



Inspection Report

Tŷ Plant Community Nursery

**Gilgal Christian
Ritson Street
Briton Ferry
Neath
SA11 2RN**



Date Inspection Completed

23/04/2024

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About Tŷ Plant Community Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tŷ Plant Community Nursery LTD
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
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>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Poor

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

Summary

Children are settled, happy, and have a strong voice at the setting. They have a variety of opportunities to make choices and decisions about what affects them. Most children interact well with one another and staff.

Staff have a good understanding of their responsibilities to protect children. They praise children for their efforts and use positive reinforcement regularly. Staff provide children with a good range of play and learning opportunities.

Leaders have good systems in place to keep the environment safe and secure. Overall, the facilities are clean and appropriately well maintained. Leaders ensure children have access to a suitable range of equipment, toys and play materials, which reflect real life and natural objects to develop curiosity.

Leadership and management at the setting is inconsistent and some important regulatory requirements need addressing promptly. We, Care Inspectorate Wales, (CIW) have recognised non-compliance with the regulations, issuing Priority Action Notices and highlighting Areas for Improvement. There are several recommendations noted at the end of the report. Leaders have acted swiftly to act on issues raised at the inspection.

Well-being

Good

Children have good opportunities to make choices and decisions and have their voice heard. They freely decide what activities and resources they want to play with. For example, children happily ask for 'sleeping bunnies' before breakfast. Children say if they would like more at mealtimes and confidently say when they have finished. Some children tell us what they enjoy playing with at the setting.

Nearly all children are happy, settled and cope well with separation from their parents or carers. Most children have positive relationships with each other and staff. They have cuddles and comfort if they feel sad or need reassurance. We saw children laugh and smile whilst playing. Children know the daily routine well. They positively engage in group time and take turns when talking about how they feel.

Children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw children engage in a song and rhyme session and enjoy reading books. Nearly all children are active, engaged and play together well. They sit nicely at the table at mealtimes and listen to instructions from staff. Children explore the environment and engage in a mix of child and adult led activities. Children express themselves well. For example, we heard a child say to a staff member *"You make me happy; I missed you"*.

Children are interested in their play and learning. They access a variety of opportunities within the setting and follow their own interests most of the time. We saw children enjoy a game of hide and seek, play on a wooden seesaw, build towers, play musical instruments, and engage in sensory play. Children confidently explore the areas inside and access most equipment independently.

Children are developing their independence skills well. They wash their hands and access the bathroom independently, or with support if needed. Children feed themselves and help themselves to their drinks as they wish. They are learning to use cutlery competently. For example, we saw children attempting to spread butter on their toast at breakfast. They take responsibility for their belongings and support staff with tidying up, emptying their food waste into a recycle bin and putting their dishes away. Children take off their socks independently to play inside the sand pit.

Care and Development

Good

Staff understand and mostly implement policies and procedures to promote the safety and well-being of children. They have a suitable understanding of their role in protecting children and answer safeguarding scenarios well. Most staff have completed mandatory training, including child protection, first aid and food hygiene. Those who require training, are booked on to complete soon. They keep accurate contracts and consent forms in place for children attending the provision. Staff offer children a healthy breakfast. Parents provide a lunch and afternoon snack, which is stored in the onsite fridge. There are systems in place to meet allergy and dietary needs. Overall, staff implement cleaning routines well. We saw staff clean tables and support children in handwashing prior to meals. However, there are inconsistencies with nappy changing practices not always being followed effectively. At inspection children's sleep mats were split, new mats were ordered prior to inspection and have since been replaced.

Staff understand the behaviour management policy and implement positive strategies successfully. They use positive reinforcement, encouraging children through praise. We heard staff say, "*Good girl/boy*", "*Da iawn*", and "*That's a good choice - well done*". They encourage children to use '*kind hands*' and promote good manners. Staff are caring, responsive and know children well. They recognise when children are quiet and make a conscious effort to support them. Interactions are meaningful and sincere. They listen and communicate successfully. Staff ensure their interactions are positive, demonstrating warmth, kindness, and patience. Staff support children in their play, engaging and interacting at children's levels. During 'island time', staff talk about feelings and pose open ended questions. They dance with scarfs and ribbons, encouraging children to "*jump and splash on the floor*". Whilst sharing books, they ask children to find colours within the room relating to pictures in the book, which becomes a fun matching activity.

Staff provide a range of play and learning opportunities, with a mixture of child and adult led activities. They implement aspects of the Curriculum for Wales, alongside Montessori approaches. Planning is flexible, it follows themes and topics, and include children's interests. We saw children engage in activities with balls and with staff support, this led to rolling different objects down bamboo tubes. Staff undertake basic developmental records. They recognise if children have emerging needs, with suitable systems to support them. Staff signpost parents and access additional help, if needed. Staff promote Welsh, introducing basic words and phrases into conversations and as part of the daily routine.

Environment

Good

Leaders ensure the environment is suitably safe, secure, and generally well maintained. They keep the door locked, with the key in a high place away from children, and all visitors sign in. There are detailed risk assessments for the building, transport, and individual activities. Staff complete and record daily health, safety, and cleaning checks. They complete fire drills regularly, at different times of day to ensure all children have an opportunity to practice the procedure. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Although, these were not available at the time of inspection, they have been provided following feedback. Leaders have effective cleaning routines in place. Following the inspection two shelving units have been securely fixed to the walls.

Leaders ensure the service provides a suitable range of opportunities for children. The indoor play areas provide children with space to freely move, with zoned areas of play. A mezzanine level provides space for younger children, group activities and sleep time. There are suitable toilet facilities and an appropriate nappy changing area. Leaders provide an environment which is bright, light, and airy. There is evidence of previous damp on some walls. Leaders confirm a new roof has recently been fitted, which should fix any previous leaks. Children's artwork is hung on display, alongside information boards for parents and carers. The outdoor play space is limited and has basic resources. Children did not access the outdoor area during the inspection and this area was not viewed. Leaders confirmed children attend trips to local parks and libraries.

Leaders provide some quality, developmentally appropriate play and learning resources. Much of the equipment is available to children, so they can choose their interests independently. Many of the resources reflect loose parts and everyday objects. Leaders are keen to promote a sustainable approach, which includes recycling materials. They develop their own resources to promote children's learning, reflecting their current theme or topic. For example, matching games and building the 'Eiffel tower' relating to their topic, France. They provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. There are some resources and learning opportunities which promote children's curiosity about the wider society, celebrating equality and cultural awareness.

Leadership and Management

Poor

Leadership at the setting is inconsistent. Some aspects of management are poor, and they do not consistently meet and achieve the national minimum standards and regulations. However, they are making efforts to develop, and are keen to drive improvement. Leaders have a vision for the setting, which is shared with others. They engage positively with CIW and have acted promptly following the inspection to action improvements.

At the time of inspection, leaders did not ensure sufficient staff were in place to care for the number of children at the setting. This is placing people's health and well-being at risk and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Leaders ensure regulatory records are in place, such as registers for children and staff. However, records lack consistency and do not always accurately reflect children's arrival and departure times, or who is caring for them. Accident and medication records are inconsistent. They are not always fully complete or countersigned by parents. This is placing people's health and well-being at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Leaders review policies regularly. They have appropriate public liability insurances, car documents, including insurance, MOT, and tax for people who use vehicles to transport children.

Leaders have basic self-evaluation systems in place. They seek the views of children, parents, and other professionals. However, within the review they do not reflect on what they do well, and how they can improve. Leaders at the setting are fully involved in the day to day running of the provision, providing a supportive and effective team working environment.

Leaders do not follow robust recruitment processes to safeguard children. There are inconsistent suitability checks in place and not all staff have complete files. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders ensure all staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff have daily support from their leader. Leaders undertake supervisions and appraisals, although formal supervisions are not completed regularly. Formal and informal meetings, both individually and as a team regularly take place. Leaders provide opportunities for staff to undertake training and continual professional development.

Leaders have good relationships with parents and partnerships with other agencies. They are developing links with a range of professionals, which enhances the provision to children. Leaders seek grant funding to develop and enhance the setting. Parents are kept informed of their children's development and progress through daily reports on their online application. Verbal discussions take place regularly at the start and end of the day. As part of the inspection process, we gained feedback from parents which was positive.

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
27	The registered person must ensure sufficient staff are always available and maintain ratios in line with the National Minimum Standards (NMS).	New
30	The registered person must ensure all regulatory records are accurately maintained and fully complete	New

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
28	The registered person must ensure all suitability checks are fully completed for all staff members at the service.	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 10 - Healthcare	Ensure consistent hygiene practices are maintained
Standard 5 - Records	Ensure all records are readily available to be viewed at 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)
Increase frequency of individual supervision meetings

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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