



# Childcare Inspection Report on

**Treforys Tiny Tots**

**Rainbow Business Park  
Phoenix Way  
Llansamlet  
Swansea  
SA7 9EH**



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## **Description of the service**

Treforys Tiny Tots Day Nursery registered in September 2003 and can care for up to 106 children. The registered person and the person in charge is Julie Pamela Trick. Care is provided between the hours of 6.30am and 10pm, Monday to Friday and Saturday 6.30am to 5.30pm within the Rainbow Business Centre in the Llansamlet area of Swansea. English is the main language of care at the setting, with occasional Welsh used.

## **Summary of our findings**

### **1. Overall assessment**

Children who attend this service have a voice, they are very settled and develop good relationships with others. They enjoy taking part in a wide range of fun and interesting activities. Children's independence is promoted although this could be further encouraged and developed, particularly with the older children. Staff are positive role models for children; they are knowledgeable, well qualified and work well as a team. The environment is clean and is largely safe and secure. Leadership at this service is strong.

### **2. Improvements**

Since the last inspection the service had implemented the recommendations made in the last inspection report. This included ensuring that children had access to drinking water at all times and that staff had consistently signed and dated accident/incident records that they had completed.

During the course of the inspection the registered person also updated some of the policy documents, such as the child protection policy, behaviour policy and the school run policy and the full date had been written on attendance records.

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

We have advised the registered person that improvements are needed in relation to complaints (Regulation 34) and records (Regulation 30) in order to fully meet the legal requirements. We have not issued a non-compliance notice on this occasion as there was no significant risk impact or risk to children. We expect the registered person to take action to address this and it will be followed up at the next inspection.

We made recommendations in relation to children's independence, resources and the management of an entry point. These are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children are able to make choices and decisions. Children settle quickly as they feel secure and they have good relationships with others. They enjoy taking part in a good range of fun and interesting activities. Children do some things independently although this could be further promoted.

## **Our findings**

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

Children have some opportunity to make choices and decisions. Their needs and wishes are respected.

Children chose the toys and resources that they wished to play with as they explored the play areas. The older children asked whether they could play outside and staff ensured that children were taken out to play after they had finished eating their tea. During lunch, children were asked if they wanted fruit or yoghurt for dessert and they were able to choose their preferred option. Children were offered another serving if they were feeling hungry. Most children happily followed the service's routine which was flexible enough to let those children who wanted, to follow their own routine and they slept or were fed at times that suited them.

Children have an appropriate voice.

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

Children form positive attachments with others.

Children settled quickly upon arrival, even those who had started recently. The majority of children were content and happy to spend time there; one child was overheard to get tearful when they were told by their parent that it was time to leave. Bonds of affection were evident between the children themselves and also with many of the staff members caring for them. Children had formed bonds with staff and so they were relaxed in their environment and they actively explored the play areas. Many of the babies were particularly inquisitive and keen to explore the toys and resources. The older children that we spoke to said that they were happy to visit after they had finished school and said that they felt comfortable to approach staff if they had any issues.

Children feel very safe, happy and valued.

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

Children are encouraged to learn acceptable ways to behave.

On the whole children interacted positively with one another. Children patiently took turns whilst playing a board game as a group or selected animals from the story sack for instance. There were occasions when some of the children disagreed with one another, such as when they wanted the same toy and this was typical behaviour for the children's age. However, the children listened to staff when they were encouraged to share and apologise to one another. Children said, *'please'* or *'thank you'* when prompted by staff. Children sustained interest in activities for a good length of time for their age. The babies, for example, explored the sensory toys together for some time. Mostly, children interact well with others.

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

Children show interest in the play opportunities available to them.

Children were actively engaged in some form of play or activity throughout the day which ranged from imaginative free play in the 'home room' to group activities where they listened to stories or played games. The majority of children were engrossed in what they were doing. For example, there were huge shrieks of delight and laughter when they were sprayed with water during a reading of 'The Big Red Bath'.

Children very much enjoy their play and learning.

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

Children benefit from taking part in a range of activities that supports their development. Children do some things independently.

Children are supported to develop holistically through the range of stimulating activities they take part in. This includes, for example, circle time, creative tasks, stories and singing. They are also able to get physical exercise as they sometimes play in the outdoor area and are regularly taken out for walks around the lake. Children were learning about the importance of keeping fit and eating healthily through the planned activities which included a sponsored walk for the British Heart Foundation. Pre-school children had regularly been visiting a local care home to spend time with elderly residents and take part in activities together, thus enabling the children to forge friendships and learn about 'community'. Older children attending the after school club experienced less structure and were able to choose how they spent their time, which ranged from playing basketball to playing on the computer. During the holiday period the older children benefitted from trips to local places such as the Waterfront Museum. Children did some things independently such as washing their hands before eating, collecting a cup and pouring themselves a drink and scraping away their waste. However, staff tended to do things for the children, such as, when staff handed them slices of bread rather than allowing them to take one themselves. Children are appropriately supported to learn and do things independently.



## **2. Care and Development**

### **Summary**

Staff are competent, caring professionals. Overall, they follow policies and procedures well and have understanding of how to keep children safe. Staff have developed good relationships with children. They help to create a fun and stimulating environment in which children can play and learn.

### **Our findings**

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

On the whole, staff follow policies and procedures to help keep children safe and healthy.

Staff had received training in child protection and largely knew the correct procedures to follow. They also recorded children's pre-existing injuries. The child protection policy covered obligations in relation to 'Prevent' and e-safety but did not outline the procedures to follow in the event of an allegation being made about the child protection officer who was also the registered person. The registered person said that the policy had been updated during our second visit. Staff support children to stay fit and healthy by following the 'Designed to Smile' programme which emphasises the importance of tooth brushing and ensured children were kept well hydrated and ate healthy food and snacks. Staff had a good awareness of children's allergies and dietary requirements. Likewise, staff were able to refer to signs placed around the nursery in relation to this. On the whole staff followed correct infection control procedures. Staff were seen to change children's nappies in accordance with the service's nappy changing policy. Staff had made sure any accident forms been correctly completed and parents' signatures had been obtained which showed parents had been informed. The accidents and incidents were typical for the age of children and their stage of development. Staff were well rehearsed in fire evacuation procedures.

Staff effectively keep children safe and healthy.

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

Staff are positive role models for children.

Staff actively encouraged good behaviour and used positive language such as, '*Share nicely now.*' Lots of praise was used with children as a form of encouragement and recognition of children's efforts. Staff also promoted good manners in children by prompting them to say 'please' and 'thank you'. Staff showed that they were interested in children as they engaged in activities with them, speaking to them appropriately. Staff were supportive and affectionate towards the children when they interacted. The

way that staff managed behaviour was consistent with the expectations set out in the behaviour management policy.

Staff manage interactions well.

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

Staff work well as a team to meet children's needs and help to create a fun, caring environment for children.

Staff are well qualified and have a good understanding of child development; the majority of staff held a level 3 childcare qualification or above. Team leaders had planned a good mix of age and stage appropriate activities that aimed to promote development of a variety of skills. The babies had been following a 'Baa Baa Black Sheep' theme which provided children the opportunity to develop their language, creativity and motor skills. Additional roles had been created for staff to focus purely on children's wellbeing and those with additional needs. The wellbeing co-ordinator for example, planned and undertook activities that promoted the children's physical health and wellbeing, language skills and an awareness of multi-culturalism. The special needs co-ordinator supported the needs of children who required additional help and worked with children on a 1:1 basis. The children therefore received attentive support from a well trained individual. The member of staff liaised closely with the parents to ensure that the children received consistent care. Largely, staff were seen to work well as a team; they knew their role and effectively communicated the needs of the children to one another so that the children received the care that they required. We saw that staff undertook activities with children in a lively and engaging way which captured the children's interest and helped to create a fun atmosphere. Staff took opportunities to use Welsh with children during activities and at meal times, thus promoting bilingualism.

Staff successfully promote children's learning and development and meet their needs well.



### **3. Environment**

#### **Summary**

Leaders provide a service in a clean, well maintained building. They make sure children can access a range of resources to cater for children's differing interests and which support their development. Whilst leaders keep the premises largely secure further risk assessment and/or additional measures are required to prevent unauthorised access from an adjoining office.

#### **Our findings**

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

Leaders keep the premises safe and largely secure.

The premises were seen to be in good condition throughout. Records showed that regular maintenance had been undertaken in respect of fire equipment and the electrics. An intercom system was in place on the main internal door and a visitors' book was in place that had been routinely used to record their presence. The outdoor play space was securely fenced so that children could play freely in the garden. Safety flooring had been laid in the external play space to help minimise the risk of injury to children whilst using the space. An internal door on the ground floor corridor used by the older children that led into offices that were occupied by another company was kept unlocked. This had been risk assessed in a basic way and relied on staff to watch the door when also supervising children. During the inspection this was raised with the registered person who agreed to undertake a more robust risk assessment or to explore additional measures to secure the internal door without compromising fire requirements.

On the whole, leaders make sure the premises are suitably safe for children.

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

Leaders make sure children have sufficient space, resources and equipment to meet their needs.

Children spent time in a room that was resourced appropriately for their age group. They also had the opportunity to use the 'home room' which contained role play toys and dressing up clothes and also the external play space. The rooms had plenty of space for the children to play and undertake different forms of activities, such as puzzles, games and stories. All children used the dining room to eat their meals, with the exception of the babies who had their bottles in their own area. A dedicated sleep room, which was equipped with a number of cots, was used for the younger children to sleep and older toddlers were able to sleep on appropriate mats on the floor of their room. Leaders had helped to create a sense of belonging for the children through the use of named labels for the pegs and by incorporating children's artwork in the bright

and colourful wall displays. The toilets are located on the first floor so an internal phone system is used to allow the older children to access the first floor when they want to use the toilet. We observed older children to independently visit the bathroom using this system.

Leaders successfully ensure that the environment is welcoming, friendly and appropriate for children.

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

Leaders provide children with a range of toys and resources suitable for their needs.

A good range of quality toys and resources was available in the rooms for children to play with which included multi-sensory toys, books, musical instruments, jigsaw puzzles, games, craft materials. Toys, resources and displays promoted multi-culturalism which allowed children to recognise and understand diversity. This helped to create an inclusive feel. Children were able to easily access toys and resources as they were stored at child's height. Drawers, containers and cupboards were labelled bilingually and encouraged children to "look inside" although due to the age of the children they would likely not be able to read the signs so would have benefitted from pictures of the resources as well. Staff cleaned toys on a rota basis to try and minimise the risk of cross infection. Some additional toys and resources had been purchased to cater for older children who attended after school and during the school holidays, such as a computer and a basketball hoop. More resources were stored in the cupboards of the rooms the older children spent time in. Most of the resources catered for children aged between 5 to 8 years, which was the general age of the children who attended during these times.

Overall, leaders provide good quality toys and resources.

## **4. Leadership and Management**

### **Summary**

Overall, this service is well run and provides care that exceeds the national minimum standards. Leaders work closely with parents and keep them well informed. The service listens and responds to others' views and enacts upon recommendations. Excellent partnerships are developed with parents and the wider community.

### **Our findings**

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

Leaders have efficient systems in place to ensure the smooth running of the service.

The service's statement of purpose is a true reflection of the service that is provided to parents. Leaders and managers have good working relationships and communicate their high expectations through regular staff meetings and team meetings. The records were well organised and mostly completed diligently, with the exception of some missing entries on the staff attendance register. Leaders undertook specific roles to ensure the smooth running of the nursery. For example, one staff member checked staffing ratios throughout the day and organised when staff took their lunch breaks. Leaders also answered the door to visitors and signed children in/out of the attendance register. Whilst the registered person had investigated and resolved a complaint to the complainant's satisfaction, the outcome of the complaint had not been followed through in writing as per the regulations. Recommendations from the last inspection had been implemented.

Overall, leadership at this service is good.

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

Leaders regularly seek others' views and respond to feedback.

Parents' views are sought through means of an annual questionnaire and also a suggestions box. Staff views are sought during staff meetings and general discussions. Children are consulted through staff. The report showed that these views had been considered and many suggestions had been enacted upon which showed that the registered person had responded positively. It showed also that the registered person was keen to provide a good service. Leaders had introduced changes which included: allowing children to choose their key worker; recording more detail in the children's diaries; adding a 'worry box' to the play scheme area for children to use; fitting new lino flooring to the bathroom; and creating a new outdoor 'kitchen'.

Leaders effectively evaluate and make improvements to the service for the benefit of parents, staff and children.

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

Leaders ensure that staff are appropriately vetted and that they are deployed appropriately so that children are kept safe and are well supported.

Leaders showed that a robust and timely recruitment procedure is followed when taking on new staff as we saw that information obtained about staff met the regulations. An induction programme was followed to inform new staff members about the policies and procedures of the nursery. Leaders communicated their expectations through regular staff meetings and appraisals and there was evidence that showed that they took action when staff did not meet these expectations. Staffing ratios during the inspection exceeded the minimum requirements; a manager specifically ensured that staff were deployed around the nursery appropriately during the day. Notes within children's files showed that leaders, when necessary, liaised closely with external professionals to support children's needs. Staff questionnaires that were received showed that staff were happy and they felt well supported by the leaders of the service.

Leaders manage staff and resources well.

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

Parents are kept informed about their child's wellbeing and progress in a number of ways. The service encourages a sense of community through the activities that they undertake.

Contracts and parental permissions were in place for all children we sampled which showed that the service obtains the appropriate information about a child prior to them starting. The service checked parents' contact details every six months as good practice. Alongside verbal feedback on collection parents are able to see photographs of their children participating in various activities which are displayed on the walls near the entrance, on a screen in the reception and on Facebook (permission dependent). The photographs on Facebook are posted weekly and the managers said that displays are changed approximately every two months. The service has an open door policy that encourages parents to visit at any time. A written review is sent home after a child has been attending for a month and when they transition to a new room to review how they have settled. Thereafter, parents are invited to meet their child's key worker to discuss progress on a six monthly basis. The service encourages parent participation through the activities that they undertake with children, such as fund raising for the British Heart Foundation, events and trips to local places of interest. Excellent practice had been demonstrated through the links that had been developed with a local care home to provide children to spend time with elderly people which helps to develop their social and emotional skills. All feedback that we received from parents, verbally and in writing was positive. One parent

commented on the inspection feedback questionnaire that, “*The service we have received has been impeccable throughout.*”

Leaders have developed excellent partnerships.

## **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:

- a more robust risk assessment be undertaken on the internal office door or to explore additional measures to secure it without compromising fire requirements;
- children are provided further opportunities to make choices and to practise doing things independently;
- the full date be recorded on attendance registers;
- resources are continued to be enhanced for older children; and
- add picture labels to cupboards/drawers for the benefit of pre-school children.

## 6. How we undertook this inspection

The inspection took place over 9 hours 30 minutes on 30 April 2018 and 1 May 2018. This was an inspection as part of the planned schedule.

- one inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we held conversations with two parents of children attending the service and a questionnaire was left for other parents to fill out and send to us, if they so wished. Four completed parent questionnaires were returned.
- we spoke to staff members working for the service and reviewed the three completed inspection questionnaires completed by staff;
- we viewed records including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose;
- we performed a visual inspection of the rooms of the areas used by the service.

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	Childrens Day Care Full Day Care
Registered Person	Julie Trick
Person in charge	Julie Trick
Registered maximum number of places	106
Age range of children	0 to 12 years
Opening hours	6.30am to 10pm, Monday to Friday and 6.30 to 5.30pm Saturday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 March 2016
Dates of this inspection visit(s)	30 April and 1 May 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 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, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	