



# Childcare Inspection Report on

**Little Tigers Daycare**

**Community Suite  
Rogiet Primary School  
Station Road  
Rogiet  
NP26 3SD**



**Date Inspection Completed**

08/07/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

## Description of the service

Little Tigers Day care is based in the Community Suite at Rogiet Primary School and was registered by CIW (Care Inspectorate Wales) in May 2011. This is a privately owned group and the Registered Person (RP) is Pamela Curtis. There are two managers employed as Persons in Charge (PiC) to manage the service on a daily basis. The service is registered to provide childcare for a maximum of 28 children under 12 years of age. The service offers wrap around care throughout the year including school holidays with the exception of the Christmas holidays. The service is open Monday to Friday 8am to 5.30pm. The service offers funded places for nursery age children. This is an English language group which uses incidental Welsh.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Adequate
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

This inspection was a planned baseline inspection. However, Care Inspectorate Wales (CIW) had also received a concern regarding staff supervision of children. We found the setting to be compliant with regulations in meeting the needs of the children. Children at the service are happy and settled, they enjoy a wide range of play and learning opportunities. Children have warm and caring relationships with the staff who provide them with child centred experiences. Staffing ratios exceed the national minimum standards to ensure that children receive one to one attention. Staff are nurturing, consistent, knowledgeable and there is good teamwork. The environment is safe, secure and well maintained. Children have free access to a wide range of good quality toys, materials and equipment to encourage them to play, explore and learn. Overall, leadership is good. However, some areas require improvement.

### 2. Improvements

Overall, recommendations of the previous inspection have been addressed. However, it was recommended that the service improves children's observation and assessment records to include next steps in their learning and development. The service has made some improvements, but further considerations need to be given.

### 3. Requirements and recommendations

There was no non compliance noted at this inspection. We have made recommendations mostly in relation to leadership and care and development. These are outlined in more detail at the end of the report.

# 1. Well-being

Good

## Summary

We found that children are settled and they have developed relationships with their peers and the staff who care for them. Children are actively engaged in activities and are able to play with a range of resources which stimulate their curiosity and interests. Children have opportunities during the after school club to mix with all age groups and this allows them time to develop relationships across the nursery rather than just their peer group.

## Our findings

Children are encouraged to express their views and exercise choice. Choice was promoted through a selection of toys and resources. Children were evidently aware of the routine at the setting and moved with ease from one activity to another, happily moving between indoor and the garden area. Children enjoyed free play, during which staff talked to them and encouraged them to think for themselves. For example, we saw staff sitting outside on a grassed box reading a story to a small group of children. This was requested by the children as part of their free play. We also observed the children in more structured activities such as circle time where they asked questions. During these activities they were encouraged to participate and share their own experiences and thoughts, thus giving the children a sense of belonging and individual worth. The older children who arrived after school, spoke enthusiastically about their preferences. They told us, "We enjoy coming here because we get to choose what we want and we don't have to sit and do activities like school". Others told us, "we like coming here because we can play with the little ones from the nursery and with children from other classes".

Children participate in appropriate activities in line with their stage of development. During the afternoon, we saw children arriving at the nursery happily separating from parents and greeting each other and the staff warmly. They settled quickly and played with the resources available to them. Children were confident to approach adults for comfort and support and we saw children being cuddled and reassured. Children enjoyed their play and were relaxed in their surroundings. They laughed and talked animatedly with each other and we saw that some had made friends and played together. Children thoroughly enjoyed the fairy garden outside. We saw a small group role play in the area looking at the fairy house, bird feeders and all the little pretend fairy playground. They stayed engrossed in role play in the fairy garden for a sustained amount of time. One child in particular could not hide their enjoyment of this activity. The older children self selected arts and craft and helped each other with their activities. The staff offer older children the opportunity to do their home work, sitting with them offering support and encouragement. They told us this came about from parent request.

## **2. Care and Development**

**Adequate**

### **Summary**

Overall, staff are motivated and enthusiastic. They know the children well; they are caring and responsive towards them and manage their behaviour in line with the service's policy. The staff are warm and affectionate and have positive bonds with the children. However, consideration should be given to prioritising staff understanding of their role in child protection. Children's formal assessment needs to be further developed and parent friendly and accessible to parents at all times.

### **Our findings**

There are adequate systems in place to ensure that staff know how to record any concerns which may affect the health and safety of children. Although staff have completed safeguarding training, in discussions with us they were not always confident about child protection procedures. There is a designated safeguarding officer but we noted that overall staff knowledge was unclear about processes. For example, they were unsure of their responsibilities and were not clear who they should contact if there was a concern in the event the safeguarding officer was not present. We discussed this matter with management and made it clear that it is the responsibility of all staff to know how record and make referrals and staff should not be reliant on management. Both the Person in Charge (PiC) and Registered Person (RP) agreed to give this matter a high priority and revisit their policy and training for child protection. All staff have undertaken the 'Prevent Duty' training which entails keeping children safe from the dangers of extremism and radicalisation.

Staff promoted healthy lifestyles and children were offered healthy snacks such as a selection of fruit and a drink of milk or water. We heard staff talking to children about safety. For example, they reminded children to sit down when eating and encouraged them to wash their hands at appropriate times. They work in line with the service behaviour management policy. They are consistent in their approach and have regard to the children's individual stage of development and understanding when managing interactions. Staff sat at the children's level on the floor or at the tables and used appropriate language to communicate with them.

In the main, staff provide a nurturing and caring environment in a responsive manner. Children's observation files include examples of their work. Key workers regularly observe and assess the children individually. However not all observations recorded in their file had children's next steps noted clearly. Children's next steps help staff to plan how they would further support the child to progress and additionally allow parents to be able to support their children at home. This was a recommendation raised at the last inspection. We spoke to management and made it clear this matter should be given priority.

### **3. Environment**

**Good**

#### **Summary**

The leader ensures that children are cared for in a safe and stimulating, rich learning environment and that the premises are safe, clean and well organised. The leader provides good quality toys and resources which reflect diversity. Policies and procedures promote safe practices and records show that these were followed by the staff.

#### **Our findings**

The leader ensures that children are cared for in a safe, clean and secure environment. We noted sustained and significant improvements since the last inspection in 2016. The outdoor play area is very well planned. This allows to children to choose which area they want to use and select their own activity. Children are able to transition seamlessly between indoor and outdoor play, because activities toys and equipment are transferable between both. For example, children have opportunities to sit and read books, do mark making, engaging in messy play using the mud kitchen or help to plant and grow vegetables and flowers. We saw photographs of regular outings within the local community such as taking children to visit the church, local allotment and visiting the nursing home. We saw photographs of children bringing their pet to nursery. We were told that the theme was called 'Bring your Pet to nursery Day'. This allowed children to share parts of the extended family with others. We saw photos of children bringing their pet dog, rabbit and even a pony. Both the outings and activities in the nursery helps children to bridge the gap between their own lives and the life of the community they live in.

We saw that risk assessments were in place for all areas of the nursery and when children were on outings off site. The main entrance to the nursery was locked and a secure entry system was in place. Indoor areas are welcoming and friendly, well-decorated and provide a rich environment for learning and play. There is sufficient space and facilities to meet the needs of different age groups and individual children. We saw that staff had ensured that there was a balance between acceptable and unacceptable risk for children during play. Staff promoted opportunities for children to take part in activities such as climbing, balancing, running around outside burning their energy and developing their physical skills. Staff members rotated the responsibilities to prepare snacks, toileting duties. There were good hygiene practices in place and the nursery was clutter free and well organised.

All the areas in the nursery were laid out with sufficient space to allow for various activities which were suitable to the children's age and stage of development. The older children had direct access to the toilets, which promoted their independence, dignity and respect.

## 4. Leadership and Management

**Good**

### Summary

The leadership of the nursery is effective. The managers plan and review the service provision in partnership with parents and carers, staff and children. Both PiCs and the RP work well together to create a purposeful environment in which staff are motivated. The service runs smoothly and they support the staff well. Policies and procedures are available and reviewed regularly. However, some aspects require clarity.

### Our findings

In the main, management ensure that staff have a clear understanding of their roles and that the service operates according to the requirements of the regulations and National Minimum Standards. There is a clear Statement Of Purpose (SOP) which outlines an accurate picture to parents about what they could expect from the service. Staffing and ratios are well planned. However, CIW had not been notified that the deputy manager takes overall charge of the nursery one day of the week. This is a regular arrangement. We discussed this with the managers and RP and pointed out that a regular arrangement such as this should be notified to CIW. The RP told us that this was an oversight and formally notified CIW before the inspection process was completed. Therefore we did not take non-compliance action on this occasion. We also reminded the RP that both PiCs must remain supernumerary (out of ratio of adult to children) on days they are in charge of the service at all times.

We noted a display in the nursery of information relevant to parents and carers, which included the public liability insurance certificate and the nursery's statement of purpose, with photographs and the names of all staff members working at the nursery. We saw a comprehensive and methodical file regarding support arrangements for children with special and specific needs. The deputy is the overall lead for Additional Learning Needs (ALN). There is a system in place for staff appraisals. Staff told us that they are able to identify training needs and request courses they wish to complete to continue to progress and develop in their field. Staff confirmed that they felt very valued and supported within their role. They told us they remain employed at the service for sustained periods of time because they are satisfied and feel supported. Management and staff work closely with parents to discuss the individual needs and preferences of children. Positive working relationships have been established with parents to develop trust and engagement. Parents welcome the channels of communication, which they have with the staff, and feel that they are kept suitably informed about how their children spend their time at the service.



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

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

None

#### **a. Recommendations for improvement**

In order to further improve the service for the children attending we advised that:

- Ensure that staff are not over reliant on management to deal with safeguarding issues and that all staff have a greater understanding and clarity of how to raise and record concerns regarding child protection. Staff should have an overview of the whole process of referrals to do with safeguarding;
- continue to develop a consistent approach to children's individual observations assessments that includes their next steps in learning. Make these records parent friendly and encourage parents to access their own child's records so that they can fully support their child at home, and
- all managers who are regularly overall in charge of the setting on a day to day basis, must be known and approved by CIW in advance. All PiCs must remain supernumerary.

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

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including notifications and changes since the service was last inspected in November 2016;
- the inspection was carried out by one inspector and took place over one visit;
- we observed activities and interactions between the staff and children;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of medication administered and
- we viewed all parts of the premises, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place.

We gave feedback to both the PiCs and RP present on the day at the end of the inspection and all recommendations were discussed in full.

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 Full Day Care
Registered Person	Pamela Curtis
Person in charge	Nathalie Hughes
Registered maximum number of places	28
Age range of children	3 to 12 years old
Opening hours	Monday to Friday 8am to 5.30pm throughout the year, with the exception of Christmas holiday closure.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23, 29 November 2016
Dates of this inspection visit	8 July 2019
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	Yes
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 providing a service in Welsh as the provider operates in an area where Welsh is not the dominant language. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information: None	

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