



## Inspection Report

**Blossom Tree Nursery**

**2a  
Waun-y-groes Avenue  
Cardiff  
CF14 4SY**



**Date Inspection Completed**

30/11/2023

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## About Blossom Tree Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	BLOSSOM TREE NURSERY RHIWBINA LTD
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	9 June 2021
Is this a Flying Start service?	No
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.

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

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

### **Summary**

Children are very happy and settled at the setting. They form warm relationships with their friends and adults alike. Children choose from exciting resources and activities. They have excellent opportunities to make choices and decisions about how they spend their time.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They implement the setting's policies and procedures effectively. Staff are attentive, gentle, and nurturing towards the children. They support children's development appropriately and plan a variety of exciting activities which are led by children's interests.

The environment is secure, clean, and welcoming. Leaders ensure there are appropriate systems in place to maintain a safe environment. There is a good range of open-ended, authentic toys and resources both indoor and outdoor to promote children's holistic development.

Leadership and management are strong. Leaders are dedicated and motivated to offer an inclusive workplace. Self-evaluation procedures are effective. There is a suitable range of policies, procedures, and documentation to support the running of the setting. Some improvements are required to ensure all staff hold the necessary childcare qualifications in accordance with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years.

**Well-being****Excellent**

Children have excellent opportunities to make choices and decisions about how they spend their time. They can move freely around the various play spaces available to them. They choose where and what they want to play with. We saw a child enthusiastically transport wooden blocks in a basket around the playroom. They visited various areas of the playroom to drop off their carefully selected blocks, admiring their collections around the room. Children are confident to express themselves, as they know they will be listened to, and their views valued. For example, children told us how they thoroughly enjoy attending the setting with their friends and how they especially like the sausage and mash made by the setting's cook.

Children are very happy and settled at the setting, they feel valued and have a strong sense of belonging. The very few children who become a little upset are supported well and are soon playing happily with their friends. They clearly enjoy being in the company of other children, forming warm and affectionate friendships and developing secure relationships with staff. We saw children happily initiate sitting on staff members laps when reading stories and singing songs. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Children enjoy their play and learning and are fully involved in the activities on offer. They benefit greatly from the authentic resources and variety of play opportunities set up to develop, learn and to use their imagination. For example, a large tray filled with dinosaurs, sand, water, and natural materials such as leaves and bark, provided children with endless opportunities to explore and enhance their sensory and imaginative play experiences. Children are extremely motivated to follow their own interests and sustain their play for periods suitable for their age and stage of development. For example, two children dressed up, pretending to visit the supermarket. They proudly showed off their various outfits to their friends and staff, who all engaged in the fun and joyfulness of the play.

Children develop a wide range of skills as they play and engage in routines. They have superb opportunities to become independent, enabling them to do things for themselves. Children of all ages are encouraged to tidy away. Older children access the toilet independently and wash their hands competently, while younger children are offered support when needed. At mealtimes babies ably feed themselves. Toddlers and older children competently serve themselves and pour their own drinks from jugs or are supported to do so. This promotes children's self-help skills and builds their self-esteem.

## Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of beneficial policies and procedures to guide staff and outline expectations. Staff have a sound knowledge of safeguarding and the procedures to follow. They are aware of their duty to report any concerns. Staff implement appropriate procedures to support children when recording and reviewing accident, incident, and pre-existing injury forms. These are shared with parents in a timely manner. Staff administer medication and maintain records in accordance with the policy.

Staff follow and promote good hygiene practices. For example, children are supported to wash their face and hands after eating. Younger children are supported to wash their hands after having their nappy changed, embedding good hygiene routines from an early age. Children's privacy and dignity is considered. For example, older children are invited to change out of their school clothes behind a screen. Younger children are encouraged to sleep/rest during the day. Babies have dedicated sleep areas and older children sleep in their playrooms on individual mats. Children settle to sleep quickly as staff ensure they have their individual comforters, lights are turned down and noise is kept to a minimum, creating a calm and relaxing atmosphere.

The setting's, in-house cook provides a wide range of freshly cooked meals and snacks, which offer balance, variety and promote healthy eating practices. Staff follow robust procedures when dealing with children with allergies, intolerances, and preferences. Staff ensure mealtimes are relaxed, social and enjoyable experiences, where opportunities for children to talk about their day are encouraged. Staff promote children's physical development and the benefits of getting out into the fresh air, through regular access to the outdoor play environment.

Staff interact very well with the children and build positive relationships with them. They are attentive, warm, patient and offer reassurance when needed. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy. Staff know the children well. They carry out regular observations of the children to enable them to informally track their progress, development and identify their next steps. Staff plan a range of play experiences based on children's overall interests and are beginning to seize opportunities for in the moment learning. For example, a child showed great delight when using a magnifying glass, so much so, staff provided all children with a magnifying glass to use to explore the playroom together. However, staff do not routinely record children's individual next steps in the planning document, to ensure they are actioned. The setting is taking steps to embed the principles of the Curriculum for Wales. Staff promote the Welsh language, through introducing basic incidental Welsh during activities and routines.

## Environment

Good

Leaders ensure the setting is safe, clean, and secure. There are effective practices in place to accurately record visitors, staff and children's time of arrival and departure. Leaders have beneficial measures in place to maintain the safety of the environment, including carrying out regular fire drills, thus ensuring staff and children know what to do in the event of a fire. There is a suitable range of risk assessments in place to maintain a safe environment. Staff complete daily checks of the premises to identify and where possible eliminate any risks to children's safety. Some activities are risk assessed, such as loose parts play. However, not all the activities freely available to children have been fully considered for potential risks. For example, the playdough station which includes ingredients stored in closed masonry jars, such as salt, is freely available to most children in their playrooms.

The environment offers good facilities to care for children. All rooms are equipped with high quality and suitably sized furniture for the age of the children. The layout of the environment helps children to move around their playrooms freely. Children eat their meals and snacks in their individual rooms, minimising the movement across areas, extending their time to play. Low-level highchairs assist babies to sit together, enabling them to fully experience the social benefits of mealtimes.

Leaders provide an extensive range of open-ended authentic resources and toys which are of good quality. Real-life, natural, re-purposed and recycled items are used to enhance all areas of the environment and support children's play experiences. For example, dressing up clothes, include items such as bags, dresses, and scarves. Real life experiences are mirrored by using resources such as empty perfume bottles and real vegetables in the home corner. The use of loose parts such as various shape and colour buttons to decorate their playdough creations, promotes creativity and curiosity. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and extremely inviting to children.

The outside space is accessible directly from the downstairs playrooms and is of a reasonable size. The space offers a range of experiences. For example, a mud kitchen and sand/water tray, supports creativity and imaginative play. However, the outside play space is not set up with the same level of care and consideration as the inside playrooms. A wooden canopy offers some protection during the wet weather and the high fencing around the perimeter of the outside space, offers security and privacy for children when they play.

## **Leadership and Management**

**Good**

Leadership and management are strong. Leaders are dedicated and motivated to offer an inclusive workplace, valuing the richness of a diverse team. A comprehensive statement of

purpose provides parents with the relevant information about the setting, so they can make an informed choice. There are extensive policies, procedures, and documentation in place, which supports the running of the service. However, a few require reviewing to ensure they are in line with regulations and current practice. For example, the complaints policy does not include all the required timescales or how to make a complaint if the local authority has arranged the placement. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Key information is sought to support the child's experiences at the setting.

Leaders are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents, children, and staff. As part of the process, they produce a report which reflects on the previous year, alongside identifying areas for improvement for the coming year. This drives continuous improvement of the service they offer.

Leaders understand their responsibilities to ensure staff are recruited safely and all required documents are maintained. However, due to the varying computer systems used to store these details, documents were not easily accessible. In general, staff are skilled, experienced and have completed required mandatory training such as paediatric first aid. Some staff have also completed additional training courses such as working with babies and mindfulness. However, not all staff hold the necessary childcare qualifications in accordance with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders ensure all new staff undertake detailed internal induction training. Leaders have adopted a range of robust approaches when carrying out team meetings and supervisions. These varied approaches support opportunities for all staff to reflect on their practice regularly, share their learning and be active participants when identifying areas to further develop their knowledge. An importance is also placed on nurturing the staffs' own emotional well-being and consideration is given to meeting their individual needs. Leaders carry out useful annual appraisals. Staff we spoke to were extremely happy working at the setting and feel well supported by leaders.

Staff have strong relationships with parents. They keep them well informed providing regular updates regarding their children's experiences at the setting, both verbally and via the settings communication App. Parents we spoke to were highly complementary about the service.



### 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
25	The registered person has failed to ensure that risks to the health and safety of children are identified and eliminated.	Achieved

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
14	The responsible individual must ensure there are a sufficient number of suitably qualified persons looking after the relevant children at all times in accordance with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years.	New

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 7 - Opportunities for play and learning	Ensure planning for children's next steps is clearly documented.
Standard 24 - Safety	Ensure all activities freely available to children are robustly risk assessed. For example, the playdough station.

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)
Ensure the outside play space is set up with the same level of consideration as the inside play space.
Ensure all individual staff records are organised and easily accessible.
Review policies and procedures to ensure they are in line with regulations and current guidance.

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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