, they use police themed resources to role-play speaking into a walkie-talkie and taking notes following their conversations. They are self-motivated to initiate their own play and to influence their tasks and activities. They recall previous activities they have enjoyed and are delighted when staff provide opportunities to do this again. For example, a child recalled how they had splashed in a puddle and then repeated this gleefully when a staff member and a friend threw water onto the floor.

Children have many opportunities to develop their independence skills through a variety of good play and learning experiences. They learn self-help skills, such as washing their hands, putting their coats on, eating independently and placing their rubbish in the bin. Children enjoy working together to tidy up resources when prompted by a familiar song.

Care and Development — Good

Staff have a good understanding of how to keep children safe and healthy. They have a solid knowledge of their child protection responsibilities and know the action to take if they have a concern about a child. They follow clear hygiene procedures including regular handwashing and table wiping. Staff wear aprons and gloves when nappy changing and record the changes suitably. They provide nutritious snacks and use effective schemes to encourage healthy eating at home. All staff have attended paediatric first aid training to ensure they are confident to deal with minor injuries. They record accidents, incidents and pre-existing injuries appropriately and ensure parents have been informed of these. Staff carry out regular fire drills to ensure children know how to exit the building safely in the event of an emergency. They also undertake lockdown drills to familiarise children with these procedures. Staff supervise children well through ensuring they are all within eyesight. They pay particularly close attention to children engaged in higher risk activities such as climbing on a frame.

Staff care for children in a kind and relaxed way and respond well to children's individual needs. When children need support to manage their emotions, they provide reassurance and a gentle explanation. They act as good role models through positive interactions and demonstrations of sensitive and caring behaviour. For example, they join children to care for dolls and suggest the children place a blanket over them. They offer consistent encouragement such as "*You've got it, good job*!" which boosts their confidence and self-esteem. Staff use natural opportunities to develop children's knowledge and understanding. For example, they ask children which colour and shape bead they want to thread onto their lace next. Staff support and promote children's social behaviour consistently, through explaining why certain behaviour is needed. For example, "*When we snatch, it makes our friends really sad, doesn't it*." Staff use skilful methods to encourage children to engage in required behaviours. For example, when a child did not wish to wash their hands before lunch, a staff member asked if they wanted to go and see if their friend was washing theirs.

Staff provide a wide range of interesting activities. They effectively develop these using children's ideas and interests to ensure their engagement. Staff note purposeful observations to identify children's next steps but do not currently record how these are met. Staff have a good understanding of how to meet the needs of children requiring additional support. They engage in additional training to develop their provision in this area.

Environment — Good

The setting is based within a school building. There is a designated playroom with an adjoining outdoor space. These areas are secure, well-maintained and clean. Staff complete daily, weekly and monthly checks to identify risks. They are also very proactive in identifying emerging risks. However, they do not formally risk assess higher risk resources, activities or outings. People who run the setting have put clear emergency procedures in place and staff follow daily processes such as ensuring hazardous substances are stored out of reach and doors are kept open securely to allow children to move through safely. Staff ensure all visitors to the setting sign in at the school reception and within the setting. People who run the setting liaise with the school to obtain certificates to confirm the required maintenance checks have been completed.

People who run the setting have worked hard to provide an inviting, child friendly and stimulating indoor environment. The playroom is of a suitable size and provides sufficient space for children to play. They have free-flow access to a small but suitably resourced outdoor area, as well as an area of the school's playground when not in use by school children. People who run the setting ensure resources, furniture and equipment are of a good standard. There is suitable child sized furniture and an area for children's personal belongings to be stored in the corridor outside the playroom. Children benefit from soft spaces where they can relax and undertake quieter activities, such as reading. Toilets are located across the corridor from the playroom so children use these with adult supervision. They are well stocked with soap and paper towels to promote an infection free environment. Staff carry out nappy changes on a mat on the bathroom floor.

Staff store resources at low-level, so children can access them easily, which supports their independence. Toys and resources are clean, of good quality and age appropriate. They provide an interesting mix of natural and manmade materials together with real-life items. This stimulates children's interest and creativity. People who run the setting also provide a good range of resources that reflect people of different ethnicities and physical characteristics. The outdoor area adjacent to the playroom contains a range of resources that encourage children to engage in active and creative play. In the school playground, children have supervised access to a climbing frame.

Leadership and Management — Adequate

People who run the setting generally manage the service suitably, but improvements are required to ensure the regulations and national minimum standards are always met. They maintain detailed policies and procedures, which they review and update at least annually. The setting's safeguarding policy provides clear written guidance for staff, detailing how to refer safeguarding concerns to social services. People who run the setting have a written statement of purpose which provides information about what the setting offers; this document was updated during the inspection. They inform Care Inspectorate Wales of some significant events at the setting, but further events were identified at inspection that should have been notified. People who run the setting obtain and maintain most records suitably. They collect appropriate information and permissions for children. They obtain parental permission for the administration of medicine but do not record when medicine is administered by staff. This is a matter of non-compliance with regulations. Therefore, an area for improvement has been identified and this will be followed up at the next inspection. People who run the setting review records of accidents, incidents and pre-existing injuries and analyse these to identify patterns.

People who run the setting carry out an annual quality of care review of the service by consulting with parents and write a report to conclude it. However, they do not consult with staff or children and do not set targets or actions for the forthcoming year. There is a suitable complaints policy in place, should parents want to raise any concerns about the setting.

People who run the setting undertake relevant checks to ensure staff are suitable to work with children, although they did not hold an employment history for all staff members. There is a clear system in place to ensure that Disclosure and Barring Service checks (DBS) are up to date for all staff. There are good opportunities for staff to receive training as required. People who run the setting deploy staff effectively to ensure required staff to child ratios are always maintained. All staff receive regular one to one supervision and an annual appraisal. Staff told us that they feel supported and valued at the setting.

People who run the setting have developed suitable partnerships with parents and other professionals. They have close links with the school the setting is located within to ensure smooth transitions and effective provision for children with Additional Learning Needs. Parents we spoke with were largely happy with the care provided.

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
26	The provider must ensure that a written record is kept of the administration of any medicine to a	New

	relevant child.	

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 18 - Quality assurance	Identify targets and actions as part of the quality of care review, following consultation with staff and children
Standard 7 - Opportunities for play and learning	Identify next steps taken following observations of children's development
Standard 24 - Safety	Risk assess activities, resources and outings
Standard 21 - Notifications of significant events	Notify Care Inspectorate Wales of all significant events
Standard 13 (Day Care) - Suitable Person	Obtain a full employment history for all staff

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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