



# Childcare Inspection Report on

**Tiny Tots Playgroup (Rumney)**

**Rumney Memorial Hall  
Wentloog Road  
Rumney  
Cardiff  
CF3 3EA**



**Date of Publication**

**Thursday, 8 November 2018**

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## **Description of the service**

Anne-Marie Woodyatt is registered to care for up to 28 children at Tiny Tots Playgroup (Rumney) and was first registered with Care Inspectorate Wales (CIW) in 2004. Anne-Marie Woodyatt also manages the playgroup on a daily basis. The service operates from the Memorial Hall in the Rumney area of Cardiff. This is a shared hall and therefore the provider has to set up and put away on a daily basis. The playgroup operates from 8.30am to 12.30pm, Monday to Friday and closes for five weeks per year. The playgroup offers 12 Flying Start places, which is a Welsh Government initiative to provide nursery places for two years in specific geographical areas. These children are referred to the playgroup by their health visitor and attend the setting from 9.00am to 11.30am, term time only. Care is provided through the English language with the use of some incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

This was a focused inspection which concentrated on the well-being of the children with further checks on staff recruitment procedures and records. We found that the children were well cared for. Adult to child ratios often exceeds those stated in the National Minimum Standards (NMS) for Regulated Childcare. (Revised 2016) Resources were plentiful and were of a good standard. The hall was set up to enable children to play and explore with a good variety of toys and resources and these supported them in their learning and development. The outside learning environment is inviting and provides an additional play space. Leadership and management of the setting continues to be effective and we noted that many of the recommendations made at the last inspection in December 2016 had been acted upon.

### **2. Improvements**

The following improvements were noted:

- The toilets have been updated and refurbished to a good standard;
- the use of stickers is now monitored to ensure fairness;
- a large sand pit and cover has been purchased for the out door play area;
- the Statement of Purpose has been updated to reflect type of service provided;
- a new system of recording children's development has been introduced;
- a policy on Prevent has been written and
- the Complaints Policy has been updated.

### **3. Requirements and recommendations**

There were no areas of non-compliance identified at this inspection. No further recommendations were made, other than the Registered Person (RP) should continue to address the recommendations made at the previous inspection. These have been included in section 5.2, which can be found towards the end of this report.

# **1. Well-being**

## **Summary**

It is evident that the children enjoy their time at the playgroup. Relationships with one another and the people caring for them are positive. There are plenty of resources both inside and outside to offer a variety of learning and play opportunities which they undertake with enthusiasm.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have a voice as there are plenty of opportunities made available to them to share their views and make choices. They are encouraged to speak as staff ask them questions and give them the time and space to answer. The playgroup has recently changed the way they do their snack time, with groups of children sitting and eating with their keyworkers, which provides children with a smaller, more social occasion to chat and share their news. There is an abundance of resources and toys from which the children can choose and weather permitting; the door to the outside play area is kept open so that children have the freedom to be outside or inside. Free play is central to the way in which the playgroup operates, promoting the choice and the voice of the child.

Children's choice and voice is promoted well at the playgroup.

### **1.2 To what extent do children feel safe, happy and valued?**

Children present as being happy, feeling safe and valued at the playgroup. We saw that the younger children sought out physical contact with staff, sitting on their laps at carpet time and giving spontaneous hugs and kisses. Children are awarded stickers for being star of the day, which is celebrated as part of the daily routines. The playgroup now monitors the allocation of stickers to ensure these are distributed fairly. A strong emphasis is placed on the keyworker system and we noted that children had formed good relationships with those who care for them; they knew who was responsible for them and sought them out. Older children are starting to form friendships and we heard children say to one another, "*Let's go and play in the sandpit*", and "*Come and play with me.*" Children held hands together and obviously enjoyed the friendships they had developed.

Children have formed positive relationships with staff and peers and this promotes their overall well-being, enabling them to feel safe, valued and happy.

### **1.3 How well do children interact?**

Children interact well and in line with their age and stage of development. All children have formed positive relationships with the people caring for them and the older children are beginning to form friendships, which will support their transition into school. Children are comfortable and confident to ask for help. They know the routine and boundaries in the service and follow them well. Staff use positive instructions such as “*Turn on those listening ears,*” which nearly all children respond well to. At carpet time, some of the older children were able to answer questions about the story they were reading that week and nearly all children sat well as they listened to the story being read to them. Younger children respond appropriately to instructions and are beginning to manage their own behaviour, co-operating well with their peers and those caring for them.

Children’s interactions are positive, ensuring that the playgroup is a safe and welcoming place to learn and play.

### **1.4 To what extent do children enjoy their play and learning?**

Children are able to access a very good range of toys and resources, both inside and outside and this supports them to enjoy their play and learning. We saw a group of children digging and building sandcastles in the large outdoor sand pit, whilst others enjoyed playing in the outside play house, which they had turned into a garage and were repairing the cars, bikes and trikes. We saw a younger child taking Peppa Pig for a walk in the pram. They were going to the doctors as Peppa was feeling unwell. Children were engaged for prolonged periods of time and when it was time to sit and listen to a story, they were happy to do so as they had been able to follow their own interests and games for most of the morning.

Children thoroughly enjoy their time at the playgroup; they are engaged and interested in what the playgroup offers them.

### **1.5 How well do children develop, learn and become independent?**

There is a strong emphasis on developing the children’s independence. At snack time, we observed that children are encouraged to serve themselves their own snacks, which includes pouring their own drinks, helping themselves to fruit and vegetables, as well as buttering their toast. The older children coped very well with these tasks, with the younger children being given some additional support. Children are encouraged to wipe their own noses, getting the tissues for themselves and placing them in the bin. Children are encouraged to help with tidying away the toys and resources, as well as putting on their coats before going outside to place. Children are developing their confidence and independence and take a pride in being able to do things for themselves.

Children develop well at the playgroup, as there is a strong emphasis on promoting a range of self help skills, which will serve them well as they move onto full time education.

## **2. Care and Development**

### **Summary**

This was a focused inspection and as the theme of Care and Development had been examined in detail at a previous inspection in December 2016, we did not consider it at this inspection. This theme will be examined fully at future inspections.



### **3. Environment**

#### **Summary**

This was a focused inspection and as the theme of the Environment had been examined in detail at a previous inspection in December 2016, we did not consider it at this inspection. This theme will be examined fully at future inspections.

## **4. Leadership and Management**

### **Summary**

This was a focused inspection and as the theme of Leadership and Management had been examined in detail at a previous inspection in December 2016, we did not consider it in detail at this inspection. This theme will be examined fully at future inspections. However, we did take the opportunity to examine staff personnel records. We looked at three files and found that all the necessary pre-employment checks such as references and Disclosure and Barring Service (DBS) checks had taken place in accordance with The Child Minding and Day Care (Wales) Regulations 2010. Staff receive one to one supervision at least twice a year, with additional staff and planning meetings.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

These recommendations are on-going from the previous inspection in December 2016:

- Introduce a more robust approach to evaluation of activities and planning and
- involve children in the evaluation of activities and include their ideas for planning and

## **6. How we undertook this inspection**

One inspector undertook an unannounced, focused inspection over one visit. A total of three hours was spent at the playgroup. The following methodology was used to gather evidence for this report:

- observations of care routines and practices;
- discussion with the RP and practitioners;
- conversation with several children;
- visual inspection of both the inside and outside play areas;
- consideration of information held by CIW and
- consideration of information held in staff personnel files.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Anne-Marie Woodyatt
Person in charge	Anne-Marie Woodyatt
Registered maximum number of places	28
Age range of children	Aged from 2 to 5
Opening hours	Monday to Friday from 8.30am to 12.30pm The setting closes for five weeks per year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	09/12/2016 and 14/12/2016 with feedback meeting on 16/12/2016
Date of this inspection visit	28/09/2018
Is this a Flying Start service?	Partly – 12 spaces
Is early years' education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an "Active Offer" of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information:	