



Inspection Report

Ty Plant Community Nursery

**Cilffriw Primary School
Pencynor Cilfrew
Neath
SA10 8LF**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/05/2024

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About Ty Plant Community Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Tŷ Plant Community Nursery LTD
Registered places	76
Language of the service	Both
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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are very happy and competently make choices and decisions independently. They develop strong relationships and express their views openly, knowing they will be listened to. They enjoy a range of interesting opportunities, which spark curiosity and engagement. Children are confident in their communication. Their independence skills are developing very well.

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, developing, and extending their learning effectively.

Leaders have good systems in place to keep the environment safe and secure. The facilities are clean and well maintained. Leaders ensure children have free access to a range of equipment, which reflect real life and the natural world to develop curiosity.

Leadership and management at the setting is continuing to develop. They are keen to drive improvement. Overall, they comply with almost all the regulations and national minimum standards, although some improvement is required to ensure consistency. There are several recommendations noted at the end of the report. Leaders have acted swiftly to address recommendations raised at inspection.

Children have varying opportunities to make choices and decisions and have their voice heard. They successfully decide what activities and resources they want to play with. For example, we saw children engage in painting activities, choosing which colours, what and where they would paint and freely continue with their lunch whilst others play. They confidently ask adults for help, we heard a child say, *"Can you help me with my socks?"*, with support immediately provided. Children freely choose to change their clothes, after school.

Children are extremely happy, settled and cope well with separation from parents, saying *"goodbye"* and eagerly starting their play. Children have very positive relationships with each other and staff. They know routines very well, allowing effective transitions as they engage in their play. For example, recognising their own photograph and hanging up their belongings. We saw children laughing and smiling whilst playing. Children confidently embrace one another with a hug at the start of the session.

Children express enthusiasm and enjoyment. They successfully interact with each other and adults. We saw children effectively share and cooperate with one another when being 'hairdressers' in the role play salon. They positively play alongside one another. For example, turn taking and engaging whilst completing an intricate puzzle of the world. They are developing their skills with support from adults. For example, when engaging in group time, they competently name different features of a bee, before they 'buzz' to explore the smell, taste, and look of honey. Children confidently explore the environment and successfully engage in individual and group activities.

Children are interested and self-motivated in their play and learning. They access a range of opportunities within the setting and in the local area, which promote their all-round development. Children competently engage in pouring activities. They transfer and transport water from one vessel to another, confidently saying *"I think this one is empty... and this one is... full!"*. Children follow their own interest and engage in activities which are both child and adult led. For example, when a child viewed seeds they planted the previous week, they recognise which pots are dry, and assertively say to staff *"We need to water our plants"*. Which led to an interactive and engaging discussion about how the differing seeds will grow.

Children are independent and their skills are developing extremely well. They access the bathrooms, wash their hands, and competently take care of their belongings. They remove their shoes, and place them on the shoe rack on entry, with little prompting from staff. Children clear their plates when they finish lunch, put food waste in the recycle bin and wash their dishes competently.

Staff understand and implement policies and procedures to promote the safety and well-being of children. Staff have a good understanding of their role in protecting children. Nearly all staff have completed all mandatory training, including, child protection, first aid, food hygiene and in house fire safety. Accident, incident, and medication records are mostly all complete and signed by parents. There are no allergy and dietary needs at present. Healthy snacks and drinks promote good attitude and understanding of nutrition at the setting. Parents provide children with a packed lunch, which is stored in the onsite fridge. There are suitable cleaning and hygiene practices in place. Children competently wash hands; staff supervise to ensure effective practice. Staff put sun cream on children, using gloves and ask consent prior to administering.

Staff understand the behaviour management policy and implement positive strategies successfully. They use positive reinforcement, encouraging children through praise and open-ended questions. We heard staff say, *“good pouring”*, *“good job”*, and *“good listening”*. They remind children to use their manners. Staff are very responsive. They listen and communicate well with children. Interactions are positive, demonstrating warmth, and patience. Staff take time to make their interactions meaningful and beneficial to children in their care. For example, during vehicle play, staff support children to add weight to them, to see if they go faster or slower. This in turn led to further experiments with different weights and on different gradients. Staff provide a range of play and learning activities with a balance of child and adult-led opportunities. They play alongside children looking for opportunities to extend learning. We saw children take an interest in bees, which was further supported by staff to study the life cycle of the insect.

They implement aspects of the Curriculum for Wales, alongside Montessori approaches. Planning is flexible, it follows themes and topics, and include children’s interests. The staff recognise children’s interests and develop this with ‘in the moment planning’. For example, children previously expressed interest in hairdressers, which led to the introduction of a role play salon. They recognise if children have emerging needs, with systems in place to support them. Staff have key children, which helps them to develop strong relationships and support them well. Staff promote Welsh, introducing basic words and phrases into conversations and as part of the daily routine.

Leaders ensure the environment is suitably safe, secure, and well maintained. The main access door has a twist lock access from inside, with a doorbell and all visitors sign in. There are handrails and a stair gate at the top and bottom of the stairs, which the children use to access their play space. There are detailed risk assessments for the building, transport, and outside area, alongside additional risk assessments for other visits. 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 and fire extinguisher checks remain current. At the time of inspection, boiler safety certificates were not readily available, although leaders confirm they had been undertaken. Leaders have suitable cleaning routines in place. Following the inspection leaders confirmed the mop and bucket have been removed from the toilets and a cover placed on exposed pipes in the play area.

Leaders ensure the service provides a variety of opportunities for children. The indoor play areas provide children with space to freely move, with zoned areas of play. There are suitable toilet facilities for children, with access to nappy changing equipment, if required. Leaders provide an environment which is bright, light, and airy. Promoting a natural and calming environment through the decoration and resources available. Children's artwork is on display, alongside information boards for parents/carers and staff. The outdoor play space is a shared resource, and often used after school has finished. This was not viewed during the inspection. Staff confirm, they regularly take children on walks within the local area, including the woods and local park. Other trips further afield are also organised with specific consent from parents.

Leaders provide a range of developmentally appropriate play and learning resources. The equipment is freely available to children, so they choose their interests independently. Many of the resources reflect loose parts, everyday objects, and the natural world. Leaders are keen to promote a sustainable approach, which includes recycling materials. They have a variety of resources which reflect their current theme of insects and animals. This includes, maps of the world, fiction books, information cards, puzzles, dominoes, and matching games. They provide a range of learning opportunities. 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 at the setting is continuing to develop, they are keen to drive improvement. They comply with almost all the relevant regulations and national minimum standards. Leaders have a vision for the setting, which is shared with others. Not all documents were readily available at the time of inspection and were provided following the visit. Leaders engage positively with CIW and have acted promptly following the inspection to provide information and action improvements. Following the inspection visit, an up-to-date statement of purpose and staff matrix have been uploaded via the online account. They must ensure they keep CIW up to date with any changes at the setting.

Leaders ensure regulatory records are in place, such as contracts, consent forms and registers for children and staff. At present staff registers are recorded on one system, alongside a sister setting, a new online system is in the process of being operational to ensure clear records are maintained in relation to individual settings. 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 are yet to review the quality of care they provide. They have recently completed their Self-Assessment of Service Statement (SASS) via their online account. Leaders are involved in the day to day running of the provision, providing a supportive and effective team working environment. They have ambition and plans to develop the provision further.

Leaders follow suitable recruitment processes to safeguard children. All suitability checks are in place. Leaders ensure all staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff have daily support from their leader or person in charge. Leaders and people in charge undertake supervisions and appraisals, although formal supervisions are not completed regularly enough. 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 professionals. They are developing strong links with the onsite school which, enhances the provision for children. They work with the local authority and are keen to engage with the local community. Parents are kept up to date through an online application. Verbal discussions take place regularly at the start and end of the day.

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

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 22 - Environment	Ensure any unnecessary risks are removed or reduced
Standard 5 - Records	Ensure all records are fully complete, with effective review systems in place
Standard 5 - Records	Ensure staff registers clearly identify which setting they are working in, times they take a break and when they are on school runs
Standard 21 - Notifications of significant events	Ensure CIW are kept up to date with any changes or significant events at the setting
Standard 5 - Records	Ensure all regulatory records are readily available onsite

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 more regular supervisions take place

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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