



Childcare Inspection Report on

Treffos Cottage Nursery

**Treffos Independent School & Nursery
Llansadwrn
LL59 5SD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

30/10/2019

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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

Description of the service

Treffos Cottage Nursery operates from Treffos Independent School in Llansadwrn, Anglesey. The service is registered to provide care for a maximum of 60 children up to the age of 12 years providing care for children from three months to four years. The registered persons are Dr Stuart Humphreys and Joyce Humphreys, who is also one of the persons in charge along with Ellen Evans. The opening hours are Monday to Friday 8.00am to 6.00pm (except for Bank Holidays, Christmas to the New Year period and for a two week closure in August (dates confirmed annually)). The service offers the following provisions: Full day: 8.00am to 6.00pm. Morning session: 8.00am to 1.00pm. Afternoon session: 1.00pm to 6.00pm. The service operates through the medium of English with basic Welsh encouraged and does not offer the Welsh Government's Welsh language 'Active Offer'. The service provides the Welsh Government's 'Child care Offer'.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are confident communicators and are active and curious learners. Staff have a warm and welcoming approach to care giving and are responsive to children's individual needs. The indoor environment is well maintained and the outdoor environments consist of extensive play areas including a woodland and paddock. Leaders manage the service well and are eager to make improvements to provide better outcomes for children.

2. Improvements

Since the last inspection leaders have created a small enclosed outside play area for babies with new patio doors leading onto the play area.

3. Requirements and recommendations

We have made the following recommendations in relation to providing worthwhile opportunities for all children to learn about re-cycling and sustainability and developing areas of play with re-cycled household goods and loose parts.

1. Well-being

Good

Summary

Children are confident communicators. They cope with separation from their families well, making the transition from home to the nursery successful. Children respond positively to those caring for them and interact with their friends enthusiastically. They are active and curious learners and are developing their learning through play effectively. Children are developing their independence well.

Our findings

Children spoke and expressed themselves well as they received a meaningful response from staff resulting in their wants, moods and needs being considered. For example, during lunchtime children requested seconds which were given to them without question. Children had good opportunities to make choices and decisions about what affected them. For instance, a child wanted to sit with a staff member to read a book and animatedly responded to the story, repeating words and asking meaningful questions. Children spoke to us about their favourite toys being construction bricks and told us how they enjoyed visiting a local nature centre to see the butterflies.

Children were familiar with the daily routines such as lining up before going out to play, holding hands to walk to the sports field and tidying up their toys before meal times. They were praised with positive language for their efforts and this developed their self-confidence effectively. A child, having their nappy changed was made to feel relaxed and comfortable as they were spoken to gently.

Children interacted positively with their friends and those caring for them. They were polite and used good manners while playing and when making requests. Children enjoyed the social occasion of meal times and as a result they ate well. They were learning to share and take turns effectively. For instance, children shared the interactive teddy bear and took turns to press its heart shaped button, which lit up and made them smile.

Children experienced interesting age appropriate opportunities that promoted their all-round development and enabled them to confidently follow their own interests. For instance, a baby sat with their back supported by a staff member, to explore the sounds made by a tambourine on the activity wall. They were actively practicing using their senses and enjoying the sounds it made. Toddlers enjoyed reading books with staff and talked confidently about how they baked cakes at home. Children enjoyed participating in craft activities relating to Halloween. They recognised different sizes of objects well as they were sorting small and large pumpkin pictured cards into the correct piles. Children were learning about positional language effectively as they physically expressed how they would walk through a river and over the rocks as they pretended to go on a bear hunt.

Children were developing their independence well to develop their self-help skills effectively. For instance, before going outdoors they put on their own coats, hats and

shoes confidently. During outdoor play children concentrated for appropriate times, practicing stepping in and out of a hoop and kicking a football into a net. They explored their play areas freely, climbing up the steps of the slide and inventing their own games creatively in the wooden playhouse.

2. Care and Development

Good

Summary

Staff have a good understanding of their roles and responsibilities. They manage interactions fairly with warmth and consideration. Staff know the children well and respond to their individual needs in a timely manner. They plan for children's learning through play effectively.

Our findings

Staff had an appropriate understanding of their responsibilities in keeping children safe and healthy. They promoted healthy lifestyles effectively by providing nutritious meals and snacks. Drinking water was readily available to keep children hydrated and they encouraged children to be active in the fresh air.

Staff had a good understanding of child protection procedures and their safeguarding training was up to date. Their paediatric first aid training was also current. Written records evidenced that fire drills had been regularly conducted and the outcomes of each drill was suitably documented. Staff followed a nappy changing procedure which was in line with infection control guidelines, and they encouraged children to wash their hands at appropriate times.

Staff managed children's interactions fairly and consistently. They reminded children with a gentle and warm tone of voice to be kind and caring towards their friends. As a result, children responded well. Staff had good communication skills and praised children with positive language, celebrating their achievements and efforts effectively.

Staff were aware of children's individual stage of development and they planned well for the next steps of the child's learning. They regularly reviewed children's progress and shared this information with parents. Staff contributed to planning that showed progression and supported the individual needs of the child effectively. For example, staff supported children with additional learning needs by writing an individual care / educational plan and worked collaboratively with the local authority to enrich children's learning experiences, choosing a range of different visual and sensory resources to aid speech and learning.

Staff implemented most of the principles from the foundation phase curriculum and defined learning areas were organised well. Pre-school children learned about some aspects of recycling on a daily basis but this was not consistent throughout the service. Staff were raising children's awareness to recognise how they were feeling in mind and body effectively. For instance, staff facilitated an interesting mindfulness session, helping children to express their emotions and learning how to relax their bodies and calm their minds positively.

Staff developed children's vocabulary and language skills well through active storytelling and enthusiastically asked children questions to extend their thinking positively. For

example, children had participated, a few weeks ago, in a planting activity and during circle time, staff presented their grown plants to them, this lead to an active discussion about growing and children enjoyed talking about watering the plants. Staff facilitated this activity imaginatively and as a result children's awareness about the natural world around them was raised effectively.

3. Environment

Good

Summary

Leaders ensure the environment is generally safe and secure. The indoor environments are spacious and there are ample facilities to meet children's needs. The outdoor areas offer a wide range of positive experiences for children. Most resources and toys are of good quality.

Our findings

Overall leaders had ensured the premises were generally safe and secure. A system is in place to manage access into the premises and visitors' attendance is recorded. However, this was not actioned appropriately at the time of our visit. We spoke to the registered persons who told us they would address the matter immediately. The registered persons have sent written confirmation that all staff have been made aware and a new procedure has been introduced to improve access to the premises.

Leaders had conducted most risk assessments suitably. Some soft furnishings were worn, and there was no barrier to restrict children's access to where staff stored their personal belongings in the kindergarten room. We have received confirmation from the registered persons these matters have now been actioned. In October 2018 the service received a food hygiene rating of 5 (very good) from the food standards agency. Leaders had organised cleaning routines that reflected good hygiene practices and we found that these were implemented regularly.

Leaders ensured the environment provided a wide range of play opportunities suitable for the age ranges cared for. Play areas were planned well to reflect the needs and interests of children and allowed them to move freely. There was a mini gym to offer children opportunities to play with a range of climbing apparatus to develop their physical skills. The outdoor areas consisted of a nursery playground, sports field and woodland. Photographs of children showed them participating in a variety of activities in the woodland area, such as a number hunt and drawing wild flowers.

There were areas for children to store their personal items and this created a sense of belonging. Reading corners provided an area to relax and books were presented attractively, encouraging children to read them. Leaders made sure storage was at a low level enabling children to reach toys and resources easily. They presented children's themed art work well providing children with the opportunities to talk about their pictures with enthusiasm.

Leaders ensured toys and equipment stimulated children's interests. For example, children enjoyed the sensory exploration table which had been covered with a mixture of lentils and

rice, they enjoyed feeling the textures, scooping the contents in their hands and rolling vehicles over the gravelly surface. There was a lack of re-cycled household goods for children to extend their imaginary play and loose parts to develop their design skills. Furniture was appropriate for the children's age and stage of development. There was a variety of pedal vehicles, hoops and balls to develop children's co-ordination and balancing skills effectively.

4. Leadership and Management

Good

Summary

Leaders are dedicated and eager to make improvements to create better outcomes for children. They have a system in place to evaluate the service effectively. They manage staff and resources appropriately and partnerships with parents are successful.

Our findings

Leaders maintained and shared an up-to-date statement of purpose with parents that provided an accurate picture of what the service offers. Policies and procedures are implemented appropriately by leaders. Leaders communicated high expectations for securing improvements with staff and building teams effectively. They had a clear vision for the service which, centred on 'nurturing the whole child' and this was shared positively with staff and parents. Leaders had a suitable understanding of promoting the Welsh language and culture and basic Welsh is spoken and encouraged.

Leaders and staff know the service well and promoted a positive culture of continuous self-evaluation. They had an effective system in place to collate the views of all those using the service, and did this through questionnaires, suggestion boxes and communicating verbally. They had drawn on these comments to write a comprehensive and informative report on the quality of care which identified what the service does well and what improvements will be made in the future to improve outcomes for children.

Leaders ensured staff were suitably qualified and experienced and that their training was current. We inspected two, new staff member's files but not all of the required information had been collated in one file. Leaders told us they would address the matter immediately. They have submitted a statement to Care Inspectorate Wales (CIW) to confirm all the required information has now been gathered. Leaders had not informed CIW, that one of the named persons in charge would be absent for a period of time, however, a contingency plan had been actioned effectively. This information has now been received. Leaders ensured staff receive appropriate supervision and appraisal to enable them to discuss their welfare, training and practice related issues positively.

We spoke with parents who told us their children were happy and settled. Parents shared how staff communicated well about their child's progress and told us they appreciated having a verbal and written update at the end of each day. We also read a sample of parents' thank you letters highlighting how their children had developed in self-confidence since attending the service and expressing appreciation towards leaders and staff for their sensitive and respectful approach towards children's cultural needs.

Leaders communicate effectively with parents by using informative notice boards, social media and mobile phone applications. They encourage parents to participate and invite

them into the nursery to find out about and contribute to the topics and themes which their children will explore.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders should consider:

- Providing worthwhile opportunities for all children to learn about re-cycling and sustainability and
- offering re-cycled household items and loose parts to develop areas of play to help build children's imagination and design skills.

5. How we undertook this inspection

This was a full-unannounced inspection as part of our schedule of inspections. One Inspector visited the service on Wednesday 30 October 2019 from 9:07am – 12:05pm and from 12:35pm – 6:20pm.

We:

- Inspected a sample of documentation, policies, two new staff members' files and two children's individual records;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources;
- spoke with children, staff, the registered persons, deputy person in charge and three parent / carers and
- provided feedback to the registered persons and deputy person in charge.

Further information about what we do can be found on our website:

www.careinspectorate.wales

6. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Stuart Humphreys Joyce Humphreys
Person in charge	Joyce Humphreys Ellen Evans
Registered maximum number of places	60
Age range of children	3 months to 4 years
Opening hours	Monday to Friday: 8:00am-6:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 October 2017
Dates of this inspection visit(s)	30 October 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use the service. We recommend that the service provider considers the Welsh Government 'More than Just Words' follow on strategic guidance for Welsh language in social care.
Additional Information:	

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