



# Childcare Inspection Report on

**Lots of Tots Day Nursery**

**35 Broad Street  
Port Talbot  
SA13 1EW**



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## **Description of the service**

Lots of Tots Day Nursery is registered to provide full day care for up to 40 children. The service provides care for children between the ages of 0 - 12 years old and operate between 7.30am and 6.00pm, Monday to Friday. The nursery is located in the town of Port Talbot. The registered provider is Lots of Tots Day Nursery Ltd, and the responsible individuals on behalf of the company are Alan Smith and Sara Smith. The persons in charge are Claire Jones and Sara Smith. English is the main language of the nursery with some staff speaking and using some Welsh throughout the day.

## **Summary of our findings**

### **1. Overall assessment**

Children at Lots of Tots are happy, confident and enjoy their play and learning and are able to make choices. They are cared for by well qualified staff who ensure they are kept safe and healthy. Staff are happy, motivated, and feel they are being very well supported by leaders and managers. The environment offers ample space for children to play and learn.

### **2. Improvements**

Since the last inspection, leaders have fitted an additional sink in the kitchen, following advice from the Food Standards Agency. The service has signed up to the healthy and sustainable pre-school scheme.

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

None

# **1. Well-being**

## **Summary**

Children are happy and confidently make choices, talk about their play and contribute to ideas. They sustain interest in activities, show enjoyment and excitement and gain a sense of achievement from what they do. Children are making good progress and enjoy a good balance between adult led activities and playing independently.

## **Our findings**

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

Children are able to make choices and know their voices are heard.

Children chose where they wanted to play and we saw children move freely from one activity to another. Some children chose various Halloween templates to glue whilst others remained playing on the slide and climbing frame. We saw one child take out the play dough box from the shelf and was offered a pate and a selection of cutters from staff. During snack, not all children wanted crackers, cheese and cucumber and asked for a banana instead, which they were given. Lunchtime, children who did not like what was offered were suggested an alternative which they accepted. Children were asked if they would like to paint, and they replied confidently, 'No!' Older children told us they are able to choose what they want to do when they return from being at school.

Children have a strong voice at this service.

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

Children are settled and most cope with separation from their parents. They form positive attachments with key staff.

We saw most children had settled and played happily when they arrived. One child was a little upset when their parent left and responded to a request for a cuddle from a member of staff. We saw very young children smile and gurgle with their key worker whilst having their nappy changed. They then fell asleep in staff's arms which showed that they felt safe and secure.. Some children took their shoes off upon arrival. We saw one younger child wake up from a sleep and cuddle into a member of staff whilst waking up.

Children are confident and happy at this service and their needs are valued.

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

Children play together and are beginning to manage their behaviour.

Children enjoyed playing with the trains and there was some disagreement over how many trains each child had. Children needed support from staff on understanding the importance of sharing the trains and not take all of them at the same time. However, not all children were happy with having to share the trains. Children had to be reminded to walk when

indoors. At lunchtime, some children left the table before they had their dessert. Children listened to safety instructions when walking to the park, and when crossing the road. During lunchtime, a child could not reach his drink. Another child could see this, and passed it to him. He was thanked by staff for helping.

Children interact positively most of the time and are beginning to be considerate each other's feelings.

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

Children are active and curious, and engaged in their play. They are eager to show or talk about what they have been doing.

Children confidently asked us what we were doing and why we were there. They enjoyed telling us about what they enjoyed doing and some wanted us to join in their play. Children sang to themselves as they played with the trains. Children squealed with excitement as they were pushed higher on the swing, and said "*I can touch the sky!*" They counted down before they went down the slide, "*three, two, one...wheeeee!*" Children giggled as they kicked a ball back and forward to each other on the playground.

Children enjoy their play and learning, and show interest and excitement.

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

Children are developing and learning through experiences available to them. They carry out tasks that develop independence skills.

We saw children feed themselves during lunch, and younger children made good attempts at self-feeding. At snack time, children were handed a plate each with crackers, cheese and cucumber, and were able to pour their own milk or water from a small jug. We heard children confidently counted up to 10 in Welsh and English and enjoyed activities such as climbing up mounds in the park and jumping off and climbing the steps to the slide. Children used toilets independently and washed their hands afterwards. Parents told us their children often come home with new words and songs.

Children take part in suitable opportunities to learn and develop skills.

## **2. Care and Development**

### **Summary**

Staff know the children well and provide responsive care that meet individual needs. They follow careful hygiene practices and healthy work place policies to ensure children are kept safe and healthy. Interactions are managed positively and staff gave praise for positive behaviours. Staff promote children's play, learning and development.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have undergone training to keep children safe and healthy, and they follow the service's policies and procedures.

We discussed child protection scenarios with staff and they responded appropriately and confidently, clearly showing that they knew the procedure to follow should they need to. The service's safeguarding policy was comprehensive and included information about the 'Prevent Duty'. The service offered healthy, freshly cooked meals such as roast meat and vegetables and catered for various dietary needs. We saw completed accidents, incidents and medication logs which had been signed by parents and staff. Staff changed children's nappies and followed the service's procedure of wearing an apron and gloves for each change and sanitising the mat after each change. Staff ensured children washed their hands before meal or snack time. Staff also ensured they washed their hands and wore aprons and gloves to serve food. A water well was available in both play rooms for all children. Leaders told us they ensure daily outside play in either the park or the school yard across the road where possible. We heard staff give safety messages to children on the way to the park. Once there, staff carried out a visual check of the playground and removed items that could be a risk to children's safety; broken plastic bottles and tin cans.

Staff are committed to ensuring children are kept safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff are consistent in managing interactions; they praised positive behaviours and ignored the negative.

We saw that staff spoke to children in a calm and reassuring way and children were awarded with warm praise for positive behaviour; "*Well done you!*" and "*that's fantastic, good job!*" An example of this was when a child sat on another child's chair during lunchtime. The child moved to another chair and was praised for moving and not making a fuss. When a child did not want to take part in an activity, staff ensured they was safe but were left to be alone to play and they continued with the task. We saw staff cuddling younger babies, smiling and responding to noises and gurgles from them in a lovely manner. We heard staff reminding children to use 'kind hands' when playing with their friends.

Staff are consistent in managing interactions in a clear, positive and appropriate manner.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff provide a caring atmosphere and are responsive to the care of the children. Staff knew individual preferences of children and acted upon this.

Staff knew children in their care well. They knew a child who was still settling in and wanted to be left alone to play instead of participating in group activities. Staff observed his behaviour and made observations. Staff sat with children whilst they played and asked open ended questions and introduced new words. An example of this was at the water tray. Staff asked "*How does that feel? Do you think we can catch these with our nets?*" and "*this is called a sting ray*" We saw individual development trackers for all children. Leaders told us in information captured in these were used to feed into planning activities. Leaders ensured the needs of children whose first language was not English were met. Staff had created flash cards with visual pictures and words in their own language to promote inclusion. Parents told us that '*Staff are kind, caring, very approachable and take such good care of my children.*'

Staff promote children's play, learning and development effectively and understand individual needs.

### **3. Environment**

#### **Summary**

Children are cared for in a colourful, spacious, safe and clean environment. There is ample space for all ages with good quality resources that are accessible to all children. Leaders ensure the safety of the premises.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders ensure that there are regular and thorough practices in place to support a safe environment. They identify and, so far as is possible, eliminate risks to children's safety.

The main door to the building remained locked and visitors used an intercom before staff allowed anyone entry to the building. We signed a visitors' book upon arrival and saw that it was used daily. All areas were risk assessed by leaders regularly as well as daily checks carried out by staff in their designated rooms. We saw a cleaning schedule which staff followed daily. All electrical equipment had been PAT tested in August 2018. We saw the gas safety certificate which was dated September 2018. We saw fire drills records which were carried out every month. They included everyone who was present, times and any issues arisen when leaving the building. Leaders also alternated exits used for the fire drills. All toilets had a good supply of paper towels and hand washing soap.

Leaders are committed to ensuring the environment is safe at all times.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The nursery is welcoming, friendly and has ample space for play and learning indoors.

Staff greeted parents and visitors at the entrance lobby. An information board was also available. Wall displays provided learning opportunities via mathematical language, words, letters and labelling of equipment. Staff had arranged tables and chairs to provide sociable areas for snack and meal times and made areas available where children could spend quiet time or sleep. The service did not have a dedicated outdoor play area. However, leaders ensured daily walks to the nearby park and also had consent from the school which was located across the road, to use the yard outside school hours. Children had access to equipment and resources which they could choose freely as they were stored in boxes on their level. The after school club children had their own room with age appropriate resources such as an iPad, games console, board games, cooking and baking equipment and craft materials.

Leaders are effective in ensuring the environment is suitable for children of all ages.



### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide a range of resources and toys. They are age appropriate and accessible in all areas.

Leaders had equipped the baby room with stimulating and age appropriate toys. Resources were stored in low level units, and children were encouraged to access them independently. Resources included small tables and chairs, selection of books and a quiet area with cushions, home corner, climbing frame, small world play, dressing up clothes, sensory toys, garage and cars, train set, kitchen and play house, sand play, water trays and craft equipment. In the downstairs room, leaders had created a 'park' area with artificial grass and a climbing frame, with a slide and a see saw. Children told us they loved playing in the 'park'. The babies' room had a selection of dolls and prams, sensory toys, stacking cubes, soft toys, abacus, baby bouncers, musical instruments and rattles.

Leaders ensure a wide range of quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders ensure that the service is well run, and that children's needs takes precedence. Staff are well supported through regular supervisions and appraisals and a thorough induction process prior to starting. Planning for improvement is purposeful and takes into consideration the views of everyone involved with the service.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have a sense of purpose and the statement of purpose provides an accurate picture of the service. They support the team of staff to the best of their abilities, and ensure policies are updated and shared with staff and parents.

The statement of purpose had clear aims, contained the relevant information for parents and accurately reflected the service that was provided. We saw a comprehensive policy file which leaders reviewed annually. All aspects of record keeping was of a high standard, was organised and could be accessed swiftly in the event of an emergency. Staff to child ratio exceeded the national minimum standards, and we saw from registers that this was the norm to ensure sufficient cover during school pickups and drop offs, lunchtime, staff breaks and food preparation. Staff told us that the responsible individuals are present and visible most days and contactable at all times and that the person in charge was available daily.

Leadership is very effective at this service.

#### **4.2 How effective is self-evaluation and planning for improvement?**

Leaders have systems in place for gaining the views of children and parents.

Leaders had completed a quality of care review which reflected on the past year and outlined plans for the next 12 months. Parents and agencies with links to the service had been given a choice of giving feedback electronically or by paper with a 50% response rate. Children's views had been collected on paper questionnaires over a two day period. The review included suggestions made and actions that could be taken. For example, parents had suggested staff photographs at the entrance lobby so that they knew who their children were talking about at home. This had been implemented by leaders. Leaders continue to explore all avenues for alternative premises with an outdoor play area.

Leaders value feedback and are committed to planning for improvement.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders ensure that the service is correctly staffed and that staff are appropriately deployed. Staff are very well supported.

We saw staff files which showed that staff had completed mandatory training as well as training to develop their careers. They had also completed a thorough induction process

upon commencement of their roles. Staff files were complete and included all required documents. Leaders had a positive ethos for developing and improving staff training. We spoke to staff, who told us they felt very well supported by leaders and there was good team work amongst the staff and leaders. Many staff had been employed at the service for many years and were very happy. Staff told us they received regular supervisions and annual appraisals, and we saw records of these in staff files. Staff meetings were held every month after closing.

Management of practitioners, staff and resources is very effective and highly valued.

#### **4.4 How effective are partnerships?**

Leaders have developed good relationships with parents and the local community.

We saw that there was a relaxed discussion between parents and staff when they dropped off and collected their children. We received parent questionnaires from parents who were very complimentary of the service. They said that their children loved coming and asked to come on days they did not attend. Parents told us how children were very attached to specific staff. The service makes regular visits with the children to the local park. We saw photographs of visits to the pet shop, feeding the ducks, beach, country park, and library as well as visits from the fire brigade.

The service has developed positive partnerships with parents and the local community.

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

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

None

**5.2 Recommendations for improvement**

None

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one visit to the service on 25 October 2018 for a total of six hours and gave feedback over the phone for 30 minutes on 7 November 2018.

- We observed children and the care they received at different times throughout the day using our “SOFI 2” tool to capture evidence of children’s engagement and the care being provided by staff;
- we spoke to a number of children and staff during the day;
- we received and reviewed six parent questionnaires and seven staff questionnaires;
- we looked at information received as part of the self-assessment of service statement (SASS);
- we inspected the environment; and
- we looked at a range of documentation and policies which included staff files, children’s files, policies and procedures, risk assessments, fire drills and daily diaries.

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

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

## About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Sara Smith Alan Smith
Person in charge	Sara Smith Claire Jones
Registered maximum number of places	40
Age range of children	0 – 12 years
Opening hours	7.30 – 6.00pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17, 24 and 28 June 2015
Dates of this inspection visit(s)	25 October 2018
Is this a Flying Start service?	No
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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	