



Inspection Report

Tŷ Plant Community Nursery

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



Date Inspection Completed

08/10/2024

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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	23 April 2024
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

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

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

Summary

Children are happy and competently make effective choices and decisions. They have strong relationships with one another and staff and confidently communicate their needs. Children enjoy a range of interesting play and learning opportunities. Their independence skills are developing very well.

Staff have a good understanding of their responsibilities to protect children. They offer praise and use behaviour management techniques effectively with children. Staff provide children with a good range of play and learning opportunities, developing, and extending their learning effectively.

Leaders have sound systems in place to keep the environment safe and secure. The facilities are clean and well maintained. Leaders ensure children freely access a range of equipment, both inside and out. Many items reflect real life and the natural world to develop curiosity.

Leadership and management at the setting is developing well. They comply with the regulations and national minimum standards and have a clear understanding of their role. Planning for improvement is a priority and staff feel well supported. Partnerships are strong. There are a few recommendations noted at the end of the report.

Well-being

Excellent

Children have a range of exciting opportunities to make choices and decisions. They express themselves very well, their voice is strong. For example, children confidently talk to us, sharing their artwork and explaining they wrote their own name. Children successfully and freely decide what activities and resources they want to play with. Choosing to play outside or continue with their play inside. Children say if they would like more at mealtimes. They confidently tell us what they enjoy doing at the setting.

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

Children cope extremely well and clearly enjoy their time at the setting. They have a strong sense of belonging and feel valued by others. We saw children call one another and staff by their names. Children are active, engaged and play together well. They are beginning to express empathy and be aware of one another's feelings. We saw one child apologise to their friend when a toy car knocked down the tower they were building. They engage at mealtimes and many listen to instructions. Children express themselves well, we heard a child say to their friend *"You are my best friend, aren't you?"* Interactions are meaningful and sincere.

Children are extremely interested in their play and learning. They have a variety of exciting opportunities within the setting and follow their own interests wherever possible. We saw children engage and participate in mostly child led activities. They take part in a group time 'welcome song', play in the sand pit, build towers, engage in role play and rein act a story. Children confidently explore the areas inside and outside and access nearly all equipment independently, easily taking their play in whichever direction they wish. We saw children exploring the harvest area and complete puzzles effectively.

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 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 crumpets at breakfast. They are learning to take responsibility for their belongings and support staff with tidying up, emptying their food waste into a recycle bin and washing their dishes when they have finished.

Care and Development

Good

Staff understand and implement policies and procedures to promote the safety and well-being of children. Staff have a sound understanding of their role in protecting children and confidently answer safeguarding scenarios. Most staff have completed mandatory training, including, child protection, first aid, and food hygiene. Leaders ensure children's contracts and consent forms are in place. Accident, incident and mediation forms are almost always complete, and signed by parents. Leaders have effective systems in place to review and monitor the completion of these records. Staff provide a healthy breakfast to children with water and milk as their choice of drink. 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. There are consistent hygiene practices in place. We saw staff clean tables and support children in handwashing prior to meals. Nappy changing practices are effectively followed.

Staff understand the behaviour management policy and implement positive strategies. They welcome children when they come into the nursery and listen to parents as they share important information. Staff use positive reinforcement, encouraging children through praise. We heard staff say, *"Good girl"*, *"Da iawn"*, *"Diolch"*, *"Good boy! Wow, thank you so much"*. They encourage children to share with their friends. For example, when wanting the same puppet, staff provided children with further options to decide from. Overall, staff are caring and responsive, they know children well. Staff recognise when children are tired and may need quiet time, which is provided. They listen and communicate successfully. Interactions are very positive most of the time. However, consistency of staffing needs to be developed during key times. All staff demonstrate warmth, kindness, and patience. They support children in their play by engaging and interacting at children's levels. During island time, staff promote children's voice, encouraging them to take part in playing the ukulele whilst singing their song.

Staff provide a range of play and learning opportunities and support child led activities as they naturally emerge. They play alongside children looking for opportunities to extend learning. For example, during outside water play, Staff encourage to pour water on different materials *"I wonder, will it make a funny noise? Can you hear it?"* There are some adult led group activities. Staff implement aspects of the Curriculum for Wales, alongside Montessori approaches. Thematic planning is in place, and children's interests are followed. They have recently started to introduce planning in the moment, with observations on children and a focus child taking place. Observations record children's achievement and their next steps. Staff recognise if children have emerging needs, introducing systems to support them, signposting parents, and accessing support if needed. Staff promote Welsh well, introducing phrases into conversations and as part of the daily routine.

Environment

Good

Leaders ensure the environment is safe, secure, and well maintained. The door has a lock, with the key on a high hook away from children and all visitors routinely sign in. There are a range of risk assessments, including areas of the building, alongside specific risk assessments for, school transport, garden and manual handling. Although not all of these have been reviewed or updated within the timescales noted. Staff complete and record daily health, safety, and cleaning checks. Regular fire drills are completed at different times of the day. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Effective cleaning routines are in place.

Leaders ensure the service provides a varied range of opportunities for children. The indoor play areas provide children with space to freely move. Following their last inspection, areas have been developed further to provide a variety of 'play zones'. A mezzanine level provides space for younger children to use and quiet area for children who require sleep/rest times. There are suitable toilet facilities and an appropriate nappy changing area. The environment is bright, light, and airy. Children's artwork is hung on display, alongside information boards for parents and carers. The outdoor play space has been developing over recent months and provides sensory and physical opportunities within the mud kitchen, small grass area and slide/climbing frame. Staff confirm children attend trips to local parks and libraries.

Leaders provide a range of quality, developmentally appropriate play and learning resources. Nearly all equipment is available to children, they can choose their interests independently. Nearly all resources reflect loose parts and everyday objects. Promoting a sustainable approach, which includes recycling materials. They organise their own resources to promote children's learning, reflecting their current theme or topic. For example, developing puppets and a story sack to reflect their current story. 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

Good

Leaders have a strong vision for the setting, which is shared with others. They have developed their understanding and comply with nearly all the national minimum standards and regulations. They are aware of their regulatory responsibilities. Leaders are keen to drive improvement and engage positively with Care Inspectorate Wales. Following their last inspection, we have been able to close non-compliance.

Regulatory records are in place, such as registers for children and staff. They are nearly all consistently complete, with effective systems in place to monitor and review. Leaders ensure there are accurate contracts, and consent forms in place for children attending the provision. Policies and procedures are regularly reviewed. They have appropriate public liability insurances, car documents, including insurance, MOT, and Tax for people who use vehicles to transport children.

People who run the setting have 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. They set high expectations and encourage best practice.

Leaders follow robust recruitment processes to safeguard children. There are consistent recruitment procedures and suitability checks in place with all regulatory information included. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff have support from their leaders, supervisions and appraisals are complete. Staff told us they feel well supported by the management team. Opportunities for staff to undertake training and continual professional development are provided.

Leaders have strong relationships and partnerships. They are developing links with a range of professionals, which enhances the provision to children. Leaders seek grant funding to develop the service. Parents are kept informed of their children's development and progress through daily reports on their online application. Leaders provide regular newsletters and share information on parental displays. Verbal discussions take place regularly at the start and end of the day. As part of the inspection process, we gained feedback from parents. Comments were very positive, including *"Staff are always lovely and provide real life opportunities for the children"*, *"My child runs in with a smile on her face everyday and has strong bonds with children and staff alike."* And *"My children have come on leaps and bounds since being here, always excited to go and love all the activities they do daily"*.

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

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
28	The registered person must ensure all suitability checks are fully completed for all staff members at the service.	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)
Standard 18 - Quality assurance	Ensure Quality of Care report reflects clearly on improvements made and plans for the future.

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 consistency with staffing during key times to effectively manage and support children.	
Ensure risk assessments are reviewed within timescale and updated when changes are introduced.	

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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