



Childcare Inspection Report on

Tiddlywinks Childcare Centre

**38 Commercial Street
Ystalyfera
Swansea
SA9 2HR**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Canolfan Gofal Plant Tiddlywinks Childcare Centre Cyfyngedig was registered to provide full day care for up to 43 children up to the age of 12 at Tiddlywinks Childcare Centre. The service operates from a two storey building. The service is open 7am-7pm Monday to Friday and also offers a breakfast club, wrap around and after school care and a holiday club. The service offers Flying Start places. Welsh is the main language of the service. The responsible individuals on behalf of the company are Elizabeth Cole and Gaynor Richards. The persons in charge are Rhian Jones, Cathryn Hopkins, Katie Davies and Heulwen Hewitt.

Summary of our findings

1. Overall assessment

Children have a voice and are happy to attend Tiddlywinks. Most children interact well with others and are interested in the different play and learning experiences that are provided for them. Staff are warm and caring, however interactions can be inconsistent. Staff are positive role models for children and use praise and stickers as a form of encouragement and reward.

2. Improvements

The provider has recently purchased the building and has undertaken maintenance work to improve the environment.

3. Requirements and recommendations

We recommended that leaders ensure that:

- staff record all children's achievements;
- they formalise the supervision process;
- staff consistently remind children to say please and thank you;
- the planning of activities is further developed;
- staff follow appropriate hygiene procedures in relation to children's dummies;
- there's a written statement in place to support verbal references received for staff;
- staff hold babies when being bottle fed;
- they update the statement of purpose;
- the deployment of staff is appropriate at mealtimes;
- they introduce a student placement policy;
- they inform CIW of all staff changes, including staff on maternity leave;
- appropriate action is taken in a timely manner when children are unwell;
- parents give their written permission for staff to administer paracetamol and

- all staff are consistent in managing children's interactions.

1. Well-being

Summary

Children attending the service have a voice as they are able to make some choices. Children enjoy their play and learning experiences. They generally foster positive relationships with others although on occasions there are examples of unwanted behaviour. Children are developing their independence skills.

Our findings

1.1 To what extent do children have a voice?

Children make some decisions and their voices are heard.

Children were provided with a choice of activities and appeared happy and settled as they proceeded to make choices, for example, we saw children being asked if they wanted to go outdoors and were able to do so. However, on occasions, older children's requests were not answered, for example, one child asked if they could have more milk but it was not provided on that occasion. On another occasion, a child asked "I want more pancake" and was told "No more pancakes today" and similarly when a child asked "I want more banana" they were told that there were no more bananas. However, when we raised this with the responsible individual, we were told that usually there would be more available. During snack children were offered milk or water.

Children have an adequate voice.

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

Children cope with separation from their parents and form bonds of affection with the staff.

Most children were settled and of those who cried initially, they settled quite quickly. Parents told us that their children were happy to attend the service. Some children approached staff to show them what they had done and to play with them. We saw children laughing and smiling as they played with the staff. We also heard a child confidently telling a member of staff that they did not want to wear an apron and that wish was granted. One child approached a member of staff with open arms and cuddled the member of staff with joy. Children smiled proudly when they were praised, for example, one child showed staff what he'd been doing in the tuff tray and beamed when the staff said 'waw!'. Children thoroughly enjoyed the dancing session and we heard several squeals of laughter during the session.

Children feel safe, happy and valued.

1.3 How well do children interact?

Children are learning to express what they need and are learning to co-operate and to

take turns.

Children were comfortable and relaxed most of the time. Most children behaved appropriately throughout our visit but some children were restless and boisterous on occasions, for example, whilst waiting for lunch, one child started to tap the table with his cutlery. Children were learning to manage behaviour and generally listened to staff's prompts to share and take turns and apologised to one another when they were prompted. One child arrived later than the others and was greeted warmly by friends.

Most children interact appropriately.

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

Children are active and most are engaged in their play.

Children had plenty of opportunities to access the outdoors and enjoyed their outdoor play. They were able to freely explore the area and enjoyed their physical exercise and most enjoyed taking part in a dancing session. We saw children smiling and laughing as they played in the outdoor playground. Children enjoyed their messy play with oats and shaving foam and also enjoyed the week's focused task, which consisted of decorating a Goldilocks template with craft materials.

Children very much enjoy their play and learning.

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

Many children are confident and older children are able to do things for themselves most of the time.

We saw young children who had just moved downstairs from the baby room feeding themselves independently during lunchtime. However, the older children did not pour their own drinks and food was provided on the plates for them. Children used the toilets independently and washed their hands afterwards. We saw children dancing and moving confidently to music and we saw that most children were able to sit and concentrate for a length of time during circle time. Most children were able to confirm their name as they sang a greeting song. During the day, we heard some children counting to ten independently and others were able to build structures by themselves.

Children are developing and learning and are becoming independent.

2. Care and Development

Summary

Staff evidently enjoy caring for the children. However, there are some missed opportunities to develop children's independent skills further. Staff generally keep children safe and healthy and interact with children but staff are inconsistent in managing behaviour. Staff generally promote children's development and plan some activities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have had the appropriate training to keep children safe and healthy. They ensure that children's personal needs are generally attended to and largely implement the service's policies appropriately.

Some staff had received recent child protection training and newer staff were awaiting in house training. Staff answered safeguarding scenarios appropriately and generally knew what they needed to do in such circumstances. The temperature of the food was checked and recorded before staff served the food to the children. Generally, staff adhered to policies around hygiene but babies' dummies were not disinfected using an appropriate solution between uses. We also saw a member of staff feeding milk to a baby from a bottle whilst the baby laid on support pillows. Of the four staff files sampled, all had valid first aid certificates. During our visit, a child had a very high temperature and staff called the parent to gain permission before administering paracetamol. This caused a delay of twenty minutes as they were initially not able to successfully contact the parents. However, the child later received paracetamol after gaining verbal consent and settled well. On the children's registers, staff record actual and contractual times. The service operated a monthly menu and snacks included popcorn, fresh fruit, hot dogs, strawberries and pancakes and main meals included chicken curry, rice and naan bread, roast dinners, ham and parsley sauce and tuna pasta bake. Leaders kept a list of children's individual dietary needs on the wall in the kitchen and we also saw detailed communication in a child's file regarding an intolerance and suitable foods. We also saw detailed documentation of a child with an allergy.

Staff generally keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Leaders ensure that there is a behaviour management policy in place and, in the main, staff adhere to the policy. However, there are occasions whereby staff are not consistent with regard to the management of children's behaviour.

Staff identified risks and reminded children of how to behave, for example, one child stood on a chair and a member of staff said 'Lawr a ti neu ti'n mynd i gwympo' ('Down you come or you'll fall'). On another occasion, a child used his tongue to lick the table whilst waiting

for lunch and a member of staff said 'you mustn't do that ... that's not nice. You mustn't lick the table. Don't do that'. However, during lunch time, many staff were in and out of the kitchen frequently which affected the deployment of staff and subsequently impacted on interactions and behaviour management. Whilst waiting for their lunch a member of staff then asked the children 'Who can sit like me? Sit still and hands on knees ... well done, good girl' and again a member of staff reminded a child to 'eat nice please' and that was followed with verbal praise. We also saw a member of staff praising a child with a sticker. However, at lunch time a child took the mouth down to the plate to eat the crisps and said 'look at me' but on that occasion the member of staff on the table did not intervene. Generally, children did not say please and thank you unprompted and although some staff did prompt them it was not consistent throughout. Staff praised children when they counted during circle time and also praised children for their efforts as they completed their focused tasks.

There is an inconsistency in the way in which staff manage interactions.

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

Staff plan some activities during the day but there are periods when children would benefit from additional stimulation.

Staff placed toys out on tables and arranged a focused task for children to take part in. These included a story, dancing and singing sessions, jigsaw puzzles, construction, outdoor play and focused task which involved craft work on the theme. The term's theme was Fairy Tales and although we saw planning for previous themes, a member of staff told us that this term's plan had been produced but it was not available on the day of the inspection as it needed to be typed up tidy. However, there was a copy of the week's activities available. At lunch time, whilst all children sat waiting for food, a member of staff realised that there were no cutlery on the tables and proceeded to place them on the tables in front of the children. Staff also poured water or milk into the children's cups at mealtime. Children were restless as they waited a long time for their lunch and waited half an hour before they had drinks at lunch time. Staff tracked children who were funded by Flying Start but did not formally record other children's developments. Leaders had noted in the latest quality of care report that they intended to record development progress of all children. Staff use Wellcomm assessments at the start of each term.

Staff provide adequate opportunities to promote children's play, learning and development.

3. Environment

Summary

Leaders ensure that the environment is safe and secure and ensure that relevant safety checks are conducted regularly. The environment is in the process of being upgraded and leaders strive to improve the environment for the benefit of the children. Leaders provide a range of resources for the children.

Our findings

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

Leaders put measures in place to ensure that the service is safe and ensure that maintenance checks are carried out.

During the inspection, the service was being redecorated. In the main, the work had been completed during weekends and evenings. However, the responsible individual had put arrangements in place to ensure that children were protected, for example, if workmen visited the premises during the day they signed the visitors' book. There had been a leak in the toilets the night before we arrived but under very difficult circumstances, the responsible individual strived to ensure that the service was able to open and rectified the issue promptly. The entrance door was very secure and no one could access the nursery without being admitted by staff. Leaders had recently had a grant to install a new secure door entry system. A visitors' book was in place and we were asked to sign in on arrival. The nursery had obtained a grade 4 food hygiene rating in January 2018. Safety equipment such as safety gates were in place where necessary. Fire safety checks were held every month and fire exits were clear. Fire drills were also held regularly. The heating system had recently been serviced and the electrical appliances had also been recently tested.

Leaders take appropriate action to ensure that the environment is safe.

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

Leaders ensure that the environment is well-maintained and strive to improve the environment for the benefit of the children.

During the inspection, one room was out of use and therefore children over two years old utilised the main room and the extension. The babies' room was unaffected and they also had access to the sleep room and the nappy changing room. The provider had recently purchased the building and had been proactive in ensuring that improvement work was completed immediately including painting, renewing the roof and electrical light units. Resources were kept in boxes at the children's height but not all boxes were clearly labelled and staff in the main placed the resources on the tables and in tuff trays ready for children to play with them. There was a well equipped play area outdoors, which allowed children to enjoy physical exercise. The layout of the outdoor area provided suitable opportunities for children's play, including a selection of ride on toys, mud kitchen, pirate ship, climbing

frame and educational boards. However, babies did not access the outdoor area during the inspection. Leaders had provided a range of suitable tables and chairs, which were age appropriate. Resources in the over twos area included dolls and prams, dinosaurs, easel, dolls house, kitchen corner, craft materials, puppets, construction toys and role play. In the under twos, resources included bouncy chairs, soft toys, a sensory corner, toy chest and there were also craft materials in the storage cupboard in the corridor.

Leaders ensure that the environment is suitable in the main.

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

Children benefit from appropriate resources, equipment and toys.

The older children's room had appropriate resources and equipment for the age range of children at the nursery but there was less resources available for younger children. Some resources had been stored in the third room due to the improvement works. The resources were of suitable design, in good condition and well maintained. At mealtimes, staff provided suitable crockery and cutlery. Children sat on child sized chairs and tables.

Leaders ensure that the quality of resources and equipment are adequate.

4. Leadership and Management

Summary

Leaders at Tiddlywinks ensure that the service is well-run, and has an ethos of children's needs takes precedence. Staff are supported by regular appraisals although regular supervisions meetings are not regularly embedded within 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 and ensure policies are updated.

There was a comprehensive parent pack in place and it included a statement of purpose, which contained relevant information for parents and reflected the service that was provided. However, some information, although available within the pack, was not available within the statement of purpose itself. There was a team of long standing staff working at the service. There were systems in place to facilitate students' placements and to give students opportunities to progress with their studies and there was a student present during the inspection. However, the service did not have a student placement policy in place. The service had an operational plan in place, which had been agreed by the board of trustees.

Leadership is mainly 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 gained parents' feedback on the service and included positive responses, which complimented the service. Children had completed pictorial questionnaires. There was also a comments book available for parents' to contribute feedback on a day to day basis. Leaders took on board feedback given by parents and compiled a written report, which was forwarded to Care Inspectorate Wales (CIW). Since the last Quality of Care report, leaders had also compiled a comprehensive impact study and have forwarded a copy to CIW. The service had received a grant to undertake maintenance and improvement works.

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 staff work well together.

We saw four staff files which showed that staff had completed mandatory training as well as training to develop their careers. Most of the information was in place

regarding the suitability of staff but two staff members did not have written references although the responsible individual told us that she had received verbal references. Although staff signed out the majority of the time, there were occasions when some had not signed out. Staff received annual appraisals and regular staff and management meetings were held, for which minutes were kept. However, although one to one supervision meeting had been held in the past, of late, there was not a robust system in place for regular one to one supervision meetings with staff. Leaders had ensured that there were driver packs available for staff members driving the minibus and all necessary checks and documentation had been completed. Leaders also provided a comprehensive staff handbook for staff. Leaders were able to provide 1:1 support for children with additional needs and had also provided assisted places in conjunction with the local authority. Staff have completed the level 3 Elklan course for early years course and some staff have recently completed the Flying Start nurturing course.

Management of practitioners, staff and resources is effective most of the time.

4.4 How effective are partnerships?

Leaders have developed good relationships with parents, Flying Start and many local and community organisations.

Parents were given an informative parent pack before they started, which included the statement of purpose, contract, registration form, duty to care statement, allergy declaration, sample menus and many policies and other useful information. We saw that there was a relaxed discussion between parents and staff when they dropped off and collected their children. We received one questionnaire back from parents and the parent complimented the service; "this is a good crèche, all staff are lovely". The service had an open door policy for parents and also provided a notice board with information for parents and the under twos also received a daily diary. The service also had a closed Facebook page and leaders also communicated regularly through letters and newsletters.

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

We recommended that leaders ensure that:

- staff record all children's achievements;
- they formalise the supervision process;
- staff consistently remind children to say please and thank you;
- the planning of activities is further developed;
- staff follow appropriate hygiene procedures in relation to children's dummies;
- there's a written statement in place to support verbal references received for staff;
- staff hold babies when being bottle fed;
- they update the statement of purpose;
- the deployment of staff is appropriate at mealtimes;
- they introduce a student placement policy;
- they inform CIW of all staff changes, including staff on maternity leave;
- appropriate action is taken in a timely manner when children are unwell;
- parents give their written permission for staff to administer paracetamol and
- all staff are consistent in managing children's interactions.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector undertook two visits to the service on 22 and 23 March 2018 and we provided feedback on 27 March 2018. We:

- inspected documentation and policies during the inspection;
- observed children and staff;
- completed observations on one child, using the Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff;
- spoke with the person in charge, parents, children and staff and
- analysed questionnaires from staff and parents.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Elizabeth Cole Gaynor Richards
Person in charge	Rhian Jones Cathryn Hopkins Katie Davies Heulwen Hewitt
Registered maximum number of places	43
Age range of children	Up to 14 years old
Opening hours	7am-7pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	27 November 2015
Dates of this inspection visits	22 and 23 March 2018
Is this a Flying Start service?	Yes, the service has Flying Start 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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	