Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tŷ Plant Community Nursery

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

01639865494

www.typlantcommunitynursery.com

The inspection visit took place on 20/04/2026

Service Information:

Operated by:	Tŷ Plant Community Nursery LTD
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have varied and interesting opportunities to make choices and decisions. They are happy and cope well with separation from their parents or carers. Children thoroughly enjoy their time and interact exceptionally well with each other and adults. They demonstrate care for others and confidently explore materials. Children are developing their independence skills remarkably well.

Staff implement policies and procedures to promote children's safety and well-being. They know the children well and are responsive to their needs. Staff listen and communicate successfully. They help challenge and develop children's play, learning and understanding, which is a real strength at the setting.

Leaders ensure the environment is safe, secure, and generally well maintained. The setting provides a varied range of opportunities for children, within the indoor and outdoor environments. Many of the resources available to children reflect loose parts and everyday objects.

Leaders have continued to develop their practice. They have implemented systems to support them in managing and sustaining compliance, which is working successfully. Any historic non-compliance has now been achieved, alongside nearly all recommendations. Staff are happy at the setting and partnerships are strengthening across a variety of levels.

Findings:

Well-being — Excellent

Children have varied and interesting opportunities to make choices and decisions. They have an exceptionally strong voice and positively express themselves. Children have multiple options at breakfast, as well as choosing when they wish to eat. We saw a child confidently walk around the table and select their preferred seat prior to sitting for lunch. They are listened to by staff if they wish to continue playing and confidently ask for help if needed. Children engage with Care Inspectorate Wales (CIW) involving us in their play.

Children are happy and cope successfully when separating from their parents or carers. Even children who are new, settle exceptionally well. They are supported with cuddles and comforters if needed. Children have positive relationships with each other and staff. We saw children laugh, smile and giggle whilst playing, happily talking to one another. They know the routine well. For example, washing their hands before meals and getting ready to rest. Children are confident to independently access ear defenders and place them on, when a group of children play the drums loudly.

Children thoroughly enjoy their time at the setting. They interact exceptionally well with each other and adults. We saw children cooperate when sharing resources, taking in turns to build towers, packing vegetables into a bag and blow bubbles. They confidently call one another and staff by their names. Nearly all children are active, engaged and play together or alongside one another well. For example, Children interact and say *"ta"* when sharing cars with one another. They sit together at the table successfully whilst having their meals and listen well to instructions.

Children are engaged and interested in their play and learning. They access a range of opportunities at the setting, both indoors and out. We saw children independently explore books and proudly point to a picture saying *"bike". O*ther children confidently select perfume bottles, opening them to smell with curiosity. They demonstrate care for others, thoughtfully explaining *"teddy needs a blanket"* when getting ready for sleep. Children positively explore materials, sitting inside the sensory play trays, pouring rice in and out of different pots and listening to the sounds they make.

Children are developing their independence skills exceptionally well. They wash their hands and access the bathroom independently, or with support if needed. Children feed themselves competently, asking for help as needed. For example, when peeling an orange, this was started by staff and then children encouraged to 'finish it off'. They are learning to take responsibility for their belongings and support staff with tidying up. Children proficiently empty their food waste into a recycle bin and effectively wash their dishes at breakfast time.

Care & Development — Good

Staff implement policies and procedures to promote the safety of children. Staff spoken to as part of this inspection, have a suitable understanding of their role in protecting children and confidently answer safeguarding scenarios. Useful safeguarding prompts are readily available to staff in the main play area, alongside a record sheet. Nearly all staff have now completed mandatory training, including, safeguarding child protection, first aid, and food hygiene. A varied healthy breakfast/mid-morning snack is provided by the setting. Whilst parents provide a lunch and afternoon snack, which is stored in the onsite fridge. There are suitable systems in place to meet allergy and dietary needs. Cleaning and hygiene practices are good. Staff clean tables and support children in handwashing prior to meals and Personal Protective Equipment (PPE) is worn when serving and preparing foods. Nappy changing practices are followed effectively. There are suitable sleeping arrangements and effective hygiene practices in place in relation to bedding.

Staff understand and implement the behaviour management policy effectively. They consistently use positive reinforcement, encouraging children through praise. Nearly all staff support and diffuse any challenges well, recognising children's cues and supporting them to share effectively. Staff always promote manners, sometimes using 'thank you' in sign. They get to know the children and are responsive to their needs. Staff listen and communicate successfully, with one another and the children. Using effective language to help challenge and develop children's understanding. This is a real strength at the setting. Interactions demonstrate warmth, kindness, and patience. Staff give children cuddles and comfort, supporting them in their chosen play, engaging and interacting at children's levels. Staff effectively support children to help clear their dishes at breakfast, giving clear and manageable instructions to young children to learn the process in a proficient patient manner. Staff develop and extend play, for example, using balls, tubes and baskets.

Staff provide a range of play and learning opportunities, with a balance of child and adult led activities. They implement aspects of the Curriculum for Wales, alongside other educational approaches. Planning is in place, which is introduced loosely, allowing for children's interests to be followed. We saw children engage in a range of play including, magnetic blocks, role play, physical and outdoor play. The setting is developing their system in relation to planning, observations and next steps, seeking support from Flying Start to implement this effectively. A 'floor book' shares examples of previous experiences which is accessible to all. They recognise if children have emerging needs, introducing systems to support them, signposting parents, and access support if needed. Staff promote Welsh, introducing basic words and phrases into conversations and as part of the daily routine. We saw staff introduce bilingual names of animals whilst reading a book and during a matching game.

Environment — Good

Leaders ensure the environment is safe, secure, and generally well maintained. The main entrance is locked and the key kept safe, all visitors sign in. There are a thorough range of risk assessments which undergo regular review. These include areas of the building, alongside specific risk assessments for school transport and individual activities. Additional risk assessments are developed for specific activities or events as required. Staff complete and record daily health, safety, and cleaning checks. A temperature review is completed at times throughout the day. Records show temperatures are normally maintained in line with the national minimum standards. However, this is not always achieved consistently on opening checks, especially during colder weather. Regular fire drills are complete at different times of day. Appropriate electrical, fire and boiler safety checks remain current. Maintenance logs are kept, reflecting actions when undertaken.

Leaders ensure the service provides a varied 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. There is some evidence of damp under the sinks within the bathroom, which the provider is aware of and is planning on acting upon. The environment is bright, light, and airy. Some of the children's artwork is hung on display, alongside information boards for parents and carers. A range of bilingual posters and prompts are dispersed around the setting to aid the use of Welsh. The outdoor play space is limited in size and has some varying and engaging resources such as, a mud kitchen with a range of pots and pans. Leaders confirm children attend trips to local parks, libraries and have recently visited the beach and areas of interest.

Leaders provide some quality, developmentally appropriate play and learning resources. Much of the equipment is readily 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 and developing their own resources. 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. Welsh culture and heritage are being promoted at the setting.

Leadership & Management — Good

Leadership is developing effectively, with a strong awareness in how to maintain compliance with the regulations and national minimum standards. Leaders have continued to develop their practice, implementing systems to support them in the management of the setting, which is working successfully. Leaders now ensure there are sufficient staff in place to care for children, particularly during key times of the day, such as during school runs. An additional staff member has been employed to support and to aid in the administration at the setting.

Regulatory records are in place, such as registers for children, staff and visitors and now clearly reflect which staff are caring for children, particularly during school run times. Medication, accident, and incident records are signed by parents, with monthly reviews undertaken by leaders to monitor and act. Leaders ensure there are accurate contracts, and consent forms in place for children attending the provision. Policies, procedures, and documents have recently been reviewed with detailed plans in place for their next review. They have appropriate public liability insurances, car documents, including insurance, MOT, and Tax for people who use vehicles to transport children. Leaders engage positively with CIW. However, they do not always notify CIW of significant events within the required 14-day timescales, particularly in relation to staff changes.

Leaders have strong self-evaluation systems in place. They seek the views of children and parents, within the review they reflect on what they do well, and how they can improve. Leaders have a vision for the setting, which is shared with others, and they are keen to drive improvement. They have recently completed the ‘Welsh Promise’ Bronze award and achieved a nationwide award in relation to their setting.

Leaders follow effective recruitment processes to safeguard children. The recruitment procedures and suitability checks are in place, with all regulatory information included. Staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff tell us they have support from the team and leaders, with regular supervision and appraisals complete. Supervision forms are effective and provide opportunities for staff to reflect on their practice and well-being. Formal and informal meetings, both individually and as a team take place. There are strengthening systems in place for staff to undertake training. Continual professional development is a priority, which is encouraged and supported by leaders.

Leaders are strengthening their partnerships. Professionals provide advice and attend from Flying Start, which enhances the support to staff and children. Volunteers visit the setting to share experiences, such as music classes and Welsh story time. Parents are kept informed of their children’s development and progress through daily reports, newsletters and updates. Verbal discussions take place regularly at the start and end of the day.

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.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 21 - Notifications of significant events	Keep CIW up to date with any changes or significant events at the setting
Standard 22 - Environment	Maintain temperatures over 18 degrees centigrade consistently.

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