



Treforys Tiny Tots Day Nursery



Unit D1, Rainbow Business Centre, Swansea, SA7 9FP



01792796198

The inspection visit took place on 12/05/2026

Service Information:

| | |
|---|--|
| Operated by: | treforys tiny tots ltd |
| Care Type: | Children's Day Care |
| Registered places: | 106 |
| Main language(s): | English |
| Flying Start service: | Yes |
| Receive funding to provide early years part time education: | No |
| Promotion of Welsh language and culture: | The provider is not promoting the Welsh language and culture needs of people, and this requires improvement. |

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are confident, happy and secure, making independent choices about their play and routines. They express their views, show awareness of their needs and respond positively to others. Children build strong relationships, play cooperatively and demonstrate empathy. They engage enthusiastically, develop independence and benefit from warm, supportive interactions with staff.

Leaders and staff effectively promote children's health, safety and wellbeing through strong hygiene practices, appropriate care routines and well-managed dietary needs. Staff interact warmly and manage behaviour consistently. Staff ensure that children benefit from meaningful experiences and inclusive practice, although planning and consistency in some routines could be further strengthened to maximise outcomes.

Leaders provide a safe, clean and well-organised environment that supports children's wellbeing

and development. Spaces are welcoming and thoughtfully arranged, with a good range of accessible resources. Children benefit from secure outdoor provision and engaging indoor areas, although consistency in some practices and resource use could be further strengthened.

Leaders provide strong, effective direction and maintain a well-organised setting. They promote a positive staff culture, support professional development and drive continuous improvement. Robust systems ensure safety, quality and accountability. Strong partnerships with parents and effective safeguarding practices contribute to positive outcomes for children.

Findings:



Well-being

Good

Children are confident in expressing their views and making meaningful choices in their daily experiences. They independently choose where to play, who to play with and which resources to access, demonstrating a strong sense of autonomy. For example, children confidently initiated imaginative play, saying *"I want ice cream,"* and invite others to join their play with comments such as, *"do you want to watch me on the see-saw?"* Children also show a good awareness of their own needs; one child stated, *"I was really thirsty,"* before independently accessing a drink. At mealtimes, children express their preferences clearly, for example, *"I don't like it"* and *"can we have a little bit more?"* Staff respond positively to these choices, ensuring children feel listened to, respected and valued.

Most children are happy, settled and demonstrate a strong sense of security within the setting. They approach staff confidently for reassurance and comfort, for example asking, *"can I have a hug?"* Staff respond warmly and sensitively, using reassuring language such as *"are you ok?"* which supports children's emotional wellbeing. Children also show empathy and a developing understanding of appropriate social behaviours. For instance, when a child accidentally hurt another, they immediately apologised, and both children responded calmly. This reflects children's growing awareness of others' feelings, empathy and emerging self-regulation skills.

Children interact positively with one another and form meaningful relationships. They play cooperatively in small groups, share resources and demonstrate developing friendships. We observed children engaging in a variety of group activities, including playing musical instruments and taking part in role play. Older children show a clear understanding of social expectations, for example explaining, *"we have to take turns,"* which reflects their developing awareness of fairness and respect. Children are welcoming and inclusive; a preschool child was observed greeting a toddler at the safety gate, demonstrating friendly and approachable behaviour and supporting a sense of community within the setting.

Children are actively engaged in their play and clearly enjoy their time at the setting. They settle quickly into routines and participate enthusiastically in a wide range of experiences, including outdoor play, music and imaginative activities. Younger children were observed giggling and showing excitement during sensory play, while children of different ages interacted positively with staff, demonstrating that they feel comfortable and confident in their environment. Children build positive relationships and engage in shared learning experiences. For example, one child said to another, *"I am going to read with you,"* and they looked at a book together, eagerly discussing the pictures and asking questions such as, *"what colour is that?"* This supports the development of social skills, communication and language, along with early literacy.

Children develop good independence skills appropriate to their age and stage of development. They take responsibility for tasks such as tidying away resources, putting on coats, accessing drinks and managing aspects of their personal care. Younger children are supported effectively to self-feed, building confidence and developing physical skills. Older children are encouraged to serve their own food and take responsibility for placing waste, plates and cutlery into designated containers. They do this with positive encouragement from staff, for example saying, “*you can do it, scoop it up. That’s it. Good job,*” which reinforces children’s confidence, resilience and sense of achievement.



Leaders and staff place a clear priority on keeping children safe and promoting their health and wellbeing. Effective hygiene procedures are in place and consistently support children's care needs. Staff follow appropriate routines, such as wearing gloves and aprons during nappy changing and cleaning equipment between uses. Individual face cloths are used and laundered appropriately at mealtimes, demonstrating good attention to infection control. Dietary needs are managed very well, with clear information about allergies displayed and robust systems in place within the kitchen to ensure children receive safe and suitable meals. Staff support children positively during mealtimes, encouraging independence and promoting healthy eating habits. While practice is generally effective, there are opportunities to further strengthen consistency, particularly in the use of personal protective equipment (PPE) and ensuring that all children are served promptly to maintain a smooth mealtime experience.

Staff treat children with warmth, respect and sensitivity, helping them to feel secure and valued. They seek permission before carrying out personal care and talk to children throughout routines, supporting their emotional wellbeing. Interactions are positive and engaging, with staff using encouraging language to involve children in activities, for example, *"shall we get our own book and read for five minutes?"* Behaviour is managed effectively, with staff using calm, consistent approaches and clear explanations, such as *"feet down or you could hurt yourselves,"* helping children to understand boundaries in a supportive way. Staff also actively promote "kind listening ears," encouraging children to listen to one another, take turns and show respect for others' ideas and feelings, which supports their social and emotional development.

The setting has appropriate systems in place to support children's development, including a key worker system, individual targets and memory books to track progress. Staff provide a range of meaningful experiences, including celebrations and themed activities throughout the year, which engage children and broaden their understanding of the world. Planning provides a foundation for activities; however, there are opportunities to strengthen this further by more clearly linking experiences to children's individual development and next steps to maximise learning outcomes. Children are supported well to develop an awareness of diversity and inclusion. They explore different cultures and celebrations, such as Ramadan, Easter and Christmas, through stories, crafts and themed displays. A range of inclusive resources, including diverse dolls, are available, and children benefit from food tasting experiences, with the cook incorporating themed meals, further enriching their understanding of the wider world.



Environment

Good

Leaders ensure the environment is safe, secure and well organised, creating a welcoming space that supports children's wellbeing. Effective systems are in place, including controlled access to the building, clear visitor sign-in procedures and comprehensive risk assessments for both indoor and outdoor areas, which are reviewed regularly. Fire safety is managed appropriately, with consistent fire drills embedded into practice and thorough records maintained, including key details such as the number of children and staff present. While drills take place regularly, they tend to occur at similar times, which slightly limits opportunities for children and staff to experience a wider range of scenarios. The setting provides a calm and nurturing environment for rest and sleep, with arrangements that are well monitored through regular checks and suitable temperature controls, supporting children's comfort and wellbeing. In most cases, safer sleep guidance is followed appropriately; however, outside of the designated sleep room, babies were occasionally observed sleeping on play mats, indicating that practice is not yet fully consistent. Staff demonstrate good attention to hygiene and cleanliness, particularly within the baby room where toys are cleaned daily and clear records are maintained.

The environment is clean, organised and welcoming, providing a positive and engaging space for children. Rooms are thoughtfully arranged with clearly defined areas for play, including inviting reading corners, well-resourced role play areas and stimulating sensory spaces that support children's interests and development. Displays are purposeful and meaningful, featuring children's work, daily routines and developmental information, which helps to promote a strong sense of belonging and pride within the setting. Welsh language and culture are effectively promoted through attractive displays, such as "Caffi Cymraeg", supporting children's awareness of their cultural identity. The outdoor area is secure, well maintained and offers valuable opportunities for children to develop their physical skills and enjoy active play.

Children have access to a good range of resources that effectively support their play and development. These include a variety of outdoor equipment, imaginative play materials and sensory resources, which encourage creativity, exploration and sustained engagement. Storage systems are well organised and accessible, enabling children to independently select resources, which supports their confidence and decision-making. The setting provides a secure foundation for learning and is continuing to enhance the quality of provision. There are opportunities to further enrich children's experiences by increasing access to natural materials, loose parts and more sustainable resources, which would broaden learning opportunities and promote curiosity and open-ended play. In addition, while the environment is generally well prepared, there is scope to maximise the use of all areas more consistently. For example, ensuring tuff trays and learning spaces are always purposefully resourced would further strengthen opportunities for meaningful play and development.



Leadership & Management

Good

Leaders provide strong and effective direction for the setting, ensuring it is well organised and operates smoothly. There is a clear management structure in place, and staff have a good understanding of their roles and responsibilities, which supports consistent and effective practice. Policies and procedures are comprehensive, regularly reviewed and embedded in practice, helping to ensure the safety and wellbeing of children. Staff report they feel well supported, and leaders have established effective systems for communication and professional development, including regular meetings, appraisals and access to relevant training opportunities.

Leaders demonstrate a proactive and reflective approach to continuous improvement. They effectively monitor accidents and incidents on a monthly basis, using this information to identify patterns and take appropriate action. A detailed quality of care report is in place, clearly identifying strengths and areas for development, and leaders have successfully implemented improvements, such as the redevelopment of the outdoor area to enhance children's experiences. Leaders respond promptly and appropriately to any concerns raised and maintain clear, detailed records of complaints and actions taken, demonstrating a strong commitment to openness, accountability and continual improvement.

Staffing arrangements are well managed and support the safe and effective running of the setting. Appropriate ratios are consistently maintained, and staff are suitably qualified, with mandatory training requirements met. Effective induction arrangements ensure that new staff are supported and promptly booked onto required training, helping them to develop in their roles. Leaders place a strong emphasis on staff wellbeing, promoting a positive working environment through initiatives such as mental health awareness activities, which contribute to good morale and team spirit. Staff demonstrate a secure understanding of safeguarding procedures and are confident in recognising and reporting concerns, ensuring children's safety is always prioritised.

Partnerships with parents is a strength of the setting. Parents provided highly positive feedback, describing the service as *"wonderful"* and staff as *"warm, attentive and genuinely invested."* They reported that their children are *"happy, secure and excited to attend,"* and that staff *"go above and beyond"* to meet their needs. The setting maintains open and effective communication through daily verbal feedback and digital systems, ensuring parents are well informed about their child's experiences and development. In addition, the setting works effectively in partnership with external agencies where needed, helping to ensure that children receive appropriate support and achieve positive outcomes.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

| Standard | Recommendation(s) |
|--|--|
| Standard 23 - Equipment | Further utilise all areas within the environment, providing opportunities to access further resources including loose parts and natural materials. |
| Standard 7 - Opportunities for play and learning | Further develop planning to reflect the Curriculum for Wales. |
| Standard 24 - Safety | Ensure staff follow current safer sleep guidance, in line with the Lullaby Trust, when babies sleep outside the designated sleep room. |
| Standard 10 - Healthcare | Promote consistent mealtime practices across all age groups. |

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