



Inspection Report

Appletree Day Nursery (WALES) Redwick Ltd

**Greenfield House
North Row
Redwick
Magor
NP26 3DX**



Date Inspection Completed

13/02/2023

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About Appletree Day Nursery (WALES) Redwick Ltd

| | |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Appletree Day Nurseries (Wales) Ltd |
| Registered places | 56 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Manual Insert] 11 June 2018 |
| 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 and does not demonstrate a significant effort to promoting the use of the Welsh language and culture. |

| | |
|--------------------------------------------------|-----------------|
| <u>Well-being</u> | Adequate |
| <u>Care and Development</u> | Adequate |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

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

Summary

Children feel settled, happy and confident at nursery. They interact positively with those around them and experience suitable opportunities to play and explore their environment. Children have some opportunities to develop their independence skills.

Most staff work confidently and appropriately in their practice of caring for children. They are aware of their responsibilities to strengthen their training and follow adequate hygiene practices.

The management team provide a safe, secure environment. They have sound risk assessments in place and ensure safety checks of the buildings are carried out daily. In the main managers who run the setting organise the environment well to ensure children can access a broad variety of toys, resources and equipment. There is an ongoing improvement plan for the outdoor play areas for toddler groups.

The provider and manager both have a clear vision. They have an effective statement of purpose which reflects their setting. Staff are required to update regular training to promote their professional development. The managers ensure that staff are suitable to work with children. They have developed good relationships with parents.

Children are confident communicators as their wants, needs and feelings are considered by the staff. They make some decisions and choices about what they want to play with. For example, singing songs and playing with construction toys. All children's choices are respected. For example, a young toddler in the baby room expressed that they did not want to join in with a group activity and they were supported to watch instead.

Most children are generally happy and settled. We saw children smiling and laughing during their play. Children are familiar with the routines and have developed good relationships with staff and other children. They approach staff for support and comfort, which is responded to in a warm and sensitive manner. Children generally interact well with each other, sharing and involving others in their play, including staff. For example, a child in the preschool asked their group if anyone would like to play with toy cars and make a circuit. When no other children accepted the invitation, a member of staff responded and joined in with the child.

Children have suitable opportunities to develop, learn and use their imagination to meet their individual developmental needs. For example, some younger children in the baby room chose to play with the dolls. Staff supported the play well by asking if they needed milk to feed the babies. Younger children in the baby unit have activities such as soft toys, baby gym and shape sorters set up on the floor space so that they are encouraged to become more mobile by crawling or taking initial steps. Older children are confident to move around the environment making independent choices as to what they want to play with. The preschool children told us that they enjoy playing in their outside space, watching, and calling the chickens over from the farmyard. They also call the alpacas and are excited when they peer over the fence to say hello, they know the animals well and call them by their name.

Children have some opportunities to develop their independence. Most children across all ages are supported and encouraged to feed themselves and have some opportunities to develop their independence skills. However, we saw older children sitting at the table ready for their meals or arriving from other settings were not reminded to wash their hands.

Most staff are confident about their roles and responsibilities. They show a sound understanding of how to keep children safe. They were able to confidently identify any issue that would cause them concern about the welfare of a child. The Nursery manager is the designated safeguarding officer and has appropriate knowledge and skills to deal with any referrals that need to be raised. Staff promote adequate hygiene practices and encourage children to do the same. However, not all staff followed current infection control procedures when changing a child's nappy.

For example, we saw a member of staff only wearing one glove when changing older toddlers and some staff did not change their gloves in between nappy changes. This is contrary to the settings own policy. Staff carry out daily cleaning and staff ensure children do not access cleaning materials by storing them away appropriately. The setting offers a variety of meals and snacks which promote healthy eating. We observed children sitting down for mealtimes ready to eat. However, they were having to wait long periods of time. In discussion, staff could not tell us why food arrivals were delaying.

Many staff support children to speak or express themselves as they receive an appropriate response or interaction. We observed children and staff in the older toddler group using basic sign language. All staff respond well to children including responding to their questions, requests and non-verbal cues. For example, a younger child held out shoes and a staff member asked, "*Do you want me to help?*" Staff show warmth, kindness and offer reassurance to children when needed. Children are greeted warmly. When babies arrive staff use gentle, calm tones with the children to help them settle. Staff encourage older children to use please and thank you and they understand the behaviour management policy and implement positive behaviour management strategies. Staff praise and reinforce positive behaviour.

Staff support children in their chosen play activities. We saw staff reading stories to children both to individuals and as a small group. Staff play alongside children to support and guide children's developing ideas. Generally, staff plan activities around a theme. We were told that staff are transitioning their paperwork into a new curriculum to help support this and they track children's development using a developmental record. However, not all staff felt confident with the new curriculum. On discussion with the provider, we were informed this would become a priority. Staff use some incidental Welsh and sing Welsh songs to help children become familiar with the Welsh language.

Environment**Adequate**

The management team ensure that most of the environment is safe, secure, and adequately maintained. The main doors are locked securely, and the children's base rooms are kept closed. There are risk assessments in place. Managers carry out regular maintenance checks, fire drills and ensure that all vehicles are fully insured and suitable to carry out wrap around care. Staff carry out a daily checklist for the indoor and outdoor areas. The manager ensures that that the first aid kits are well stocked and are checked regularly.

The management team and staff together, ensure the environment has sufficient indoor play space for children to move freely most of the time. However, the dining area which is also used for messy play for the older toddler group, was not suitably clean. We noted that the floor was marked in muddy prints and general condition of the playroom rooms for both toddler rooms were tired looking. On discussions with the management team, we were told that the usual deep cleaning had been delayed due to staff shortage. Before the inspection concluded this had been rectified.

Staff ensure the environment meets many of the children's needs enabling many of them to reach their full potential. They offer separate rooms for different age groups and have taken into consideration the different abilities within the age groups. For example, the baby room is split for younger babies and older babies who are crawling or beginning to walk. There are two separate sleeping rooms for babies' older babies sleep on the mat on the ground floor and younger babies who need longer sleep are placed in cots on the first floor. We noted that this room was cooler in temperature. Staff told us the room takes time to warm up. In the main the premises are welcoming, warm and accessible. There are a range of displays on the walls including some children's work and a few bilingual elements. There are separate outdoor play areas for younger and older children. We noted that the older toddler's play area is tired looking. Although the toddlers' outdoor resources are adequately safe, they do not look inviting. In discussions with the provider, we were told that there is an ongoing maintenance and redecoration plan. The first phase had been completed by repainting the walls in most of the nursery. The next phase included a whole revamp of the toddler's base rooms indoor and outdoor facilities. We saw evidence of the improvement plans put into place for the next six months.

The management team ensure that nearly all children can access suitable quality resources and in the main have a broad variety of age-appropriate furniture, toys, and equipment to stimulate the children's interest and imagination. Each age group have separate areas to provide different play and learning experiences. Most resources look to be in sound condition, and they offer some resources which promote diversity and cultural awareness.

Leadership and Management

Adequate

The management team produce a clear, effective statement of purpose which reflects the setting. The management team have a good range of policies and procedures in place. However, they do not always ensure that all staff implement the policies consistently. The settings manager ensure that the required records are maintained. Although the manager ensures that there are suitable numbers of staff on duty each day who have up to date first aid training, safeguarding knowledge and skills. This is not consistent with the settings own policy of all staff must be trained in first aid, first aid training and basic safeguarding training. During our discussion regarding training, staff were unsure of which mandatory training they had received was in date. This contradicted the information on staff training matrix chart as this showed all staff had been trained. Before the end of the inspection process that manager confirmed that she had checked staff records and had ensured that the staff matrix was updated and accurate and any staff who need to attend to training were scheduled to do so as soon as possible.

The management team are very open and work positively to make improvements to the setting. They ensure that they engage with Care Inspectorate Wales (CIW) and other professionals. Self-evaluation is in the process of being completed and both the manager and provider were aware of deadlines to be met for online submissions to CIW. They collect views of parents' children and staff who use and work at the setting and produce a useful report which includes information on where they have improved. The management team have a clear complaints policy in place and has an adequate process for dealing with complaints.

Management team follow a safe recruitment process and carry out suitability checks on all the staff. Regular staff supervision and appraisals are carried out with all staff. These are comprehensive and focus on personal development as well as the individual's well-being. Daily records such as registers for children and staff are kept consistently and manage school and nursery runs effectively. The setting meets daily ratios and deploy staff effectively to meet children's needs.

Management and staff keep parents well informed. They send out regular newsletters to share important information. Staff keep parents informed about children's daily activities through verbal feedback as well daily sheets for babies and younger toddlers. Parents spoken to during the inspection along with recent questionnaires received for the purpose of compiling the self-assessment report, told us that they are happy with the service provided, they receive timely information about their child's day and feel that the setting supports them as well as their children. Parents told us that they mainly chose this setting because of its rural aspect set within a farm environment where their children can learn to appreciate and respect animals. The setting works well with outside agencies to support children with additional needs.

Recommendations to meet with the National Minimum Standards

R1. Ensure that all staff follow the infection control procedures consistently regarding wearing appropriate protective wear when changing children. Reminding staff to ensure that children are encouraged to wash their hands before meals times and on return from outings or outdoor play.

R2. Ensure that the floor space used for messy play and mealtimes in the toddler rooms have regular deep cleaning.

R3. Ensure babies sleep room is kept to a consistent temperature throughout the year and that the rooms are appropriately ventilated.

R4. Ensure that the new curriculum for Wales is embedded as soon as the relevant staff have received training.

R5. Ensure that all staff have up to date mandatory training as per the settings' policy including first aid, food-hygiene and safeguarding training and the training matrix is accurately updated.

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 |
|-----|------------------------------------------------------------------|-----|

| Ratings | What the ratings mean |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent | 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. |
| Good | 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. |
| Adequate | 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. |
| Poor | 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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