



## Inspection Report

**Pobl Bach Nurseries Ltd (Johnstown)**

**20 Pondside  
Johnstown  
Carmarthen  
SA31 3HU**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

17/01/2024

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## About Pobl Bach Nurseries Ltd (Johnstown)

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pobl Bach Nurseries Limited
Registered places	51
Language of the service	Both
Previous Care Inspectorate Wales inspection	<a href="#">26 May 2023</a>
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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 are happy, confident, and settled. They feel safe and are developing good relationships and friendships. Children have good choices and have opportunities to be independent and make decisions about what they wish to do.

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities and keep children safe. They are kind and caring towards children and provide positive interactions to ensure children feel happy and valued. Staff are knowledgeable and are continuing to develop their planning for children's learning and development.

The environment is welcoming, safe and well maintained. Equipment and resources are of good quality, clean and accessible to children. People who run the setting ensure safety measures are in place creating a secure learning environment.

People who run the setting have been working diligently to improve and develop the service. They are committed to ongoing improvements and have introduced effective changes since the last inspection. They value their staff and provide clear induction processes, ensuring continuous training. People who run the setting have long established partnerships with local schools.

**Well-being**

**Good**

Children are happy and confident and have opportunities to make choices and decisions that affect them. For example, they choose where they wish to play, and with whom, such as experimenting in a water trough. Children demonstrate when they have had enough food to eat, or whether they wish to sleep, and staff are responsive to children's wishes. The child's voice is respected. For example, staff recognised whilst preparing to clear the dinosaur tuff tray, that children were still interested and left this so that play could continue.

Nearly all children are settled with some seeking closer contact and reassurance from staff. We saw children at different stages of their settling in sessions being supported by staff with lots of close contact and interaction. We saw older children arriving following school sessions and being welcomed warmly, with staff approaches being done effectively and sensitively. For example, upon arrival, children were content to observe ongoing activities and interact with staff as to where they wished to play or participate.

Interactions between children and adults are kind and positive. Children respond and cooperate with other children and with staff. Children are interested and engaged with the ongoing activities. For example, whilst on a nature walk, children are excited to collect items for the day's activity. During this outdoor activity, children eagerly point to an aeroplane in the sky, triggering a dialogue between children and staff as to where the plane may be going. Indoors, children chatter enthusiastically during a magic wand making activity, where they discuss the sizes of twigs and sticks, *"I want a big stick, this long. A giant one"*. Interactions between staff and children demonstrate that relationships are warm, and children clearly feel secure and happy.

Children are engaged in their play and enjoy a good selection of purposeful opportunities. They can explore a good range of resources, carrying these to different areas as their ideas and creativity unfold. For example, whilst talking about snow, we saw children placing dinosaurs under stones and ivy, and using spades to tip flour into colanders, to shake over the dinosaurs. Children can also relax and have quiet times. They take their time to safely explore the indoor environment and initiate their own play. For example, children thoroughly enjoy the sensory experience of building an igloo with flour and ice cubes.

Children take part in activities resulting in a good feeling of achievement and self-esteem. For example, decorating a real-life tree with painted coffee filters as they learn about winter. At the independence station, we saw children confidently tidying up using child size pans and brushes, drying their hands and faces and wiping their noses with tissues. Children have their own water bottles and help themselves throughout the session. With mirrors forming part of this area, children enjoy observing themselves as they achieve these tasks independently. We saw children independently going to the toilet, washing their hands, and feeding themselves.

Staff have developed their understanding of policies and procedures since the last inspection visit and are confident to talk about their roles and responsibilities with confidence and pride. Staff understand and implement consistent practices and new staff members have effective role models in place, enabling them to develop their knowledge and understanding from each other. Staff are confident in their understanding of safeguarding procedures and how to raise concerns. They enjoy the consistency of working closely with the same staff. Staff also appreciate opportunities during transition periods to collaborate with staff from different units to ensure smooth and successful transition experiences for all children. Staff are knowledgeable about individual needs such as allergies and intolerances. They told us how the new menu has been implemented successfully with children enjoying what they eat during breakfast, snack, lunch, and tea times. Hygiene practices are in place with staff wearing aprons and gloves at appropriate times throughout the day such as nappy changing times. Staff encourage children to wash their hands and remind them of the need to consider hygiene during their meal and play times. We saw staff recording children's daily experiences using an electronic system. Staff also demonstrated how they record accidents or medication effectively using the same method, enabling parents to access, respond, acknowledge, and provide consent.

Staff build positive relationships with children and are responsive to their needs. They listen and respect children's views. Interactions between staff and children are warm, demonstrating kindness. Staff are sensitive to the needs of others, modelling good manners. Staff interactions go hand in hand with a calm approach to which children respond positively. For example, *"take your time"*, *"that's a good idea"*, *"shall we try that?"* *"Would you like a go? That's a good job – well done"*.

Staff are enjoying the experience of developing the new planning process within the setting. They focus on children's interests and provide children with a range of exciting experiences. Staff confidently told us that they enjoy exploring new ideas, resulting in a range of innovative activities being introduced into the weekly routine. For example, we saw staff responding to children's ideas of snow and setting up a tuff tray with flour to explore the concept of snowflakes. Staff enthusiasm and motivation are impacting positively on the children's day to day play and learning opportunities, resulting in children being happy, engaged and interested in their play.

## Environment

Good

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe and secure, both indoors and outdoors. The setting is

welcoming and very well maintained with open spaces, clear entrance and exit points. Fire drills and evacuation processes are all practiced effectively, and fire equipment is serviced and located in appropriate places. Other environment and building safety checks are complete and documented correctly. Newly fitted boilers ensure the setting is warm and appropriately heated. People who run the setting keep a range of purposeful risk assessments which are reviewed and adapted according to the setting's routines and activities. The setting offers an office area where all records are stored confidentially. Further displays of policies, procedures, valid certificates, safeguarding literature, and staff information are displayed in areas where parents can access. People who run the setting ensure the safety of everyone whilst on the premises. They record staff and children's registers on an electronic system and ensure that all visitors sign in and out of the premises.

People who run the setting ensure that children are cared for in an environment that is clean, inviting and meets the needs of children, providing rich play opportunities. For example, there are areas for sensory and exploratory play where children can develop their problem-solving skills. People who run the setting ensure that the layout offers age-appropriate spaces for different age groups. They told us of imminent plans to refurbish the second floor of the setting following receipt of a grant. Staff are excited and told us of the benefits the refurbishment will bring to this area, offering further opportunities for children to move freely and develop their independence. People who run the setting ensure that whilst children are always supervised, the environment provides open spaces both indoors and outdoors for children to move freely. They offer a fully equipped kitchen on site, where nutritious snacks and meals are prepared. The setting is registered with the Food Standards Agency.

People who run the setting and staff plan and adapt the learning spaces and offer good quality furniture and a range of age-appropriate resources. For example, small world resources such as farm animals. We saw children enjoying the story corner which offers a range of books, characters, and puppets. People who run the setting ensure planned activities are linked to children's interests and ideas. They provide an exciting variety of natural resources to spark children's curiosity such as loose parts, wood, bark, and shells. We did not see children playing in the setting's outdoor area during our visit, but this area offers further additional resources to encourage physical play in a safe space.

## **Leadership and Management**

**Good**

People who run the setting have a clear vision for the service and the management of the setting has developed significantly since the last inspection, offering consistency and stability. Areas of non-compliance have been met and they maintain and share an up-to-date, comprehensive statement of purpose which accurately reflects the service. People who run the setting provide clear policies and procedures which are reviewed annually or,

as and when required. They effectively communicate with their staff creating a very positive ethos. People who run the setting are organised and keep records in a confidential way. For example, staff files and children's records are correct and up to date. They keep documentation relating to the transportation of children for school pickups in order, with certificates being kept confidentially on the premises.

People who run the setting reflect on and evaluate the setting and their practice. They distribute questionnaires and collate the views of practitioners, children, and parents in preparation for their next self-evaluation report. They work hard to maintain and improve their service of care through listening carefully to what people and children say. People who run the setting are committed to continuous improvement.

People who run the setting ensure that they support their staff in relation to their ongoing development. They ensure that they have a clear staff recruitment and induction programme in place. People who run the setting carry out regular supervisions and annual appraisal meetings and plan for future staff training and individual needs. Staff told us that they felt supported by approachable managers and leaders and are happy working at the setting. Staff are happy to offer information about daily routines, responsibilities, safeguarding and new learning opportunities.

People who run the setting told us that they are proud of the strong partnerships that have been built with parents and the benefits of daily verbal feedback with parents as well as via their electronic system. We saw examples of how the setting share children's experiences via this method such as the Christmas concert recording with parents acknowledging their appreciation. People who run the setting ensure that children have opportunities to be part of the community and during our visit, we saw children enjoying a local nature walk. People who run the setting have long established school pick up services with several local schools and we saw this working effectively.



### 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
28	The provider must ensure that all staff files contain two references.	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
N/A	No non-compliance of this type was identified at this inspection	N/A
22	The provider must ensure the safeguarding policy includes correct information in relation to the setting's Designated Safeguarding Officers and ensure that staff are able to put the policy into practice.	Achieved
20	The provider must ensure that all care staff ensure to follow robust hygiene practices and ensure they promote and make proper provision for the welfare of relevant children.	Achieved
21	The provider must ensure the provision of food meets the needs of the children.	Achieved
29	The provider must ensure that staff receive staff supervisions and appraisals on a regular basis and ensure that basic evidence of professional development records are kept.	Achieved
31	The provider must ensure that they inform CIW of all staff changes.	Achieved

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)
	No NMS Recommendations were identified at this inspection

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 staff continue to develop and embed the planning process to help plan the next steps of children's play, learning and development.

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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