Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ty Plant Community Nursery

Cilffriw Primary School, Penscynor Cilfrew, Neath, SA10 8LF

01639865494

The inspection visit took place on 01/12/2025

Service Information:

Operated by:	Tŷ Plant Community Nursery LTD
Care Type:	Children's Day Care
Registered places:	76
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children have considerable opportunities to make choices, decisions and have their voice heard. They are extremely happy and settled, animated with enthusiasm and enjoyment. Children are interested and self-motivated, flourishing in their play and learning. They are independent and their skills are developing extremely well.

Staff understand and implement policies and procedures to promote the safety and well-being of children. They have current and up to date training in child protection, first aid and food hygiene. Interactions are sincere, warm and caring. Staff provide a range of learning opportunities, with a balance of adult led and child-initiated play.

Leaders ensure the environment is suitably safe, secure, and appropriately maintained. They have made improvements following our last inspection. The room is bright, airy and allows space for children to move freely. There are new resources for the children which engages them in their play.

Leadership at the setting is developing. Following our last inspection, the priority action notice and area for improvements have been closed. Leaders are establishing systems to support them in maintaining the National Minimum Standards (NMS) and regulations suitably. They need to continue to drive and embed improvements consistently.

Findings:

Well-being — Excellent

Children have considerable opportunities to make choices, 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 playdough activities, choosing and selecting which tools they would use and sharing what they would create. We heard a child excitedly exclaim *"I've made a wiggly worm!".* Children confidently use their voice to explain their ideas to others. During block play, we heard a child say, "*I'm going to build a bridge because the water did the damage."* Children freely express how they are feeling to their friends and staff.

Children are extremely happy, settled and arrive at the setting with enthusiasm. They say *"hello"* to their friends and introduce themselves to visitors. Children have very positive relationships with each other and staff, receiving support when needed. They know routines very well, allowing effective transitions as they engage in their play. We regularly saw children laughing and smiling. They recognise their peg where they hang their belongings and freely access their drinks bottle.

Children express enthusiasm and enjoyment. They successfully interact with each other and adults. We saw children effectively cooperate with one another when being 'builders' during block play. They play positively alongside one another, offering support if needed. For example, when accessing the paints, a child couldn't pull their own sleeves up, so a friend offered to do it. Children naturally use good manners and show kindness to one another when playing.

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 woodwork activities. They select tools and resources and explain what they are going to do. For example, *"I'm going to cut it so spiky!"*. Children follow their own interests and engage in child led activities; they are helped by adults. For example, when a child wanted to use heavier blocks to create a bridge, staff supported them, asking the child *"Where would you like me to put them? Where would be best?",* allowing children to make decisions.

Children are flourishing and their skills are developing extremely well. They independently access the bathrooms, wash their hands, and competently take care of their belongings. On arrival, they remove their shoes, place them on the shoe rack and hang up their coats, with little to no prompting from staff. Children open their lunch boxes independently and excitedly share, *"I opened it by myself!"* They move confidently around the learning areas, accessing the resources they need to enhance their play.

Care & Development — Good

Staff understand and implement policies to promote the safety and well-being of children. Staff spoken to at the inspection, have a sound understanding of their role in protecting children. They have completed mandatory training, including, the appropriate level of child protection training for their role. Staff hold appropriate paediatric first aid and food hygiene training. A training matrix is in place, to review expiry dates and support leaders in maintaining current training. Accident, incident, and medication records are complete and signed by parents, there are systems in place to review these monthly. Parents provide lunches for the children, with the setting supplying a healthy afternoon snack. There are no allergy or dietary needs at present. However, leaders explained systems they would implement, if needed. There are suitable cleaning and hygiene practices in place. Nappy changing was not required, as children use toilets independently, but appropriate facilities are available. Staff promote personal hygiene and supervise children when washing hands to ensure effective practice. Staff support safety well. For example, they ensure children wear safety goggles whilst working in the woodwork area.

Staff understand the behaviour management policy and implement positive strategies successfully. They are calm and patient. Staff use positive language successfully, encouraging and engaging children through praise and open-ended questioning. Staff listen and communicate exceptionally well with children. For example, proficiently reminding children how to hold and manoeuvre large wooden blocks, so they do not hurt one another. Interactions are sincere, warm and caring. Staff ensure their interactions are meaningful and beneficial to children in their care. When children learn to use woodwork equipment, staff support, role model and offer constructive advice. For example, *"When you push down, it makes it easier, just repeat and push down, push, that's it!"* They tactically offer reassurance and encouragement to children whilst allowing them to complete the task independently. Staff are balanced, playing alongside children, looking for opportunities to extend learning and stepping back, allowing children to take the lead. For example, whilst making a play dough horse, children sang a song, this was further extended by staff who asked if they knew any other songs about horses and introduced a Welsh song.

Staff provide a range of play and learning opportunities, implementing aspects of the Curriculum for Wales, alongside other educational approaches. Planning follows themes and topics and include children's ideas. The staff recognise children's interests and act upon these. For example, when children excitedly talk about parties, one is planned alongside a Christmas jumper day. They confidently encourage children to talk about their feelings through group times. Staff monitor and record children's progress through an online app. They recognise if children have emerging needs, with systems in place to support them. Staff know the children very well and have strong relationships with them. They effectively promote the Welsh language, introducing words, phrases and songs into conversations and as part of the daily routine.

Environment — Good

Leaders ensure the environment is suitably safe, secure, and appropriately maintained. They have made improvements following our last inspection. The main entrance has an internal twist-lock. There is a doorbell in situ outside of the building and a visitor's register is in place. Handrails aid individuals when using the stairs, with stair gates installed. Thorough risk assessments are in place for the building, transport, and outside area, alongside additional risk assessments for new equipment and resources. 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, fire and boiler safety checks remain current. Leaders have suitable cleaning routines in place.

Leaders provide a variety of opportunities for children. The bright and airy room allows children to freely move, with zoned areas of play. There are suitable toilet facilities for children, which they can access independently. Leaders promote a natural and calming environment. Artwork is attractively exhibited. Displays reflect children's identity, including their comments about 'what makes us special', developing children's sense of self-worth and belonging. Information boards for parents, carers and staff are available. The outdoor play space is a shared resource; this was not viewed during the inspection. Staff told us, children go on walks within the local area.

Leaders provide a good range of developmentally appropriate play and learning resources. This has been further improved recently, to provide more open-ended resources to develop imagination. For example, large block play and woodwork area. Much of the equipment is freely available to children, allowing them to choose their interests independently. Many resources reflect loose parts, everyday objects, and the natural world. They provide a range of learning opportunities. For example, through role play, block play, construction play, sensory and creative activities. There are some resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness.

Leadership & Management — Adequate

Leadership at the setting is developing. Following our last inspection, leaders have taken action to drive improvement. They show a greater awareness in their understanding and compliance with the regulations and National Minimum Standards (NMS). We have closed all previous non-compliance and area for improvements raised. However, leaders need to continue to drive and embed improvements consistently. Leaders engage positively with Care Inspectorate Wales and generally keep us up to date with any changes at the setting, including changes to the Statement of Purpose, significant events, staff notifications and staff training matrix.

Leaders ensure regulatory records are in place. They have reflected upon registers and developed a school run and a staff break record to ensure clear information is maintained. These have recently been introduced and require embedding. Leaders maintain the staff to child ratio, in line with the NMS. There are contingency plans in place for staff absences, such as flexible additional staff or bank staff to support, if required, to ensure ratios are maintained. Leaders review policies regularly and make the necessary adjustments. They have appropriate public liability insurances, car documents and are registered with the Information Commissioners Office (ICO).

Leaders have adequate self-evaluation systems in place. They seek the views of children, parents, and other professionals. The quality of care report reflects on two registered settings run by the same provider, so it is not always specific to this setting. They reflect on what they do well, and how they can improve. Leaders have a vision for the setting, which is shared with others. They have ambition and plan to develop the provision in the future.

Leaders follow appropriate recruitment processes to safeguard children with pre-employment suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Leaders support staff, with regular supervisions and appraisals. Forward planning is in place, reviewing individual's short and long-term objectives. New staff complete an induction, with probationary periods and leaders offer support and mentoring. Leaders provide opportunities for staff to undertake training and continual professional development. Staff now have access to an online training platform. Staff are developing in their roles and have a clearer understanding of their responsibilities, which are being shared with them by leaders.

Leaders are developing relationships. They are forming links with the onsite school and local authority. Leaders told us, they are establishing meetings and monthly update reports to share with them, this is work in progress. Leaders told us they link with the local community, such as visiting the library. Parents are kept up to date through an online application and through discussions at the start and end of the day. As part of the inspection process, we gained feedback from parents which was positive.

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 18 - Quality assurance	Develop the Quality of Care report to be reflective of the setting, allowing for effective review and progression.

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)
Consistently drive, embed and monitor improvements made at the setting.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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