



Inspection Report

Tiny Tots Day Nursery

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



Date Inspection Completed

08/10/2021

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About Tiny Tots Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Elizabeth Tina Jones
Registered places	86
Language of the service	English
Previous Care Inspectorate Wales inspection	20/10/2020
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No. However children are learning how to speak basic Welsh through simple words and phrases

Summary

“This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.”

Children are listened to and respected. They feel safe and confidently play alongside each other. They interact well and enjoy their play and learning which includes caring for animals. Children share well with equipment and are making friends, they are happy and busy, and full of giggles. Children are independent and have highly effective opportunities to develop different life skills.

Staff keep children safe and healthy. They are good role models and make time to talk with children answering their questions effectively. Staff are calm and gentle with the children. They manage interactions well and promote children’s play, learning and development and meet their individual needs effectively. Staff plan different and highly exciting activities suiting the children’s ages and stages of development.

People who run the service ensure children have a highly suitable environment and access to an unusual range of resources and equipment which are of good quality, both natural and recycled which suit the children’s ages and stages of development. This provides excellent opportunities to work with different resources and try things out for themselves. They ensure children are well cared for in a supportive yet exciting outdoor environment, which considers children’s interests and their individual needs well.

People who run the service have procedures to keep children safe and secure and staff spoken to understand and follow the service’s safety procedures. People who run the service offer staff support in their roles and are committed to improving practices for children’s benefit. There are strong partnerships with parents, reflecting how pleased parents are with the service. An effective transition and good working relationships with the local schools, ensures children are happy and settle quickly.

Well-being

Children readily choose what they want to play with and enjoy exploring outdoors. Children decide what they want to grow in their garden and what shape and size the plot should be. Staff respect their choices, showing children have a voice and are listened to.

Children are all well settled and even the youngest have very positive relationships with staff whom they readily go to for support and reassurance or to proudly show how they have found a hidden plastic spider in their dough. They confidently show us what they are doing and demonstrate their sliding techniques outside taking care and taking turns. Children happily approach staff for help and informal chats. They make the most of the opportunity when they see staff who do not usually work with them to run to greet them excitedly. Children have a sense of belonging as there is personal space for their coats and bags and their creations are on display, which also boosts their self-esteem.

Children interact well with each other. They play imaginatively together. They co-operate well with adults. For example, when asked to stop chasing each other and a member of staff too, they did so, but reluctantly as they were having so much fun. Children share well with equipment and are making friends, they are happy, busy, and full of giggles. Children take care of each other and show concern when their friend comes down the slide too quickly.

Children are active and learn highly effectively through good play opportunities. There are plenty of smiles when they play outdoors. They pretend they are in a castle. Children learn efficiently about the world around them by visiting different places of interest such as farm parks and welcoming visitors to the setting with a range of interesting creatures which they can handle. Children learn how to care for hens and grow their own food. They understand what the plants need to survive so they can collect the harvest which is not only used in the nursery kitchen but will also be sold in a local shop.

Children have opportunities to do things for themselves. They have exciting problem solving opportunities such as measuring the space to dig out their garden. They are encouraged and supported to do things themselves, such as going to the toilet and washing their hands. Children are developing well and feel at home with the daily routine. They fetch their bags to go to school. Their language is developing through the many conversations they have with each other and staff. Children are learning how to speak basic Welsh through simple words and phrases and singing songs together as they play.

Care and Development

Staff have a good understanding of how to keep the children safe and healthy. They know what to do if they have concerns about a child. Staff allow plenty of time to speak to parents to continue to meet the children's individual needs. Staff have a good understanding of a healthy diet and provide nutritious meals and snacks for the children. A register detailed attendance and risk assessments are followed which show staff are aware of how to keep the children safe.

Staff are consistent when giving positive praise to children, for example for sharing or finding insects in their game. Staff are good role models and make time to talk with children answering their questions effectively. Staff were calm and gentle with the children. They used quiet voices and made sure all the children understood, reminding them of simple rules such as to be careful when balancing, climbing and running round.

Staff work very well together to meet children's needs effectively. They know the children and are able to provide a good level of care for them. Staff knew instinctively when to stand back outdoors and allow children to play on their own and when to guide and support. They plan interesting activities such as putting 150 pumpkins in the field beside the setting for the children to collect. They arrange for visitors to bring exotic animals for the children to handle to develop and enrich their knowledge of the world around them. Staff provide good opportunities for children to develop skills at their own pace such as climbing the tree house. They promote children's play, learning and development and meet their individual needs effectively.

Environment

People who run the service ensure the environment is secure, clean and well maintained, and provides a safe and exciting place for children to relax and learn through different experiences. They have identified risks and taken steps to minimise or eliminate them, for example, outer doors are locked and gates closed to keep the children safe. People who run the service ensure staff understand their role and responsibilities and they supervise children well during activities such as playing on outdoor equipment.

People who run the service provide a highly suitable environment for children's play and learning particularly outdoors. They ensure children are well cared for in a supportive and comfortable environment, which considers children's interests and their individual needs. A good range of resources is accessible allowing children to develop their play by selecting their own toys and equipment. The rooms and outdoors were divided into learning areas with a range of play items, mostly natural, which the children enjoyed playing with and found interesting such as the yurt where they watch films and their fire pit where they toast marshmallows.

People who run the service ensure children have access to a range of resources and equipment which are of good quality, natural and recycled which suit the children's ages and stages of development, giving them excellent opportunities to work with different resources and try things out for themselves. Suitable tables and chairs in the tent and outdoor classroom enable everyone to sit together to eat and to play with the guinea pigs and take care of them.

Leadership and Management

People who run the service manage the setting well and promote good outcomes for children. The service's statement of purpose provides parents with detailed information they need in order to decide whether the service will meet their and their child's needs. The policies and procedures for the service are followed effectively, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are improving the service they provide. They know their service well and have developed outdoors exceptionally well with the addition of lots of natural materials and a defined space for the younger children to play complete with a mud kitchen and an array of water pipes. An outdoor classroom provides a lovely space to care for animals which the children look after. A new garden area has been introduced for the children to develop their imagination and ideas in setting out the area and planting produce such as tomatoes and herbs. People who run the service, told us of their view of the service and how they want it to be. They effectively recognise strengths and areas to develop and make positive changes which benefit children and improve outcomes and skills for them especially outdoors.

People who run the service have developed highly effective partnerships which support the children. There are excellent links not only with the local community such as the coffee morning and the local shop but also wider afield providing a range of visitors and places of interest to effectively develop children's knowledge and understanding of the world around them. They maintain good lines of communication with parents and work successfully with them to meet children's needs and ongoing development. Parents have plenty of time for unhurried feedback and discussion about their child's day, even during the pandemic, when they come to collect the children. The service provides a drop off and collection to local schools which effectively develops links and promotes a good working relationship which benefit the children and their families.

Recommendations to meet with the National Minimum Standards

Areas for improvement and action at, or since, the previous inspection. Achieved

Practitioners and leaders had failed to implement the written policy on safeguarding. Ensure that all staff fully understand and follow the services policy in relation to child protection. Ensure that there are robust processes in place regarding keeping record of concerns of a potential child protection nature.

Regulation 22 (1) (a)
Regulation 22 (1) (b)

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None

Areas where priority action is required

None

Areas where improvement is required

None

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