



## Inspection Report

**Tiny Tots**

**Ysgol Rhos Helyg  
Rhosesmor  
Mold  
CH7 6PJ**



**Date Inspection Completed**

29/11/2023

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## About Tiny Tots

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Tiny Tots
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. <b>Post Registration</b>
Is this a Flying Start service?	Click or tap here to enter text. <b>No</b>
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

### **Summary**

Children have a voice. Their communication is listened and responded to well by staff, giving them confidence to express themselves. They interact well and feel happy and safe in the care of staff with whom they have formed a positive relationship. Children enjoy their play and learning experiences and develop a range of skills.

Staff implement effective policies and procedures to keep children safe and healthy. They interact well with the children and are good role models. Staff have consistent and effective behaviour management strategies that children respond well to. They have a good understanding of the individual needs of the children and plan suitable activities and experiences for them.

The environment is safe and secure. People who run the setting ensure risk assessments and checks are completed so hazards are identified and managed well. The room used by the children is child friendly and provides a good space for children to access the range of resources and activities. Outdoors is welcoming and inspires children to play and learn about the world around them. Resources are of a good quality and children have access to natural materials to support their development.

People who run the setting manage it well and ensure policies and procedures reflect current practice. Self evaluation is effective in identifying areas for improvement and these are acted upon and benefit the children. Staff are managed well to ensure they understand their roles and this helps the setting run smoothly. Good relationships with parents ensures they are kept informed and the close relationship with the school supports children to transition from the setting.

## Well-being

Good

Children are confident to express themselves as they know their voices will be listened and responded to appropriately by staff. They freely ask for items they want that are not available. For example, children requested the building blocks they knew were in the shed and staff went and got them. Children make decisions as they move freely around the environment choosing where and what they want to play with.

Children are very familiar with the environment as most of them also attend the school. This helps them to feel settled and confident in their surroundings. They feel safe and secure in the care of staff with whom they have developed a good relationship. Children are happy to approach staff for support, comfort or just to interact with them. Children develop friendships that are important to them. They frequently play with their friends in the different areas of learning, helping them to feel happy and enjoy their play experiences.

Children interact well for their age and stages of development. They learn to share and cooperate with others. For example, a group of children happily shared the resources during their water play activity. Children are respectful and polite towards others. For example, a child said "*please can you pass me the tortoise*" when playing, which the other child was happy to do. Children use the resources appropriately and help to tidy up when asked, showing respect and understanding of what is expected of them. They show care and empathy towards others, which was evident when a child was concerned when another child fell and hurt themselves.

Children focus and engage in activities for an appropriate amount of time. They show enjoyment as they smile and laugh during their play and are keen to share what they are doing with others. For example, a child was very proud to show off the emergent writing they had been doing. Children are very excited and keen to go outside and play. They enjoy riding the bikes and playing games.

Children have opportunities to be independent. They have free access to a range of resources and the areas of learning. Toilet and hand washing facilities are suitable for children and allow them to be accessed independently. For example, a child went and washed their hands in the sink in the playroom without having to be told after they had been playing in the sand. Children attempted to put their coats on to go outside, knowing staff were there to support them if needed.

## Care and Development

Good

Staff understand their responsibility to keep children safe. The safeguarding procedure is displayed so staff understand what to do should they have concerns about a child. Regular fire drills are completed so staff and children know the procedure to follow in the event of an emergency. However, these are not always recorded separately from the school.

Staff follow effective practices to help prevent the spread of germs. They complete appropriate cleaning routines such as sanitising tables before snack. Handwashing is promoted and staff support children and remind them to wash their hands at appropriate times throughout the day. Staff ensure children have free access to water, so they remain hydrated. Regular opportunities are planned for children to access the outdoor areas so they can get fresh air and be physically active.

Staff are good role models to the children, using calm voices and encouraging social skills through the conversations they have during the children's play. They promote learning and speech and language skills as they talk to children about what they are doing and their experiences. Staff implement consistent and effective behaviour management strategies to support the children. For example, staff sat at a child's level and explained the importance of sharing the play dough and allowing others to play. Staff encouraged children to manage their own behaviour through trying to resolve issues themselves. For example, a child said to staff that another child was not passing them what they wanted. Staff said to ask the child, which they did and they happily passed them the item.

Staff have a good knowledge of the children and their needs. They provide suitable activities and resources that allow children to learn, and planning is focused on the children's interests. Staff complete appropriate learning journeys for each child. These use observations effectively to track the child's progress and identify next steps in their learning.

## Environment

Good

People who run the setting conduct daily checks on the environment to ensure it is a safe space for children and there are no new hazards. Risk assessments on all areas used by the children are completed and show risks are managed well. The entrance to the setting is secure and external gates and doors are kept locked so there is no unauthorised access and children are unable to leave unsupervised. Registers of staff and children are completed, and visitors are recorded so everyone can be accounted for.

The environment is well maintained and welcoming. The room used by the setting is also the school's nursery classroom, so it is child friendly. There is suitable space for children to play and learn. The room allows children to take part in tabletop activities, access the areas of learning and play floor games and activities. The attractive displays of children's work give them a sense of belonging and pride. For example, children were keen to point out their artwork displayed above the table when they were having their snack. There is direct access to an enclosed outdoor area. This has been developed to give children a range of opportunities. There is space for bikes, trikes and games and an area that is more natural, for growing and learning about the world around them. When the weather allows children also have access to an extensive field and forest school area that is part of the school grounds. This enhances their learning and play experiences.

People who run the setting ensure children are provided with a good range of quality resources. Items are stored appropriately so they are kept clean and well maintained. The areas of learning give children a range of experiences and they are equipped with suitable items to further support children's learning, creativity, and play. For example, children enjoyed dressing up and pretending to be a superhero or a police officer. The outdoor area has fixed play equipment including a sand pit and wooden house for children to access and enhance their play. People who run the setting ensure children have access to natural materials to enhance their learning. These include sand, water, and wooden resources.

## Leadership and Management

Good

People who run the setting manage it well. They play an active role in the day to day running and have a good understanding of the setting and the care they provide. The statement of purpose contains the information needed for parents to make an informed decision if it is the right care for their child. Policies and procedures are reviewed regularly to ensure they reflect current practice. The paperwork we looked at was all well organised and complete, including children's records.

People who run the setting conduct an annual self-evaluation and produce a quality-of-care report. This includes what has gone well over the last year and possible areas for improvement. People who run the setting ensure the improvements identified are acted upon and changes are made that benefit the children. For example, improvements have been made to the outdoors with the purchase of a new sand pit and water play area. Views of parents, children and staff are collected and considered as part of the self-evaluation process to ensure everyone has an input.

People who run the setting manage staff effectively. They have developed a team of staff who work well together and understand their roles and responsibilities, helping the setting run smoothly. There is a robust recruitment procedure in place and staff files contain the required information to show staff have the right experience and qualification to evidence they are suitable to care for children. Regular supervisions and appraisals are held with staff so information can be shared, and training needs identified.

People who run the setting ensure parents are kept informed about their child's experiences and development through an app that is updated frequently. Close links with the school allows the continuity of care and good practice. As the setting is located within the school resources and areas of the environment are shared to give children a range of experiences. The close links support children to transition from the setting into the school as they become familiar with the environment and other staff.

### 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
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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 24 - Safety	To ensure there is a clear record kept at the setting to show fire drills are conducted regularly.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To further improve the opportunities for children to develop their independence at snack time.

Ratings	What the ratings mean
<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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**Date Published 08/01/2024**