A report on

Treowen 3 Plus

Calon y Dderwen
Treowen Campus
Newtown
Powys
SY16 1NH

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Treowen 3 Plus

Name of setting	Treowen Three Plus
Category of care provided	Day care
Registered person(s)	Powys County Council Child Care and Play Services
Responsible individual (if applicable)	Carl Hyde
Person in charge	Samantha Davies
Number of places	20
Age range of children	Three- to four-year-olds
Number of 3 and 4 year old children	17
Number of children who receive funding for early education	16
Opening days / times	Monday-Friday 9.00am – 3.00pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of Welsh language and culture.
Date of previous CIW inspection	27/02/24
Date of previous Estyn inspection	01/10/18
Dates of this inspection visit(s)	24/02/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Promote children's interest in books and stories

R2 Ensure that practitioners use simple Welsh words and phrases consistently so that children develop their understanding effectively

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children have a strong voice, and they make choices and decisions intelligently while playing. They move confidently between different activities and pursue their personal interests effectively. For example, during the morning, most children begin learning immediately in the play areas, with many role-playing, preparing dinner in the kitchen and selling ice cream in the shop. They talk happily with practitioners, knowing that they will listen to them during their play. Most children are happy and full of excitement on arrival at the setting and are comfortable in the care of the practitioners. They cope well when separating from their parents and carers without fuss, waiting patiently for their friends to arrive and waving at them as they do. Nearly all children are completely familiar with the daily routines. For example, children know that they need to wash their hands before snack time and that its time to brush their teeth after they self-register on arrival at the setting. Most children behave very well during free play periods and group activities. They share resources well and are beginning to understand how to take turns successfully, for example by offering their friends a turn while chatting on the toy mobile phones. They show empathy towards others and ask practitioners about the feelings of their peers if they look sad. Most form positive relationships with practitioners and their friends and are happy to approach practitioners to play or for comfort. Many children are polite when receiving help with their snack and thank practitioners as they support them to pour milk from a carton.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities and are curious when food colour is added to water to make different coloured potions. They are confident when moving from one activity to another and persevere and concentrate for extended periods. For example, children enjoy creating three-dimensional structures using the magnetic tiles while others immerse themselves in creativity while manipulating the playdough.

Most children access the good selection of free play opportunities in the main room and in the outdoor area independently. Nearly all develop their independent and self-help skills well, for example when they dress in their coats and wellingtons to play outside. Nearly all children use the toilet confidently and wash and dry their hands independently.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Most children acquire new skills and knowledge as they explore their environments with enthusiasm. They are curious and comfortable enough to move around choosing activities that interest them inside and outdoors. Most children make good progress from their individual starting points.

Many children develop their communication skills successfully. They converse with one another and practitioners as they play, and they share ideas and opinions effectively. For example, they discuss their favourite snacks and talk about their families happily. Many children join in with songs and rhymes, listen attentively, and follow simple instructions effectively, such as fetching and putting on coats to go outside. Many children enjoy mark making activities such as drawing on large boards outside and writing notes in the role play area. They understand that their marks carry meaning, such as when recording the things they find on a scavenger hunt. A few children are beginning to write letters from their names. A majority of children enjoy looking at books with friends or an adult. Many children are beginning to develop their Welsh language skills. They respond to greetings and sing simple songs during whole group sessions and respond to simple instructions in Welsh with support from practitioners. A few count objects and name a few colours.

Many children develop their mathematical skills appropriately. They count up to 10 successfully, for example, when counting toys as they play, paint pots at the easel and the number of lolly pops in the role play area. Many children use a good range of mathematical language as they explore. They recognise full and empty containers at the potion station and identify long and short sticks when on a scavenger hunt.

Many children are developing appropriate problem-solving skills as they play, such as working out the best way to stick wooden shapes to paper and finding out which paint colours mix to create new colours. Many use digital resources successfully. They operate a till in the role play shop and take pretend photographs using a digital camera with their friends during role play. Most children develop their physical skills well. They use a climbing wall and slide with agility and care and create obstacle courses with pallets and tyres. They enjoy running freely in the garden, challenging themselves to go up and down a bank. Most use a wide range of utensils competently, such as pipettes in a water tray and paintbrushes at an easel. Many children develop their creative skills well. They choose art and craft materials to create pictures to take home, explore the sounds of musical instruments and recite poems on a stage outside.

Care and development: Good

All practitioners understand their responsibilities to keep children safe, and they prioritise their health and safety successfully. They have a clear understanding of the safeguarding policy and have completed appropriate child safeguarding and first aid training. They keep accurate records of accidents and incidents and understand the procedures for administering medication. Practitioners encourage children to enjoy healthy foods and ensure that they follow robust practices when delivering snack and lunchtimes. Practitioners understand their responsibilities to safeguard children with allergies and complete detailed and organised registration processes to ensure they have a clear understanding of each child's individual needs, including consent records. The setting has comprehensive systems in place to provide support for children with emerging needs. Practitioners work with external bodies and professionals where necessary to support children and their families. This is a strength of the setting. Practitioners follow sound hygiene practices, for example when encouraging children to wash their hands regularly and following robust processes when changing nappies. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners know the children very well and treat them with care and respect. They have a kind relationship with the children and model interaction consistently and sincerely. Practitioners provide tender care and recognise when support and assistance is needed, such as when dressing, using specific resources or to suggest further ideas. They are enthusiastic and work together effectively to reinforce positive social skills. All practitioners are positive role models, and they encourage children to treat each other with care. They praise children warmly and encourage them to solve problems for themselves, such as allowing children the time to decide how best to get water from a tap to water the flower beds.

Practitioners have a good understanding of children's individual development, needs and wishes. They understand their responsibilities to support children's individual interests and skills. They support children in their learning, such as when making marks and learning to cross the road safely during road safety week. Practitioners offer creative opportunities to extend children's experiences and skills and take note of their ideas and requirements. They are on hand to offer support when needed. They are keen to ensure that children are given opportunities to enjoy resources of a high standard and plan effectively to present interesting and stimulating activities for them.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners have a sound understanding of how children learn through play and exploration. They plan stimulating and interesting activities for them to investigate. Practitioners note children's interests and fascinations and respond to them by adapting learning opportunities as required, such as providing materials to make spaceships after noticing their interest in space.

Practitioners work as a team successfully and know the children very well. They model language effectively and encourage children to use new vocabulary in their play, such as when discussing the shapes and movement of bubbles they blow. Practitioners provide commentaries about what children are doing and ask simple questions to promote their understanding and develop their thinking and problem-solving skills appropriately.

There are beneficial opportunities for children to develop their communication skills. Practitioners encourage children to join in with conversations, respond to questions, and share their views and opinions. For example, they chat to children about the weather and ask them about their favourite colours. Practitioners provide comfortable reading areas for children to enjoy looking at books alone or with friend. There is a suitable selection of books in other areas to engage children's interest, such as recipe cards in the role play area. However, on the whole, practitioners do not promote reading well enough to engage and sustain children's interest in books and stories. Practitioners provide meaningful opportunities for children develop their early writing skills. There are clipboards, and notepaper around the setting in other areas of learning and laminated cards for children to make the things they see outside.

A few practitioners support children to speak Welsh during whole group sessions, such as counting the children in attendance. They encourage them to sing simple songs, name transition times, and name a few colours. However, they do not use the language consistently to develop children's understanding of simple words and phrases. Practitioners promote the cultural heritage of Wales well. They celebrate St David's and St Dwynwen's Days and include resources such as flags, costumes, and books in the learning environment.

Practitioners provide children with valuable opportunities to develop their numeracy skills, such as counting toys, magnetic tiles and twigs they find outside as they play and explore. Practitioners encourage children to use mathematical vocabulary as they play, such as discussing full and empty containers of coloured water, comparing the different sizes of images of dragons, and identifying big and small tyres.

Practitioners support the development of children's spiritual, moral and cultural development well. They provide a range of cultural resources that celebrate festivals form a range of cultures and display information and photographs from individual children's backgrounds. As a result, children are developing a valuable understanding of people's lives and beliefs that may be different to their own.

Practitioners have effective systems to assess and monitor children's progress. They use the outcomes of assessments and observations of children to identify their individual next steps and which skills they need to develop. Practitioners provide parents and carers with clear information about their child's progress and well-being weekly and share their learning journey books with them during the year.

Environment: Good

Practitioners ensure children are supervised carefully in a safe, secure, and clean environment. They follow clear and comprehensive policies, which allow them to promote the safety and welfare of children successfully. They give security high priority, ensuring only authorised persons have access to the setting and maintain a written record of all visitors. Practitioners follow a range of comprehensive risk assessments consistently. For example, they take a pre-emptive approach to completing daily safety checks of the environment and planned activities, ensuring potential risks are identified and minimised.

The premises is welcoming, child friendly, and provides flexible, well-organised space and facilities to meet the needs of all children successfully. Practitioners follow clear procedures to maintain a clean environment and keep equipment in good condition. They ensure furniture and storage is appropriately sized for the children's age, fostering independence and ensuring comfort during play. Leaders conduct regular fire drills to ensure practitioners and children are confident about what to do in an emergency. All required safety checks for the building are routinely undertaken, and leaders act promptly on any recommendations and advice.

Practitioners provide children with a worthwhile range of clean, age-appropriate resources that are well maintained and stored where children can access them independently. They ensure play areas offer a beneficial range of opportunities for children to be active and independent. Many activities are interesting and exciting for children, such as making muddy conditions for their friends. The indoor space offers stimulating play areas alongside calm zones for reading and relaxation. There is a good range of multi-cultural and natural sustainable resources available for children's independent use, such as reading books, dressing up clothes and activities placed out for special celebrations such as Ramadan. Practitioners celebrate children's creativity by displaying their work and photos which helps to foster a strong sense of belonging.

Practitioners have developed a secure, outdoor play space that offers children a broad range of valuable learning experiences. They make effective use of this area to offer children rich opportunities to enhance their physical development and engage in imaginative play.

Leadership and management: Good

Leaders have a clear vision for the setting to support children to learn through play, enabling them to reach their full potential in a stimulating, caring atmosphere of mutual trust and respect. This is shared with practitioners, parents, and carers effectively. Leaders work diligently to ensure the smooth running of the setting and meet regularly to discuss important matters, such as progress with planned improvements. They work with practitioners purposefully and provide effective communication, which supports them to plan the care and development of all children successfully. There is a comprehensive statement of purpose that provides an accurate picture of the setting and leaders ensure that a suitable range of policies and procedures are in place.

Leaders are committed to improving the setting and regularly reflect on their work to identify what works well and what could be improved. They use first hand observation, feedback from parents, carers, and practitioners to support this process. Leaders clearly identify areas for improvement and prioritise those that will have a positive impact on provision, practitioners' skills, and outcomes for children. They monitor progress carefully and make accurate conclusions about the benefits of the changes which were introduced.

Leaders make worthwhile use of grants to enhance learning opportunities for children and to improve provision. They organise activities for families such as a trip to a theatre and purchase useful resources for the setting such as outdoor shelters and new indoor flooring.

Leaders follow effective safe recruitment and induction processes and ensure that practitioners have relevant job descriptions, which include clear information about their roles and responsibilities. Leaders implement an effective system for practitioners' appraisals and identify valuable opportunities for practitioners to develop professionally. They seek training to develop their practice and provide new learning experiences for children. Recently they have attended training on curriculum planning, adverse childhood experiences, and a phonics approach to promote children's early literacy skills.

The setting has strong links with a range of worthwhile partners to support children's learning and development successfully. Practitioners keep parents and carers well informed of what their children are doing and how they are progressing. They use a social media app to share photographs and key information with parents and carers weekly. This includes suggestions on how they can support children's learning at home, such as sharing information on the curriculum and identifying children's different learning styles.

Leaders make beneficial use of the advice and guidance from a range of health professionals. For example, they make effective use of advice from the local authority's additional needs team to support children with emerging needs. The setting has valuable links with the host school. Practitioners use the grounds and large physical equipment to support children's learning. There are effective transition arrangements, which ensure that children are well prepared to move on to the next step in their education smoothly. The setting has developed useful links with the local community. They visit local parks, a nearby care home and farm and have had visits form the police and fire services. These links support children's learning well and enable them to experience a sense of belonging to the wider community.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol (English to Welsh).

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Publication date: 30/04/2026

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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