



## Inspection Report

**Tiny Tots Day Nursery**

**106a Meliden Road  
Prestatyn  
LL19 8RL**



**Date Inspection Completed**

22/04/2022

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## About Tiny Tots Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Elizabeth Jones
Registered places	86
Language of the service	English
Previous Care Inspectorate Wales inspection	8 October 2021
Is this a Flying Start service?	<a href="#">Manual Insert</a> 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.

## **Summary**

This was a focused inspection, and on this occasion, we did not consider the care and development, environment or leadership and management in detail.

Children have a voice and make decisions about how they spend their time. They are confident in their surroundings and feel happy and settled. Children interact well and enjoy being in the company of their friends and staff. They enjoy the range of activities and opportunities available and these help them to develop a range of skills and independence.

Staff are caring and understand the individual needs of the children. They implement the settings policies and procedures effectively and support and encourage good interactions.

The environment is a strength of the setting and provides exciting and interesting spaces for children to play and learn.

People who run the setting manage it well and keep parents informed about their child's day and experiences.

## Well-being

Children have a voice and are listened and responded to well, helping them to communicate confidently. For example, children expressed when they were hungry or thirsty and staff responded by providing food and drinks. They have many opportunities to follow their interests and choose how they spend their time. For example, children were moving around freely on the outdoor play equipment. Children decide where and whom they would like to play with.

Children are happy and feel settled as they have positive relationships with familiar staff. They are comfortable in their surroundings and the consistent routines, helping them feel relaxed. Children form friendships and enjoy playing and learning alongside each other. For example, a group of children attending holiday club were enjoying playing on the trampoline together.

Children interact well together. They learn to share and respect the resources by using them appropriately and returning them when they have finished. We heard lots of conversations and discussions about what the children were doing and things of interest to them, such as what they enjoyed. Children of all ages and stages of development, including those with additional learning needs integrate well within the setting and they have access to all the resources and opportunities available.

Children enjoy the activities and opportunities available. The choices and experiences allow children to express themselves, follow their interests and enjoy their learning, such as when they access the unique outdoor areas. These give children experiences that allow them to be active and learn about the world around them.

Children are encouraged and supported to try things for themselves. They can access a range of facilities and resources that help them develop their independence. For example, toilets are located conveniently so they are accessible, and resources are stored at an appropriate height. Children develop their language well as they freely chat and play with each other and staff, helping with their communication skills.

## Care and Development

As this was a focused inspection, we have not considered this theme in full.

Staff know the children well and understand their needs and interests, allowing them to plan suitable activities and provide appropriate care and support. Staff use communication well, to encourage language development. They get involved in play activities and model good interactions and support play experiences. For example, staff were having a go at the inflatable football shooting activity alongside the children, which everyone was enjoying. Staff implement positive behaviour strategies in line with the settings policy and they acquire and accept support and listen to advice from outside agencies to help them provide appropriate care for individual children's needs.

## Environment

As this was a focused inspection, we have not considered this theme in full.

The environment is a particular strength of the setting, especially the vast space and areas available outside. The environment gives children a range of exciting and interesting opportunities that support their development. For example, a separate garden area where they grow a range of fruits and vegetables, fixed play equipment including slides and climbing equipment. There is a newly refurbished tree house with bean bags and lighting, where children can go and relax in quiet, peaceful surroundings. Indoors has areas of learning set up that are suitable for the ages and stages of development of the children.

## Leadership and Management

As this was a focused inspection, we have not considered this theme in full.

People who run the setting have appropriate policies and procedures in place. These are implemented effectively and most reflect current practice followed by staff and people who run the setting.

People who run the setting and staff keep parents up to date on their child's day and development through discussions at the end of the child's day and through the sharing of individual paperwork. For example, incident and accident records, which are signed by parents to show they have been seen. People who run the setting seek advice and support from outside agencies to help them provide the best care possible.



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

R1; Review the behaviour policy to include up to date procedures followed by the setting.

### 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

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