



## Inspection Report

**Tiny Treasures Day Care**

**Tenby Church in Wales Primary School  
Heywood Lane  
Tenby  
SA70 8BZ**



**Date Inspection Completed**

10/05/2022

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## About Tiny Treasures Day Care

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tiny Treasures Day Care
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	19 October 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

## **Summary**

Children are happy and settled at the setting. They have a strong voice and their preferences are appreciated. Children's interactions are good. Children enjoy their free play opportunities and take part in activities that give them a sense of achievement. Children's independence skills are developing well.

Staff are developing and implementing policies and procedures to promote children's healthy lifestyles and physical activities. Staff interactions with children are positive and effective. Staff plan and promote developmental skills through learning experiences, themes and provision of resources in the enhanced learning areas.

People who run the setting have good measures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. They ensure the environment meets the needs of children and resources are of good quality and accessible to children indoors and outdoors.

People running this setting have an updated statement of purpose that reflects the current running of the setting and updated policies which reflect current practice. They have knowledge and understanding of their regulatory responsibilities. However, there are some areas for improvement in relation to keeping of records and staff supervisions and appraisals. Partnerships are strong.

## Well-being

Children are happy and settled at the setting. They feel at ease as they arrive for wrap around care and after school club setting, chatting about their foods, and telling staff stories about their morning. Children feel appreciated and valued as they smile when praised for making pictures with chinks, and happily give themselves a big clap for their parachute dance. Children happily sing to themselves as they ride on their bikes and cars. Children naturally go to staff for comfort and support.

Children have a strong voice. During free-play sessions, children choose to play indoors or outdoors, and move around from one area to the other with ease. For example, children play with farm animals during small world play, outdoors on bikes or construction play, and others choose to have a story with staff inside. Children's preferences are respected. They choose where to sit at lunchtime and snack times. Children express themselves well and they are comforted by staff when they have hurt themselves by falling over.

Children's interactions are good. Young children show they can share and play well alongside their friends. They share the mud kitchen resources to cook during imaginary play. They deal with play situations in a positive way. For example, when children wanted the same stroller for their dolls, a child naturally went to get another toy to play. Children listen to advice given by staff. For example, they listened to staff when they are told to be careful not to climb on the tables outdoors. Children show respect and politeness towards staff. They said *'thank you'* to staff for opening their banana and giving them a drink. Children develop firm friendships. At lunchtime, children who saw friends arriving for wrap around care went to touch them on their heads and smiled at them.

Children enjoy free play opportunities. They giggle and laugh as they play with the foam, clap their hands and make loud noises with excitement. Children engage in role play activities. They use different ingredients to prepare their 'soup' in the mud kitchen. Children take part in activities that give them a sense of achievement. For example, children ride on balance bikes and tricycles. Others proudly manage to balance on the crates whilst counting at the same time. Children engage in story time activities and discuss the Gruffalo story. They make animal noises and answer questions about the characters, as well as selecting the correct animal which was described by staff. Children enjoy parachute games, singing and dancing.

Children's independence skills are developing well. During free play, they manage to pour water and help themselves to water to enhance their play and learning activities. They show mark making skills, using chinks and crayons as well as paint brushes through play. Children manage to reach for their own bottles of water and fruit snacks, some use knives and forks to eat their hot lunch. The elected 'Helpwr y dydd' efficiently shares cups and plates for children during snack time and other children volunteer to wash and dry the cups and plates.

## Care and Development

Staff are developing and implementing policies and procedures to promote children's healthy lifestyles and physical activities. They encourage children to wash their hands after being outside and before eating. They ensure tables are sanitised before eating and staff preparing foods wear appropriate PPE to prepare foods. Staff are aware of dietary needs and are aware of any allergies and act upon these accordingly. Medication given to children are recorded and signed with permissions from parents. Incidents and accidents are recorded and all signatures are obtained. Mandatory training in first aid, food hygiene and safeguarding are suitable and current. During nappy changing, staff wear aprons and gloves to change children, and these are changed in between each child. However, the policies and procedures for nappy changing need to be updated in accordance with infection prevention and control measures as staff do not sanitise the changing mat and washing hands after each change. Staff show good knowledge and understanding of child protection and safeguarding. They responded well to questions based on potential safeguarding and child protection scenarios.

Staff interactions with children are positive and effective. They act on children's preferences by reading stories on children's requests. Interactions during nappy changing are sensitive and positive. They chat and sing to children during nappy changing. New children at the setting are comforted by staff and feel safe in their environment. Staff promoted kindness and modelled good manners. For example, when a child shared their 'soup' with staff in the mud kitchen area, they said "*Thank you, you are very kind*". Staff praised children continuously. They praised children for balancing well and others for drawing good pictures. Staff encourage children to respect others and their environment. When children sat on the carpet, staff encouraged kind hands and encouraged children to tidy up at the end of the session. Staff show respect towards children by appreciating that some children do not want to take part in dancing activities.

Staff plan and promote children's developmental skills through learning experiences, themes and provision of resources in the enhanced learning areas. Staff develop children's language development by discussing and questioning children about colours and discuss familiar words in stories. For example, they asked children which animal had purple and had prickles on them, and children responded to positively. Mathematical vocabulary is promoted, and staff model counting from one to ten in Welsh and English while others played hopscotch. Staff discuss colours whilst children play with dinosaurs. Staff promote knowledge of cultures and diversity as well as Welsh dimension by celebrating different cultural festivals. Incidental Welsh is promoted. Staff read Welsh stories and discuss contents of books bilingually, such as 'Bore da doli' and 'Dyma doli' and sang 'Bore da sut wyt ti?' Staff are aware of children's development and record observations/assessments in individual files. Observations and assessments feed into planning of children's next steps.

## Environment

People who run the setting have good measures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe and secure. For example, there is a robust security system in place and all gates are securely locked. There is a record of people visiting the setting. People who run the setting ensure the environment is kept clean. They practise and keep appropriate records of regular fire drills. Risk assessments are reviewed, and daily risk assessments are updated every morning. First aid resources are easily accessible for staff in the wrap around and out of school club settings. Equipment and resources are well-maintained and cleaned regularly. There are separate rooms for the out of school club and children's lunchboxes are stored in the small room near the wrap around setting.

The indoor premises is welcoming and accessible with displays of children's artwork celebrating their achievements. People running the setting ensure there is a good indoor and outdoor space for children to move freely. They ensure the environment meets the needs of children and resources are all accessible with free flow play available indoors and outdoors. There are sufficient toilets and sinks providing easy access to soap and paper towels, and children's privacy and dignity is considered. There is a small area for relaxation and story time.

People running the setting ensure children have a suitable range of age and stage appropriate furniture, toys and equipment. Play resources in the indoor wrap around care area are plentiful and there are labelled construction kits, small world play, reading resources, sand and water play, role play and creative resources freely available for children. Outdoors, children experience small world play with dinosaurs, role play mud kitchen with utensils, water play, construction area, mark making opportunities and physical play with bikes and scooters.

## Leadership and Management

People running this setting have an updated statement of purpose that reflects the current running of the setting. They have knowledge and understanding of their regulatory responsibilities. There is a compliant operational plan, and their detailed policies and procedures are in place and reviewed. People who run the setting keep records in relation to children's contracts, permissions and children's individual needs.

People who run the setting deploy staff effectively to ensure staffing ratios are met. Detailed attendance records are in place for children attending the setting. There is a daily record of dates the staff are present at the setting's wrap around and after school club. However, there was no consistent record of the hours that the staff are caring for children prior to the inspection. This is an area for improvement. We expect the provider to take action to address this and we will follow this up at the next inspection.

People who run the setting manage their staff well from day to day as staff knew their roles and responsibilities. They have regular staff meetings and staff roles are shared on the planning documents on the staff noticeboard. Staff are happy in their roles and feel supported and have sufficient training. People who run the setting ensure that there are suitably qualified and experienced staff to care for children, and mandatory training is regularly updated. Those caring for children have recently received training on Forest Schools and staff have received training to support children's emotional literacy and Additional Learning Needs (ALN). Staff at the wrap around setting receive regular supervisions and appraisals. However, those caring for children at the after-school club facility do not receive appraisals in relation to their roles. This is an area for improvement; therefore, we expect the provider to address this issue and we will follow this up at the next inspection.

People running the setting undertake the required recruitment checks in line with regulation. They include references for all staff and disclosure and barring checks which are all updated and on record. Those running the setting have submitted the Self-Assessment of the Service Statement (SASS) and those running the setting have informed Care Inspectorate Wales (CIW) of changes to the staff at the setting during the course of inspection. A quality-of-care report is created annually and those running the setting have obtained positive feedback from parents/carers. They create plans and aspirations for the improvement of the setting.

Partnerships with parents and outside agencies are very strong. Parents feel happy with the care and attention received at the setting. They feel their children make good progress during their time at the setting and feel well-informed of their children's development. They shared that "*Staff are amazing and always willing to help. They always have plenty of activities for children*" and others shared that "*Tiny Treasures staff are professional, and the level of care is outstanding.*" Those running the setting have good relationships between the



staff at the school to ease the transition for children moving into full time education. Partnerships with the local authority and outside agencies are effective.

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

R1. Update policies and procedures for nappy changing in line with current infection prevention and control guidance

### 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
29	The provider has not ensured that all staff members have their annual appraisals.	New
30	The provider has not ensured there is always accurate records of times when staff are caring for	New

	children.	
30	There were not full records of the attendance of children and staff. There were also not full records of the administration of medication and consent to administer medication	Achieved
28	There was not the full documentation in place for all staff to demonstrate that full suitability checks had been completed.	Achieved

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