



Inspection Report

Appletree Nursery

**Llanishen Fach Primary School
Heol Uchaf
Cardiff
CF14 6SS**



Date Inspection Completed

29/03/2022

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About Appletree Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Appletree Nursery Group Ltd
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	11 August 2017
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	This service 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

The setting is child centred and supports children to direct their own play and learning. Children settle well and are happy. They have some opportunities to become independent and develop their skills through exploring the environment and activities available. Children form close bonds with each other and are forming trusting relationships with staff which helps them feel safe, with a sense of belonging.

Staff are nurturing and take their responsibilities seriously. Many of the staff are new and are developing an understanding of the policies and procedures and how to implement effective routines with confidence.

The setting is located within the grounds of the local primary school and is safe and secure. People who run the service are in the process of strengthening many of the systems to ensure they are carried out effectively and the environment is suitable and prepared. The outdoor space is highly valued by children and the people who run the service are planning to further develop activities in this area. The system of carrying out fire drills with children and recording any resulting actions needs to be implemented on a regular basis.

The leadership and management of the setting needs to be consolidated. There is a new person in charge and a number of relatively new staff who are all still in their induction period. Managers are working hard to devise systems to provide direction to staff to ensure they are deployed effectively and understand their responsibilities.

Well-being

Children demonstrate preferences and make decisions about how they spend their time. They choose their activities and move around the room freely. They enjoy their time playing outdoors and value the opportunity for active play. Children understand they do not have to take part in group sessions if they prefer to continue with a chosen activity.

Children's interests influence the planning of activities and their communication is respected. Children have opportunities to develop and extend their learning. A number of activities based on 'The Hungry Caterpillar' story were influenced by a child bringing a worm into the setting from the garden. This led to children making green playdough worms, exotic fruit made from paper and children experimenting with tasting new fruits. They are active and curious learners who enjoy exploring the environment. Children have opportunities for imaginative play and enjoy playing in the mud kitchen outside along with role play in the home corner. Messy play activities such as sand, paint and water provide children with opportunities to be creative and have fun.

Children feel safe and secure and are developing a sense of belonging within the setting. Each child has their own coat hook with their photograph. Children are happy to see their art work displayed on the walls and showed us their pictures with pride. Children have close bonds of affection with the staff and are beginning to form friendships, in line with their age and stage of development. They are kind towards their friends and play happily together or alongside each other. Children know they can ask staff for support and one child received comfort and attention from a member of staff when not feeling well. Another child who did not settle easily sat close to a member of staff who provided reassurance and soothed the child until she was ready to participate in activities.

Children have some opportunities to develop independence skills. They are encouraged to help themselves at meal times and new procedures are planned to support children to pour their own drinks and clear away after eating. This also includes supporting children to clear away toys and resources before they start a new activity. Children are developing independence skills in their toileting and hygiene practices. Children bring their own drinks bottles into the setting and these are occasionally picked up and used by other children.

Care and Development

Staff understand the need to ensure they have all the relevant information to care for children safely. There is a comprehensive safeguarding policy and staff understand their responsibilities with regard to child protection. The person in charge understands the process to make a child protection referral to the appropriate agency. We discussed the need for this information to be displayed in a clear and accessible format for all staff to use if needed. There is good information about children's allergies and intolerances and this is available to all staff. Care plans are followed as required. The cook who is employed to prepare all meals ensures this information is taken into account at all times. It is updated and appropriate training is provided as needed to keep children safe. Meals are prepared freshly each day and are nutritious and appealing.

Staff provide the appropriate level of support to enable children to participate in the daily activities. Additional levels of staff support are provided to some children with individual assessments. Medication records are signed by staff and parents. Health partners visit children at the setting to provide specific information to staff and to update care plans. The setting uses a digital App designed for pre-school services to record children's daily information and this includes accidents and incidents. The records do not always provide enough information on how accidents occur. These records are not monitored on a regular basis to identify trends to improve the environment.

Staff use the digital App to record observations of children's achievements and learning. This system matches the observations to the Foundation Phase areas of learning. The evaluation of this process is not currently carried out as no outcomes or next steps in the process are identified. This is necessary to plan specific activities to support children's development and learning.

Staff mostly decide in the moment which tasks they carry out. There was no evidence of a rota to match specific tasks to individual staff. Also, there was no daily routine in place to provide continuity. This approach can result in lack of clarity about staff responsibilities. During the recent team meeting, these issues were identified as areas of development for the staff group. A tasks rota and daily routine was put in place after the inspection.

Environment

People who run the setting ensure children receive care in a safe and secure environment. Staff oversee the secure entry system to the premises and record all visitors.

Comprehensive risk assessments are in place, including health and safety procedures regarding COVID-19 and a fire safety assessment. There was no evidence relating to the holding of fire drills which is a requirement of regulations. The person in charge carried out a drill with all children soon after the inspection. Monthly fire drills are now planned. The premises are located in the grounds of Llanishen Fach primary school and the local authority ensure all required safety checks are in place. Staff register children in and out of the building so that they know exactly who, and how many children are in their care.

People who run the setting are working hard to ensure the premises are clean, attractive and welcoming to children. There are light, bright and spacious areas for children to explore. The walls are newly painted and there are plans to remove the carpet in the main play room and install new flooring. There is a range of good resources inside which provides a stimulating environment for play and learning. Children are able to access toys easily, which supports their independence. Staff set up the environment to provide opportunities for continuous play provision to promote children's choices. The outdoor area is spacious and easily accessed by children. People who run the service are planning to develop this area to enrich the environment for play and learning and to provide further suitable age appropriate challenges. Children currently enjoy playing with sand and the mud kitchen and taking advantage of the large open area for running and active play. There are plans for children to have free flow access to this area. There is a large foyer where children keep personal belongings and a board which displays photographs of staff. Names and roles of staff are not included on this board. Staff are responsible for the cleaning of the premises. Managers are putting in place a new rota allocating responsibilities, which will ensure all areas are cleaned on a regular basis.

People who run the service monitor resources and equipment regularly. Resources and equipment are well maintained and of good quality. Resources promote multi-cultural awareness and learning. The setting has suitable furniture and resources to support children's independence. There are a suitable number of children's toilets and nappy changing facilities available. Liquid soap and paper towels are accessible to children in this area and promote independence.

Leadership and Management

The people who run the service and who are responsible for the leadership and management are working together to embed policies and procedures. They also intend to update and implement a number of effective working practices. A recent team meeting discussed issues needing to be addressed based on observations and experiences of managers and staff. A comprehensive action plan is now in place to establish daily routines, actions and responsibilities of all staff. As a result of the pandemic, the service has lost a number of key staff and continues to experience significant staff absence. The area manager is currently based at the setting to provide support to the new person in charge and her team.

There is a statement of purpose in place which provides up to date information about how the service runs. The responsible individual sends notifications of all changes to Care Inspectorate Wales as required. The people who run the service are keen to get feedback from children, parents and staff by using questionnaires. These record a positive response. This is also an opportunity to look at any improvements planned which include developing the outdoor area, improving the use of Welsh and introducing the digital App. Parents are very pleased with the App as it provides regular, daily information about their children's experiences at the service.

The people who run the service carry out checks to ensure all staff are suitable to work with children and this includes references and Disclosure and Barring Service (DBS) checks. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. A number of staff stated they feel they need a more in-depth induction to become familiar with the policies and procedures. Staff report they feel supported by managers. The responsible individual updated all policies and procedures recently and a plan is in place to ensure all staff have time to read and understand them. Most staff have up to date mandatory training and good opportunities to undertake a range of additional training.

Recommendations to meet with the National Minimum Standards

- R1. Ensure children do not share water bottles
- R2. Ensure all activity planning is evaluated
- R3. Ensure all staff are deployed effectively to have oversight of children
- R4. Monitor and evaluate all accidents and incidents on a regular basis
- R5. Embed new routines and system with all staff
- R6. Establish regular and effective cleaning routines.

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
N/A	No non-compliance of this type was identified at this inspection	N/A
38	The provider has not provided evidence that fire drills	Achieved

	have been carried out. There is no record of fire drills.	
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Date Published 27/04/2022