Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Teilo's Tots Daycare

Teilos Community Cwtch, 62 Cheriton Crescent Portmead, Swansea, SA5 5LA

01792 425281

www.schoolhouse-daycare.co.uk

The inspection visit took place on 07/04/2026

Service Information:

Operated by:	Teilo’s Tots CIC
Care Type:	Children’s Day Care
Registered places:	41
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	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children feel safe, valued and confident within the setting. They form positive relationships and enjoy leading their own play. Children are enthusiastic learners who explore independently and with others. They develop independence through daily routines, decision-making and practical activities.

Staff mostly follow policies and procedures to create a healthy and safe environment. They understand their responsibilities to protect children as well as providing care, clear practices and healthy meals. They support children in their development through providing opportunities to learn and play.

Leaders have measures in place, so everyone understands their role in keeping children safe. They offer a welcoming, well-maintained and secure environment. Leaders have health and safety measures in place to minimise risks to children and continue to monitor and develop these. They offer play areas which are well-organised and age appropriate and resources which are of a high quality.

Leaders have a clear vision and are aware of most of their regulatory responsibilities. They ensure

nearly all of their documents are organised and use the views of children and parents to drive improvement. Leaders support staff, make use of their community, and work with parents to promote children's development. Two areas for improvement were identified during the inspection requiring leaders to embed their practices around updating policies and maintaining appropriate staff training.

Findings:

Well-being — Good

Children are confident to express their wishes and are actively supported to make choices and decisions throughout the day. They have the choice to decide where and with whom they play and whether to take part in activities, making effective use of free-flow opportunities. Children make independent choices about meeting their own needs, such as choosing whether to have a drink or continue with their chosen activity.

Children demonstrate they feel safe and secure within the setting. They arrive with enthusiasm and are familiar with the daily routine which supports their individual needs and promotes their emotional wellbeing. Children settle quickly, showing they are comfortable in their environment. They are confident to explore independently, play alone or join others freely, both indoors and outdoors. They are relaxed with staff and are comfortable with us, frequently inviting us into their play. Younger children play at their own pace and initiate interactions when they wish.

Children demonstrate positive communication and good relationships with peers and staff. They chat confidently with adults and each other, sharing experiences and cooperating well during play. Interactions are consistently warm and supportive, which helps them to feel valued and listened to. Children show a clear sense of belonging and confidently approach staff if they require assurance or help. Younger children explore their environment with curiosity and seek reassurance through close proximity to trusted adults. For example, one baby was initially unsettled with us but continued to explore happily when positioned next to a staff member.

Children show a good level of enjoyment in their play and learning. Nearly all children engage actively in activities indoors and outdoors and show enthusiasm as they take part. We saw children studying food posters and using chalks to draw their own food shapes outside. Others focused on filling a lorry with stones and counted as they played in the construction area. Children often lead their own play, such as making ‘magic potions’ together in the mud kitchen or using wooden blocks as pretend phones. They also enjoy sweeping soil and flowers with large brushes and show clear delight in their physical play.

Children have good experiences to develop, learn and become independent. They have many opportunities to manage their own needs and are independent throughout the day. Older children confidently use the toilet and wash and dry their hands before lunch. At mealtimes, nearly all children feed themselves, indicate when they have had enough and enjoy sitting together without being rushed. They choose their own fruit for pudding and confidently clear their dishes afterwards. They help themselves to water during the day and wipe their faces with flannels after lunch. Children develop skills through practical activities, including cutting tasks.

Care & Development — Adequate

Staff mostly understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. Those spoken to on the day of the inspection, responded clearly to safeguarding scenarios and are confident around safeguarding procedures. However, safeguarding posters did not reflect the setting's new arrangements around those responsible for safeguarding. Leaders updated their safeguarding policy following the inspection which includes clear safeguarding flow charts. However, further amendments were required outlining the setting's designated safeguarding persons. As a result, outcomes for children require improvement and we expect the provider to make improvements and embed these into their practice. Hygiene practices are evident and handwashing is encouraged. Staff wear appropriate protective equipment around mealtimes and during nappy changing. The setting's cook prepares a healthy menu, and we saw the day's lunch, afternoon snack and tea during our visit. Staff are confident around children's allergies and dietary needs. Nappy changing procedures are undertaken with care and dignity, and following our visit, leaders confirmed further privacy arrangements have been introduced. Staff supervise sleeping babies well and are strengthening their sleep procedures further in line with sleeping guidance. Children with additional needs are supported and they collaborate when required to with external professionals.

Interactions between staff and children are consistent, demonstrating warmth and kindness. We heard supportive interactions such as, *"would you like to pour yourself a drink?" "Would you like some more?" "Would you like some help?"* Staff are respectful towards each other showing care and support. They communicate openly such as informing staff if children are arriving later. They chat about the sharing of tasks, as well as ensuring ratios are maintained if staff need to leave their base room. Staff sensitively interpret and respond to both verbal and nonverbal communication, ensuring all children's voices are heard. They consistently praise children during their play, activities and mealtimes. For instance, during an outdoor activity at the sand pit, staff promoted the concept of sharing, calmly supporting children to take turns to use the same resources. Staff extend children's thinking. For example, when a child pointed to a tree, staff chatted about the nest they could see and about who lived in it. Staff take opportunities to respond spontaneously such as counting, finding a relevant book and encouraging children to learn through doing.

Staff know children well and can provide information about children, their likes, dislikes and their routines. They check in regularly on children in their play such as, "*are you okay over here?"* Staff keep children's individual developmental records which outline how they document observations, experiences and achievements through photographs and children's work. They carry out monthly observations which are shared with children's families on a digital platform. However, we did not see records of detailed planning around children's progress and next steps for development.

Environment — Good

Leaders have policies in place to ensure everyone understands their responsibilities in relation to the safety of children. They offer a secure environment which is well maintained both indoors and outdoors. The setting's main door within the centre's entrance is locked at all times. No entry can be gained unless the door is answered by a staff member. Outdoors can only be accessed from the main playrooms. Leaders ensure visitors sign in and out of the premises and they keep up to date first aid equipment on site. They shared valid building safety certificates with Care Inspectorate Wales following the inspection visit as these were not available on the day of the inspection. Leaders keep a comprehensive and purposeful risk assessment for the indoor and outdoor area including equipment, which is reviewed annually. However, on the day of our visit, some areas within the indoors and outdoors were identified as potential hazards, but these were addressed with immediate effect as well as the introduction of a new daily check assessment. Leaders ensure fire drills including lock down procedures are carried out. Fire records and logs are up to date, and fire equipment is serviced annually. Leaders record the daily attendance of children on a digital platform, and a staff register provides evidence of when they sign in and out of the centre. Leaders offer information boards in the setting's foyer. However, the information shared is basic and does not inform visitors of key staff or regulatory information.

Leaders offer an extremely well-maintained indoor environment which is welcoming, light, spacious and homely. They ensure children can move freely and the secure outdoor space is used as often as possible, through a free flow approach. Leaders provide carefully planned rooms offering age appropriate, calm and well-equipped spaces for babies, toddlers and older children. For example, areas for stories, mark making, creativity, discovery, role play and sleep. The setting's shared kitchen provides meals which arrive on a trolley ensuring effective practices. Leaders offer child friendly toilet facilities and nappy changing areas as well as ensuring records are stored confidentially in the setting's office. The outdoors offers grassed and hard surfaces, shaded areas and opportunities for creative and physical play, including a mud kitchen and construction area where children enjoy opportunities to experiment, and problem solve.

Leaders provide a wide range of high-quality resources which are age appropriate, offering opportunities for all types of play. Resources are displayed at heights which ensure children can always access these, make choices as well as develop their independence skills. Leaders offer a range of stimulating resources which are carefully presented on open storage units or in tuff trays. For example, dinosaurs with astro turf, flour and cones, soil and freshly picked flowers in the outdoor mud kitchen. In the outdoors, children enjoy opportunities to develop their physical skills on ride-on cars and bikes. There are some resources which celebrate cultures and diversity such as dolls and a multicultural carpet as well as a Welsh board in the main cloakroom area which promotes Welsh heritage.

Leadership & Management — Adequate

Leaders told us there had been recent changes to the management structure at the setting and are continuing to work hard to support new staff to the Teilo's Tots team and those with new leadership responsibilities. Leaders are aware of their regulatory responsibilities and mostly comply with requirements. The setting's statement of purpose did not reflect the operational arrangements of the setting. However, this was quickly updated and shared with Care Inspectorate Wales. Leaders keep policies and procedures which are reviewed annually or as and when required. Records such as children's files include the required documents including permissions and consent signatures. Medication documents and the recording of accidents are in place including evidence of these on a digital platform. Transport records were updated as part of the inspection process, ensuring documents now support their pickup and wrap around service.

Leaders prepare an annual quality of care report which provides evidence of how they collect the views of parents, children and staff. Feedback is considered carefully which builds into the setting's plan to drive improvement. We saw evidence of new resources and leaders have shared how they wish to further develop partnerships, continue project work and offer further staff training.

The team at Teilo's Tots work together enthusiastically. They are helpful, knowledgeable and confidently explain their practices. For instance, how staff are deployed and how they ensure each baby has their own cot sheet. Staff ratios are correct, and children are supervised effectively particularly as their practice includes free-flow play. Staff told us about their staff meetings and the opportunities provided to raise ideas. They shared they have regular opportunities to discuss their development through supervisions and appraisals. Leaders keep staff files which include most of the required information. However, on the day of the inspection, some files did not include all required records such as references, evidence of qualifications and disclosure and barring scheme certificates. Leaders have confirmed all required documents are now stored together within staff files on site. Leaders provide opportunities for staff to complete mandatory training. However, on the day of the inspection, not all staff had completed the required levels of safeguarding training, paediatric first aid or food hygiene. As a result, outcomes for children require improvement and we expect the provider to make improvements around training timelines for staff. During the inspection visit leaders have taken action to strengthen their processes. Other training is evident such as first aid at work and manual handling.

Leaders and staff work collaboratively with the centre in which they are located, their community as well as with several schools, Flying Start, the local authority and umbrella organisations. Parents told us, despite staff changes, the setting has continued to maintain standards and their children are very happy. Parents shared they are pleased to receive information through a digital platform, and praised staff for their time, responsiveness and transparency. *"It's a lovely childcare setting,*

with friendly, caring staff, and we have attended parent open days."

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
Outcomes for children and people require improvement because the provider has not ensured the setting's safeguarding policy is updated when there are changes to Designated Safeguarding Officers for the setting, nor are posters updated displaying accurate information for staff and visitors.	07/04/26
Outcomes for children require improvement because the provider has not ensured all employees who look after children received appropriate mandatory training across each of the three required training courses to include safeguarding training, paediatric first aid training and food safety training, nor ensured this training was valid and up to date.	07/04/26

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 7 - Opportunities for play and learning	Develop practices to evidence children's individual development, progress and next steps.
Standard 24 - Safety	Ensure all hazards within the environment are assessed, addressed and reviewed in a timely manner.
Standard 14 - Organisation	Develop information boards for parents/visitors, ensuring these are accessible and informative to include details relating to staff, regulatory matters and how children are safeguarded.
Standard 5 - Records	Ensure all documents relating to staff and the environment are always available on the premises.
Standard 1 - Information	Ensure the Statement of Purpose is amended each time there are changes and shared with CIW in a timely manner.

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 develop practices in relation to sleeping arrangements for babies, in line with the safer sleep guidance.

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