

## Treetops Playgroup



Treetops Playgroup, The Scout Hall, Heol Y Delyn, Cardiff, CF14 0SR



07763917724

### Date(s) of inspection visit(s):

This is a post registration inspection

## Service Information:

Operated by:

Treetops Playgroup

Care Type:

Children's Day Care

Registered places:

23

Main language(s):

English

Flying Start service:

No

Receive funding to provide early years part time education:

No

Promotion of Welsh language and culture:

This service is not making a significant effort to promote the use of Welsh language and culture

## Ratings:



### Well-being

Excellent



### Care & Development

Good



### Environment

Good



### Leadership & Management

Good

## Summary:

Children have exciting opportunities to make choices and decisions about what affects them. They are very happy and settled and thoroughly enjoy their time at Treetops playgroup. They feel very safe and secure in the care of responsive staff who know them well. Children take part in an interesting range of activities and have excellent opportunities to develop their independence skills.

Staff are professional, well qualified and motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. The setting provides a good range of toys, equipment and resources both indoors and outdoors to promote children's play. Leaders at the setting have thoughtfully designed the layout of the indoor and outdoor space to create an inviting

environment for children.

Leaders have a clear vision, which they share with staff. They are motivated and good role models to new staff at the setting. Leaders seek to continuously increase the quality of care offered. There is a strong staff team who are well supported. Leaders of the setting have established good partnerships with parents and outside agencies.

## Findings:



### Well-being

Excellent

Children communicate effectively and have excellent opportunities to make choices and decisions about what affects them. We heard children confidently request which song the group would listen to, before dancing along to it with their friends. Children move freely around the play areas and engage in activities that interest them. For example, children enthusiastically build a variety of structures out of large construction materials, whilst chatting to their friends about how tall their building is. Children are very confident to share their thoughts and ideas, as they know staff will listen and show interest.

Children feel safe and secure as they benefit from thoughtful staff who know them very well. Nearly all children are content, settled and show lots of enjoyment. Those who are new to the nursery seek comfort and reassurance from staff who respond with warmth and kindness. Children know the everyday routines very well, allowing for smooth transitions throughout the day. For example, children know to wash their hands before eating and put their coats on their pegs when they arrive at the start of the session. Older children are familiar with the procedure of wearing tabards and holding hands before safely walking to the local school.

Children consistently and effectively interact with each other and staff. For example, older children take turns rolling a tyre to each other outside, while others hold hands together, jumping and dancing to familiar songs. Children enthusiastically invite friends and staff to play, confidently calling them by name. Children freely explore the environment and successfully engage in individual and group activities. They show respect towards their environment and each other. Children listen well when told not to run inside and help tidy the toys away at the end of the session.

Children are highly motivated, animated and fully engaged in their play and learning. They access a broad selection of interesting opportunities within the setting which promote their all-round development. Children follow their own interests and become absorbed in activities which are both child and adult led. We saw children have a great time dressing up in different outfits from the role play area, acting out familiar stories with their friends.

Children have many valuable opportunities to become independent, enabling them to experiment, be imaginative and do things for themselves. Children with additional needs enthusiastically express their views and eagerly participate in all nursery activities, effectively supported by kind, sensitive staff and their peers. At mealtimes, children are encouraged to put their food waste in the bin and help clear away. This promotes children's self-help skills and builds their self-esteem.



## Care & Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies, procedures and documentation in place which staff follow when carrying out their roles. There is a thorough safeguarding policy and procedure in place. Staff confidently told us what they would do if they dealt with a concern. They demonstrate a good understanding of their responsibilities and commitment to deal with safeguarding matters. Staff follow and promote thorough hygiene practices. For example, they actively encourage children to independently wash their hands after using the toilet and before eating, instilling good hygiene practices from an early age. Staff accurately record any medication that is administered to children. They record accident, incident and pre-existing injuries and ensure parents and carers sign these; however, they are not recorded on a consistent document.

Staff offer healthy and well-balanced snacks which are freshly prepared each day. There are procedures in place for dealing with children with allergies, intolerances, and dietary preferences. At mealtimes staff promote worthwhile opportunities for children to talk about their day, ensuring it is a relaxed, social and an enjoyable experience. Staff promote children's physical development through daily access to the outdoor play environment.

Staff interact with children in a calm and caring manner. They act as good role models and know children very well. We heard staff exclaim to a child, "*I know your favourite song!*" before playing it for all to hear. To which the child jumped up and down and looked delighted. Staff offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement. They praise children for following instructions, "*Well done, you're doing great listening!*" Staff ensure children know what is expected of them by clearly explaining instructions and consequences.

Staff offer a range of well-planned activities which support children's curiosity. They engage skilfully with children during activities and play. For example, when playing with the farmyard, a member of staff talks to the children about what the different baby animals are called. Staff support children with additional needs very well, demonstrating warmth and kindness in their interactions. Staff create a relaxed and friendly feel in the playgroup where children can confidently play energetically or quietly. They support children's language skills, including Welsh songs and simple words and phrases which are used regularly throughout the day.



## Environment

Good

Leaders have effective measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play space both indoors and outside. The environment is secure and well maintained. The external gates and doors are always locked, whilst children, staff and visitors are routinely and accurately signed in and out of the building. Leaders complete risk assessments and review them regularly and take appropriate action if needed. Leaders practice fire drills frequently and maintain detailed records to ensure all staff and children can evacuate the building safely in the event of an emergency. Leaders complete daily checks of the premises and maintenance checks for the building. They liaise with the building's owners to ensure safety certificates are up to date.

Leaders ensure the environment is welcoming and child friendly. The main hall is a light and bright area for children to explore and develop their skills. Staff display children's work alongside colourful displays from other community groups who use the hall in the evenings. They ensure the environment is well organised to promote all areas of children's development. Staff provide a purposeful range of resources, including some natural resources are stored at child height to ensure easy access for children of all ages.

The outdoor space is organised well and used regularly, with children able to free flow from inside to outside throughout the session. Staff ensure resources in the outdoor area are of good quality and are set up to promote children's curiosity and exploration. For example, children have access to a mud kitchen, sand and climbing area. Children have space to explore and use a variety of physical skills such as rolling, jumping and running.

Leaders create an exciting play environment for the children with a good selection of resources available. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriately sized furniture for children to sit at to undertake tabletop activities and eat their snacks. The toilets are equipped to ensure they support children to develop their independence skills. Leaders ensure the environment provides challenging opportunities for children to explore and develop their creativity, physical skills and independence.



## Leadership & Management

Good

Leaders have a clear vision for the setting which they communicate successfully to all staff and parents. Staff work well together as a team, and they speak highly of each other. Leaders deliver high quality care and provide learning and development opportunities for staff as well as children. They have an effective statement of purpose that accurately reflects the service, and they ensure staff embed the relevant policies and procedures within the setting. Leaders collect, record and maintain all the required information in relation to children. They record children's preferences and have the appropriate parental permissions in place. Leaders collect most required information for staff members, however during the inspection we did not view any health declarations or job descriptions for staff.

Leaders implement effective systems to support meaningful self-evaluation and plan for improvement, which they use to support their quality-of-care review. They are approachable and welcome any ideas or suggestions to make improvements to the service. Leaders have previously evaluated day to day records to identify any emerging patterns, however they have not conducted a recent audit of accident, incidents or pre-existing injuries.

Leaders are enthusiastic and motivated. They follow timely and robust recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. Leaders set high expectations and lead staff effectively, supporting them in understanding their roles and responsibilities. They undertake regular appraisals and supervisions that are integral to their practice and drive improvement. Leaders implement a clear induction procedure for all volunteers and practitioners however this is not formally recorded. Leaders deploy staff effectively to ensure they meet staffing ratios, and as a result fully meet children's needs.

Leaders have developed strong partnerships with parents and carers, as well as other professionals and outside agencies. Leaders share everyday information as well as planned improvements for the setting via a notice board, messaging service and in person. Staff update their social media page with photographs of children at play and keep parents/carers informed of their children's development. Parents/carers informed us that staff at Treetops are "*very approachable, welcoming and friendly*". They spoke about how staff offer "*opportunities for learning and play, both indoors and outdoors, while prioritising inclusivity and a sense of belonging*."

## 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.

## 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 13 (Day Care) - Suitable Person	Formal health declarations and job descriptions to be in place for all staff

## Best Practice

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.

Recommendation(s)
Formulate the recording of accidents, incidents and pre-existing injuries
Strengthen and formalise the induction process for staff
Audit accidents and incidents to identify any emerging patterns or trends

**Welsh Government © Crown copyright 2025.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gov.uk](mailto:psi@nationalarchives.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*