



Inspection Report

Lots of Tots (Canolfan Maerdy)

**New Road
Tairgwaith
Ammanford
SA18 1UP**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/12/2023

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About Lots of Tots (Canolfan Maerdy)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Canolfan Maerdy
Registered places	52
Language of the service	English and Welsh
Previous Care Inspectorate Wales inspection	23 March 2018
Is this a Flying Start service?	Flying start spaces available
Does this service promote Welsh language and culture?	This service 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children enjoy their time at Lots of Tots and are very good communicators and curious learners. They confidently make choices and decisions about what they do and how they spend their time at the setting. Children form positive relationships with their friends and staff, they show enthusiasm, and they engage in a variety of purposeful play-based activities.

Staff ensure they provide a warm and welcoming child-centred setting. They have a good understanding of children's individual needs, and they plan effectively. Staff are very nurturing and caring towards the children. They are committed to promoting positive outcomes through keeping their knowledge and skills up to date.

The environment is safe, secure and well-maintained. The play areas are welcoming and friendly and allow children to enhance their curiosity and explore freely. There are very good resources and equipment which meet the needs of the children. People who run the setting promptly identify any unnecessary risks to children and eliminates them where possible.

People who run the setting are enthusiastic and dedicated. They are well organised and have effective systems in place for evaluating and improving their setting. People who run the setting support staff well and develop positive partnerships with parents and other professionals to promote positive outcomes for children.

Well-being

Good

Children are good communicators with a strong voice. They express themselves confidently and know they will be listened to. For example, a child asked staff, "*What is this for?*" Staff immediately responded, "*Oooo, let me show you!*" Children consistently make decisions about what they want to do, where they want to play and who they want to play with. Throughout the sessions children move freely around the rooms and play with activities that interest them. For example, some children choose to have a story, some play in the kitchen area while other children choose to engage in the sensory activities led by staff.

Children are relaxed and settled in the setting. They join in with activities and greet each other with smiles and a 'thumbs up.' Children are very fond of staff; they benefit from their consistency which means they are building strong bonds of affection with them. Children enjoy showing off their artwork and pictures on display, they have a strong sense of belonging and feel valued. They move independently between tasks to the different areas within the rooms.

Children's behaviour is exemplary, their interactions are consistently good, and they are learning how to play together, share, and make friends at the setting. They thoroughly enjoyed engaging in an interactive story with each other and staff. Children confidently spoke to us, telling us about their play and the activities at the setting. They are clearly content and happy, there was lots of giggling and chatter throughout the sessions and the children were excited to tell us what the elves had been up to overnight.

Children are very curious learners who are extremely motivated and engaged in their play and learning. For example, they responded enthusiastically when they were able to choose a song to sing together. Children take part in activities confidently and feel a sense of achievement. They have a varied range of opportunities to engage in self-directed play as well as directed activities and fully immerse themselves in their chosen experiences. For example, some children chose to engage in a sensory activity with the flour, trains and train track. They enjoyed using their imaginations and were engaged for an extended period of time.

Children have many opportunities to develop their independence skills, enabling them to do things for themselves successfully. For example, children enjoy deciding when they are ready to have snack and they serve themselves. They enjoy a wide variety of purposeful activities as well as the resources on offer, which are suitable for their age and stage of development. They have many free play opportunities as well as directed activities and they are confident to engage in new experiences.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. They have completed the Healthy and Sustainable Preschool Scheme Award, and the Bronze Small Workplace Health Award, demonstrating their commitment to promoting healthy lifestyles, safety and well-being of staff as well as children. Staff carry out regular cleaning and follow good hygiene procedures; for example, they consistently remind children about washing hands and children are encouraged to independently use the 'snot station'. Staff have a thorough understanding of their responsibilities to protect children. They respond confidently about what to do if they have any child protection concerns. Staff accurately record children's attendance times and promptly fill in accident sheets and pre-existing injury forms, sharing the relevant information with parents.

Staff are good role models; they interact positively with the children and foster strong relationships with them. Their interactions are consistently engaging and nurturing, demonstrating warmth and kindness. Staff offer praise and encouragement, and prompt "please" and "thank you" when appropriate. They praise children when they use their manners independently, for example, "*Well done, you are so polite!*" Staff frequently implement positive behaviour management strategies, speaking softly to the children in a very calm way. Children follow instructions well and they are learning to share the resources with each other. For example, they took turns when they were decorating their biscuits, passing the icing back and forth to each other. When there are disputes about wanting the same resources, children respond well when staff support them to share and think about how their friends may be feeling.

Staff ensure children are at the centre of their own learning and development. They fully support their choices by allowing them opportunities to explore and experiment by following their own interests. Staff know the children very well and are highly motivated to engage the children and extend their play and learning. Staff plan in the moment which ensures they respond to children's interests and ideas, successfully allowing them to follow the children's lead. Staff promote the Welsh language extremely well in the setting. They consistently use Welsh throughout the session, and they are committed to supporting the children's developing Welsh language skills.

Environment

Good

People who run the setting have good procedures in place to ensure they keep the environment safe for children. It is clean, secure and well maintained indoors and outdoors. People who run the setting keep a record of visitors to the property and registers accurately record the time children, staff and visitors arrive and leave the premises. They regularly review their risk assessments to ensure staff know how to keep children safe. Staff conduct daily safety checks of the indoor and outdoor environment to identify and eliminate any potential risks to children. They effectively organise consistent cleaning routines that reflect appropriate infection control practices. Staff practice fire evacuation drills regularly to ensure everyone is aware of how to leave the building safely. They carry out routine maintenance and appliance checks in a timely manner which contribute to the safety of the setting.

People who run the setting provide a stimulating, spacious, and accessible area for children to enjoy their play by ensuring the premises are warm and welcoming. Some rooms are decorated in neutral colours which creates a calm and relaxed atmosphere. People who run the setting are committed to creating this atmosphere throughout the environment and in all the rooms. They ensure children have the freedom to safely explore the indoor and outdoor environments. This means the children are able to choose for themselves where they want to play. The outdoor area provides further additional learning spaces through the use of different areas. There is a range of climbing equipment, an area where children enjoy the ride on toys, and a wooded area where staff support children to develop their gardening and forest school skills.

People who run the setting provide a good range of high-quality resources and equipment. Children have access to a wide range of play opportunities including role play, craft and sensory experiences that are age and stage appropriate. There are child sized tables and chairs as well as larger comfortable sofas and furniture in the after-school room which provides a space for older children to rest on and sit at for their activities and mealtimes. There is a diverse range of resources which include colouring, painting, messy play activities, vehicles, small world resources, games, jigsaws and books. Resources are plentiful and in very good condition. Resources in the outdoor area extend children's play experiences further allowing them to develop their curiosity by engaging in messy play and various construction activities. People who run the setting are knowledgeable about managing risks and supporting the children to make their own choices.

Leadership and Management

Good

People who run the setting are skilled and experienced. They manage the service to a high standard and effectively communicate their vision to staff. People who run the setting create a positive ethos where all staff and children feel valued and important. The service has

recently won several awards including Enabling Environment, Change in Ethos, Community Engagement, Outdoor Space Big and Bold and a Special Recognition as a voluntary sector at NPT's Early Years and Childcare Awards 2023, which recognises the importance of the early years and childcare industry. The statement of purpose provides parents with detailed information on how the setting runs, allowing them to make an informed decision about its suitability for their child. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. However, not all policies reflect recent changes in legislation. They confirmed they are working on this. People who run the setting ensure they achieve high standards and provide valuable learning and development opportunities for staff as well as the children. They are very efficient, well organised and place great importance on running an inclusive service. People who run the setting ensure they collect, record and monitor the required records which are all well maintained.

People who run the setting implement effective systems to support meaningful self-evaluation and improvement. They are approachable and welcome any ideas or suggestions to improve their practice. The quality of care report is thorough and considers the views from a wide range of professionals and outside agencies as well as children, staff, parents and carers. The review highlights their strengths and identifies areas they are committed to developing further. For example, they have developed a purposeful vegetable plot which provides meaningful experiences for children. People who run the setting have also created a multi-functional sensory room which supports the local community as well as children within the setting and they are committed to improving this further by providing additional resources.

People who run the setting follow timely and robust recruitment processes to safeguard children. They ensure staff have the necessary qualifications and experience to care for children and implement an effective induction procedure. Staff told us they are happy in their roles and feel their working environment is healthy and supportive. They receive regular supervisions and annual appraisals which support further discussions and drive improvement. People who run the setting deploy staff effectively to ensure they meet staffing ratios and children's individual needs.

People who run the setting ensure communication with parents and carers is valuable in order to promote positive outcomes for children. They collect sufficient information about each child's preferences and individual needs and share information with parents through diaries, messaging and verbal communication. People who run the setting have positive links with a wide range of professionals, the community and other stakeholders. Parents are very happy with the setting and commented their children are making good progress and enjoy attending.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 4 - Meeting individual needs	Review the additional learning needs policy to ensure it reflects current legislation.

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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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Date Published 23/01/2024