



## Inspection Report

**Tiddlywinks Playgroup**

**Special Needs Activity Centre  
Lady Charlotte Lane  
Margam  
Port Talbot  
SA13 2BL**



**Date Inspection Completed**

26/10/2022

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## About Tiddlywinks Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Vicky Williams
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	24 November 2020
Is this a Flying Start service?	Some spaces are funded by Flying Start.
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

For further information on ratings, please see the end of this report

## **Summary**

Children have good opportunities to make choices at Tiddlywinks playgroup. They are happy and settled and interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences.

Staff engage in children's interests and respond to their needs effectively. They encourage a free-play learning environment with some planned activities to promote children's developmental skills. Staff have a good understanding of how to keep children safe and healthy.

People who run the setting have effective systems in place to ensure the environment is safe and stimulating for children. They ensure that children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

People who run the setting are well organised. They have appropriate systems in place for evaluating and improving their setting. People who run the setting have good staff recruitment checks and support staff well. They develop very positive partnerships with parents who are pleased with the care received for their children.

Children have good opportunities to make choices about their play and learning and what they want to do at Tiddlywinks Playgroup. For example, some children chose to do craft, others played outside, whilst some children chose to play in the home corner area. They express themselves confidently and approach staff if they want something. For example, a child said to a staff member *“Can you roll my sleeves up?”* The member of staff replied, *“Yes of course.”*

Children are happy, express enthusiasm and enjoy their time at the setting. They cope well with separation because they have strong bonds of affection with staff who they know will respond to their needs. Children have a good sense of belonging and know their routines well. They know they will be listened to when they make requests; for example, when they want to go to the toilet or have a drink.

Children interact well and are developing positive friendships. They are confident talking to each other and adults. For example, children were very excited to give high fives and talk about what they were doing. Children have positive interactions with staff and with each other. For example, a child told another child, *“Come and look,”* when they could see them watching. When the child went to look, they both talked about the activity.

Children are engaged in their play and learning and enjoy a sufficient range of activities and opportunities. They are able to make their own decisions about what they want to do. For example, one child wanted to play in the hall instead of singing a song and a member of staff responded by joining them in the hall to play. Children are beginning to learn about taking turns and playing co-operatively together. For example, staff encourage the children to share books. When children did not want to share, the member of staff talked about having kind hands and taking it in turns. Children enjoy playing; they are excited and animated, and they participate in self-led and adult-led activities for appropriate periods of time. Children share their excitement with each other and with staff. For example, the children were very excited to sing different songs. They were enthusiastic talking to each other about their favourite one.

Children have good opportunities to develop their independence. For example, they are encouraged to use the toilet independently and feed themselves.

## Care and Development

Good

Staff show a good understanding of best practice to keep children safe. They consistently follow the setting's hygiene procedures, for example when changing nappies. During the inspection, a small tear was found in the changing mat. The responsible individual promptly rectified this issue. Staff encourage children to wash their hands before their meals and wear aprons when preparing and serving food. They understand and consistently implement policies and procedures to keep children safe and promote healthy lifestyles. Staff recognise they have a responsibility to protect children and confidently explained what they would do if a safeguarding situation would arise. Staff complete a variety of training courses frequently and are experienced and well-qualified.

Staff are consistently responsive and interact positively with the children demonstrating warmth and kindness. They have a gentle approach to providing care and express genuine affection to reassure and respond to the children's needs. Staff listen and respect children's choices and they use praise and words of encouragement to support when needed; for example, *"you are definitely right," "well done," "da iawn," "you are so patient!"* Staff understand the behaviour policy and consistently implement positive behaviour management strategies. For example, children were told not to climb on furniture in case it breaks, or they become hurt. They encourage children to take turns and share; offering suggestions to help with disagreements. For example, *"Do you want to have a turn with this one first?"* Staff are warm, attentive and positive role models to the children. They listen and respect the children's views. For example, when a child said that they didn't want to take part in an activity, a member of staff replied, *"It is ok if you don't want to."*

Staff provide children with a good range of play experiences and use basic strategies to enhance children's learning. For example, when the children were making shapes in the foam, one child said they were making a round one; the staff member replied, *"Yes that's right, your circle is round."* Staff know the children well and take into account their interests and needs. For example, when children were upset, staff suggested a walk outside to help them settle. Staff are good role models as they encourage good manners and prompt the children to say *"please"* and *"thank you."* They have a thorough understanding of each child's development and contribute ideas for activity planning that meet children's individual needs. Staff are motivated to enhance children's curiosity, developing their individual skills and abilities effectively.

## Environment

Good

People who run the setting provide a welcoming and stimulating environment. They have good systems in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. People who run the setting ensure that it is safe and secure. For example, they keep doors locked at all times and record details of visitors. People who run the setting ensure it is visually clean and there are sufficient risk assessments in place for all areas of the premises. They conduct effective maintenance checks and identify and minimise any risks to children's safety and well-being. For example, the heating, fire and electrical certificates are all up to date. People who run the setting carry out regular fire and lockdown drills and record them appropriately.

The environment is potentially a rich environment for play and learning that allows children the freedom to explore independently. People who run the setting are making improvements to the environment in order to support their transition to *The Curiosity Approach*. For example, they are painting the walls in neutral colours and providing more authentic resources and opportunities for the children. People running the setting provide information for parents with a display board at the entrance to keep parents informed of the daily menu. The environment provides suitable facilities to meet children's independence appropriately, for example, child sized toilets that respect their dignity and steps to reach the sinks. There is a dedicated kitchen as well as areas where children have the space to sleep and have quiet times. People who run the setting ensure they support children's independence and promote socialising by providing developmentally appropriate tables, chairs and highchairs.

People who run the setting ensure that separate areas within the playrooms allow children to choose whether they want quiet time, craft work activities or role play in the home corner area. They ensure that the environment provides a good quality range of play opportunities suitable for all the age ranges cared for. For example, sensory activities, soft play, role play, board games and messy play as well as quiet areas for reading. The resources and equipment available to the children are of good quality and there are low level storage units which make it easy for children to access the resources independently. People who run the setting provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.

## Leadership and Management

Good

People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service, and meets the National Minimum Standards. They ensure that they consistently collect, record and monitor all of the required records and make improvements when necessary. For example, people who run the setting have implemented all of the recommendations from their previous inspection. They are committed to providing a high-quality service and have a strong vision for the service that they share with others. They fully implement their comprehensive set of policies and procedures in practice. During the course of inspection, people who run the setting have reviewed their policies and procedures.

People who run the setting effectively implement meaningful self-evaluation. They regularly seek and actively implement the suggestions of children, parents, carers and staff. They create a broad quality of care report which highlights strengths, areas of improvement and an action plan to further develop the setting.

People who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required and they successfully implement an effective induction procedure for all staff, students and volunteers. Staff told us they are happy in their roles and feel their working environment is a healthy and supportive one. They are experienced and suitably qualified and most hold up to date certificates for safeguarding, first aid and food hygiene. Regular meaningful supervision and annual appraisals are integral to their practice and drive improvement. They deploy staff effectively to ensure they meet staffing ratios and children's individual needs. People who run the setting have good processes for dealing with any concerns. They ensure they support children to raise any concerns. For example, children have many opportunities to talk about anything that may be worrying them.

People who run the setting are keen to work in partnership with parents. They share information with them through diaries and verbal communication. Parents and carers feel welcomed at the setting and appreciate the exchange of information they receive from staff. Parents are confident to approach staff if they have any concerns and are happy with the care that is provided. People who run the setting ensure that all communication with parents is extremely effective. They have contracts and permissions in place and keep all the relevant information to meet children's individual needs.

**Recommendations to meet with the National Minimum Standards**





### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Ratings	What the ratings mean
<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.

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