



## Inspection Report

**Tiny Tots Playgroup (Rumney)**

**Rumney Memorial Hall  
Wentloog Road  
Rumney  
Cardiff  
CF3 3EA**



**Date Inspection Completed**

10/06/2022

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## About Tiny Tots Playgroup (Rumney)

Type of care provided	Children's Day Care Full Day Care
Registered Person	Anne-Marie Woodyatt
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	28 September 2018
Is this a Flying Start service?	Yes
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.

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

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

### **Summary**

Children are extremely happy and enjoy attending the setting. They feel very safe and secure in the care of staff. Children have excellent opportunities for play and learning and develop their independence through a range of quality experiences and play.

Staff are professional, well qualified and motivated to carry out their roles. They implement the setting's policies and procedures well. Staff are patient, kind and caring. They support children's learning and development through a good range of planned activities influenced by children's interests. Staff keep beneficial records of children's progress.

The environment is secure, clean, and welcoming. A wide range of toys and equipment both indoors and outdoors promote children's play very well. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. The setting is a pack away playgroup and the hall is shared with other groups. This places some limitations on the extent to which people who run the setting can further develop the environment.

People who run the setting are dedicated. They provide an invaluable service which puts children, their families, and the community at its heart. They use self-evaluation effectively to identify and make improvements. Parents are kept well informed and up to date about their child's experiences and development.

Children have many choices and opportunities to make decisions about how they spend their time. They choose from a variety of exciting and enjoyable activities. We saw children delight in their play, dancing to different pieces of music spinning and waving silk scarves in the air. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest. For example, children enthusiastically answer questions at story time.

Children are very happy at the setting and feel valued. They enjoy being in the company of other children and form friendships which help them feel content. Children know the staff and routines very well, giving them a sense of belonging. They receive lots of encouragement and praise from staff when learning new skills, this gives them the confidence to play and learn. For example, during an outdoor game of football, a staff member said, "*Well done, super saving!*"

Children are beginning to form friendships in line with their age and stage of development. They play happily alongside each other or together. Children confidently welcomed us and were excited to chat and show their toys. One young child proudly showed us their drawing of a shark before going to find a book about sharks to share with us. Children learn to respect each other and the resources. They share and use equipment appropriately. For example, we saw a group of children share resources well in the home corner as they pretended to cook bolognaise for their friends.

Children thoroughly enjoy their play and learning. They benefit from an excellent variety of age appropriate play and learning resources. Children are highly motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, we saw children concentrate as they used tweezers to pick up small objects in the sandpit and carefully place them in a bucket. The expression on their faces showed they gained much satisfaction and a great sense of achievement from this activity.

Children develop a wide range of skills as they play. They have many opportunities to become independent. For example, they wash and dry their hands independently and we saw photographs of children preparing their own snack. Children enthusiastically help tidy away at the end of a play session, happily singing along to the tidy up song as they do so.

## Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and effectively implement the setting policies and procedures should they have concerns about a child. Staff we spoke with were confident to recognise the signs and symptoms of abuse. A wide range of healthy foods are on offer at snack time, drinking water is always available and the setting has achieved a healthy snack award. We saw children enjoy their snack of crackers, soft cheese, and watermelon, with a choice of milk or water to drink. In addition, the setting has achieved an award recognising their positive contribution in promoting children's physical, mental, social, and emotional health. Information relating to children's allergies and medical conditions is accessible to all staff, although individual care plans for children with allergies are not in place. Staff record pre-existing injuries and accidents. However, they do not formally monitor these records. This would enable staff to quickly identify potential safeguarding issues and possible risks in the environment. Regular fire drill practices ensure staff and children are aware of how to leave the building safely.

Staff are kind and caring towards the children. They are responsive and nurturing, which means children approach them with ease. Staff work well together to support and promote children's social behaviour, being mindful of their age and stage of development. There is a comprehensive behaviour management policy, promoting positive strategies. Staff implement this skilfully, using distraction methods and lots of positive language to reinforce positive behaviour. In addition, staff work very well with outside agencies to seek support to meet children's individual needs. Staff are good role models; they encourage good manners and prompt the children to say "*please*" and "*thank you.*"

Staff support children's learning and development well. They regularly observe children's play and learning to track their progress. This informs the planning of future activities to promote children's next steps in learning and development. They evaluate planning and activities but do not consistently involve children in the evaluation of activities and record their ideas for planning. Parents are regularly updated about their children's progress and development. Staff naturally promote children's learning as they play. For example, we saw a staff member ask children how many plates they needed at snack time, encouraging them to count with her as she handed out the plates and cups. The Welsh language is promoted very well, and we heard lots of incidental Welsh and Welsh songs.

**Environment****Good**

The environment is safe and well maintained. The entrance is secure; locked doors ensure only authorised access. Staff keep children safe because managers regularly review risk assessments for all areas of the setting. In addition, staff complete comprehensive daily safety checks of the indoor and outdoor environments to identify and eliminate any risks to children's safety. Registers of children's arrival and departure at the setting are complete. Staff sign in and out at the beginning and end of the day, but this is not done when undertaking a school run. This would ensure an accurate record of staff on site at any one time, in the case of an emergency or safeguarding issue. Safety certificates are up to date including gas boiler service, electrical testing, and fire safety checks.

The environment is welcoming and child friendly. A new heating system has recently been installed, ensuring the setting is kept at a comfortable temperature. In addition, the setting has benefited from new flooring and ceiling tiles, making the environment more inviting. The open plan playroom is organised to promote all areas of children's development, with a very good range of resources, including real life items, and multicultural dolls and books. Wall displays include the children's artwork and large, framed photographs of the children playing, which celebrates their achievements, giving them a sense of pride and belonging. The outdoor area has a suitable range of equipment for the age of the children. A gazebo provides shade and shelter for all weather play. People who run the setting have been creative in developing the outdoor area to its current potential. The registered person told us they hope to secure a grant to renew the outdoor floor surfaces and develop a forest school area, to further enhance children's play experience outdoors.

Regular cleaning of toys and equipment is undertaken, and resources are of very good quality. The setting has suitable furniture and equipment to support children's independence. For example, child sized tables, chairs, low level toys storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh. Liquid soap, hand dryers and paper towels are easily accessible to support children's independence when washing their hands.

**Leadership and Management****Good**

People who run the setting are skilled and experienced. They manage the setting in line with the regulations and National Minimum Standards. The person in charge (PiC) is new to post and receives good support from the registered person. There is a clear statement of purpose, which provides an accurate picture of how the setting runs. Required policies and procedures are in place, a small number of policies require some minor amendments including the complaints and child protection policy.

People who run the setting work hard to provide a quality care provision to children, their families, and the community. The staff team are enthusiastic, motivated and enjoy their work. People who run the setting maintain an organised environment and documents are easily accessed and in good order. All relevant checks are carried out to ensure staff are suitable to work with children. Staff receive regular supervisions and annual appraisals, which enable them to identify their strengths and areas for development. The annual quality of care review considers the views of parents, children, and staff, identifying areas for development. Actions identified in the report have been implemented, including introducing more Welsh language, improving communication between leaders and staff, implementing new snack menu, and displaying the menu outside the setting.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. All staff have up to date mandatory training and there are good opportunities for staff to receive additional training as required. For example, mini me yoga and advanced behaviour management.

The setting has established strong links with support agencies and the local primary school. The registered person shares important information with teachers at the school which hugely benefits children in their transition. Staff develop worthwhile relationships with parents and offer invaluable support via the settings private facebook page, posting links to various schemes that they may find useful. For example, how to access local food banks. Most parents told us they receive regular feedback on their child's progress and photographs of their children playing during the day, via a digital app. All parents we spoke to told us their children love attending and settle very quickly. The quality of care report also reflects positive parental views. For example, *"Thank you all so much for taking such good care of my daughter, she has loved coming and will be very sad to leave you all! You have all made her feel safe, happy, and secure whilst with you all, and have provided a fun and exciting environment for her to play in."*



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

R1. Develop a system to monitor accidents and pre-existing injuries to identify risks in the environment and potential safeguarding issues.

R2. Ensure children are consistently involved in the evaluation of activities and include/record their ideas for planning.

R3. Implement plans to improve flooring and forest school in outdoor play area.

R4. Update the complaints and child protection policy.

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A

<b>Ratings</b>	<b>What the ratings mean</b>
<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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