



Inspection Report

The Treehouse Daycare Maesteg Limited

**53 Commercial Street
Maesteg
CF34 9HJ**



Date Inspection Completed

18/10/2024

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About The Treehouse Daycare Maesteg Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Treehouse Daycare Maesteg Limited
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection following registration
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>	Good
<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 can make choices and decisions independently. They are confident and engaged in their activities. Children form close, warm relationships with staff and other children.

Staff follow policies and procedures to safeguard children. They manage interactions with children positively and are good role models. They know children well and offer opportunities that interest them.

People who run the setting provide an environment that is clean, welcoming and well organised to support children's play and learning. They ensure the setting is well-equipped indoors with a good range of toys and real-life resources for the ages and stages of children cared for. Staff follow procedures to ensure the environment is safe.

People who run the setting are committed to making improvements and have a strong vision for the future. They invest and support the development of staff, ensuring all staff feel valued. People who run the setting ensure that staff provide a very good level of care for children. They have developed strong partnerships with parents and carers.

Well-being**Good**

Children are happy, settled, and comfortable at the setting. They smile and run to play with resources of their choice and preference. Children have a strong sense of belonging and are familiar with daily routines. Children are especially happy when they have achieved their goals and feel a good sense of achievement. For example, they smile when they receive praise from staff for playing music on the instruments.

Children cope extremely well with separation from parents and carers. They are familiar with routines because daily transitions are efficient and implemented effectively by staff. Children form positive emotional attachments with staff and each other. They comfortably turn to staff for support. Children are happy at this setting and have a strong sense of belonging. Children are familiar with the routines of the setting as daily transitions are efficient and implemented effectively by staff.

Children interact well with staff who are very familiar to them. They ask staff for support or go to them if they need reassurance. For example, a child who is tired approaches staff for cuddles. Interactions between children are mostly positive and they form constructive relationships. Older children enjoy sociable mealtimes, chatting happily with their friends and staff. They chat naturally and discuss what their favourite food is and about their activities at home.

Children are interested in their play and learning. They enjoy a range of interesting opportunities and have the freedom to safely explore the indoor and outdoor environment. They are self-motivated to initiate their own play. For example, babies happily stack blocks to create houses for dinosaurs. Outdoors, children excitedly role play creating soup in the mud kitchen. Children are learning to take turns and share toys.

Children have worthwhile opportunities to develop their independence. At mealtimes they have opportunities to pour their own drinks. They access the toilet facilities freely and wash their hands independently. Children help to tidy up after play and at mealtimes. They try to do things independently before staff intervene, such as doing up their own coat zips and putting on their shoes. Children move confidently around the learning areas, accessing resources to support their interests. For example, they choose the music they wish to use for dancing.

Care and Development

Good

Staff understand their roles and responsibility to keep children safe. They responded well to the procedures and scenarios discussed during the inspection. Staff understand the safeguarding policy and their duty to report concerns to the safeguarding officer. They are also aware of their individual duty to report to the local authority safeguarding team should the need arise. Staff keep accurate records of concerns, accidents and incidents involving children and parents are informed. They ensure that medication is stored safely, and written permission is obtained before any medication is administered. They record the administration of medication and ensure parents acknowledge the information. Staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. They positively praise children for perseverance and good behaviour. For example, when several children want to use the mud kitchen resources, staff calmly suggest they play with something else until the area is free and praise them for doing so. Staff are consistently responsive. They make every effort to genuinely listen and communicate with the children. Interactions are positive, demonstrating warmth, kindness, and patience. Staff take time to make sure that their interactions are meaningful and beneficial to the children in their care. They are passionate about their roles and proud to be part of the team.

Staff are committed to providing a good range of play and learning activities with an appropriate balance of child and adult-led opportunities. They play alongside children looking for opportunities to extend their learning. Staff plan and discuss beneficial activities and then involve children in the planning process, following their lead and interests. Staff are skilful in recognising when children may have additional needs. They take purposeful action and make effective use of the support and expertise available to them from external agencies. Staff provide care that is considerate, tailored and patient. They ensure that children are supported in the creation of a space in which they can play. Staff know the children exceptionally well and are very proud to tell us about children's achievements. The use of incidental Welsh is strong throughout the setting.

Environment**Good**

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff record children's arrival and departure accurately. They keep records of visitors to the setting. Staff complete effective and accurate general risk assessments, which are regularly reviewed alongside daily checks of all areas. They complete fire drills and records are kept. However, not all children have had an opportunity to practise a fire drill. They ensure consistent cleaning routines which results in a clean and pleasant indoor environment. Staff follow effective infection control practices successfully to minimise risks to children's health and safety.

People who run the setting ensure that the environment offers good facilities for children to be cared for. They offer a suitable number of children's toilets and nappy changing facilities to meet the needs of the children that attend. These provide for children's privacy and dignity as well as support their independence. People who run the setting have suitable arrangements in place to allow for confidential conversations if required. They ensure that children receive care in an environment that has been planned and set out to promote their independence. They organise the indoor area successfully with interesting zones for play that promote children's curiosity, imagination, and development. As a result, children move from one activity to another effectively indoors. Staff ensure children have access to the outdoor area for physical exercise.

People who run the setting ensure the quality of the resources. Furniture, equipment, and toys are appropriate, of a high standard and are well maintained. They ensure a range of resources are kept at the children's level and are accessible. As a result, children are very familiar with fetching and returning equipment to the appropriate places. They provide a variety of resources to enable children to always follow their own interests during outdoor play. Indoors they provide stimulating resources for all ages and stages of development. This promotes children's skills through sensory, imaginative, and creative play. For example, children take risks and develop their skills through role-play in the home corner using 'real objects' such as hair styling tools. Older children access books freely from the book corner. However, on the day of inspection, we did not see books available for younger children. Children's personal and social development is encouraged well through access to multicultural toys and resources.

Leadership and Management

Good

The leadership and management of the setting is strong. People who run the setting understand their role and responsibilities. They liaise with Care Inspectorate Wales (CIW) and other organisations in a timely manner. The person in charge is settling well into their new role at this relatively new setting. People who run the setting ensure the statement of purpose complies with all the relevant regulations and meets national minimum standards. They ensure comprehensive policies and procedures are in place and records are kept.

People who run the setting ensure that self-evaluation is reflective and identifies strengths as well as areas for improvement through consideration of the views of others. They are fully committed to the development of the setting to improve outcomes for children. People who run the setting accept feedback and are pro-active in addressing matters that come to their attention. Staff we spoke with tell us that they feel very confident to make suggestions for improvements and know their views are listened to.

People who run the setting manage staff effectively and follow safer recruitment procedures. They ensure that there are enough qualified staff to care for children and that the adult to child ratio is maintained. People who run the setting ensure staff complete mandatory qualifications and that all staff hold a current Disclosure and Barring Service (DBS) certificate. They implement robust performance management processes and hold regular supervisions and team meetings. People who run the setting model and promote a culture of continuous professional development.

People who run the setting have developed meaningful and positive relationships with parents and carers. They have excellent systems in place to keep parents and carers well informed about their child's time at the setting using an electronic app. Parents and carers told us how welcoming and informative staff are and how much their children love attending. They are extremely happy with their children's development at the setting and feel their children are flourishing. People who run the setting are beginning to develop good relationships with a range of professionals and the community. They make full use of opportunities available on their doorstep to enhance children's learning in the real world, such as visits to the library, local park, shops and businesses.

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

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	N/A

	inspection	
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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)
	No NMS Recommendations were identified at this inspection

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)
Consider ways to make mealtimes more sociable for younger children.
Consider the frequency of fire drills to ensure that all children have an opportunity to practise them.
Develop the literacy resources available for younger children at the setting.
Continue to develop partnerships with external agencies to enhance children's learning.

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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