



Inspection Report

Treowen 3 Plus

**Treowen Primary School
Colwyn
Newtown
SY16 1NH**



Date Inspection Completed

28/02/2024

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About Treowen 3 Plus

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Powys County Council Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	7 November 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are confident, comfortable, and happy at the setting. They feel that their needs and preferences are acted upon. Children's interactions are good. They show positive attachments and relationships with staff. They enjoy their play and learning activities and develop some good independence skills for their ages and stages of development.

Staff implement policies and procedures to keep children safe and healthy. They have warm, calm and engaging relationships with children. Staff are good role models and have a good understanding about child development. They promote children's developmental needs through play effectively.

Leaders ensure the environment is safe and welcoming. They make sure children are supervised well. Leaders regularly update the risk assessments to ensure potential hazards are identified and appropriate measures are in place to manage any risks. They ensure resources and equipment are organised appropriately.

Leaders have a positive vision to develop the setting. They implement policies and procedures in line with most current guidance. Leaders have robust recruitment procedures. However, limitations over having control of new placements is at times putting a strain on the staff and affecting some children's experiences whilst at the setting.

Well-being

Good

Children have a strong voice. They are confident making their own choices about what they want to do and where they want to play. For example, children choose to play outdoors or indoors. Children's opinions and interests are valued and acted upon. When children use non-verbal cues to point towards resources and foods they want, staff act promptly to meet their needs. Children help themselves to a variety of resources confidently.

Children are happy, settled and feel relaxed within their play environment. They benefit from staff who know them well. Children arrive at the setting happy and immerse themselves in the play opportunities available. They feel valued by staff who give them lots of praise and encouragement. For example, they smile when they are praised for rolling their sleeves up before messy play and tidying up their toys independently. Children approach staff with ease for reassurance and feel a sense of belonging as they move around the areas freely and confidently. Children show good self-esteem and celebrate their achievements. They proudly show staff their painting work and smile when they are praised.

Children's interactions are good. They successfully play alongside other children with ease, and share resources such as dolls, pots and pans in the role play area. Interactions between children and staff are positive. Children show empathy and care towards each other. They cuddle each other when playing. When a child bumped into another child, they put their arms around the child and said "sorry" without staff prompting them to do so.

Children enjoy the play experiences that are available to them. They engage in activities with staff and other children and enjoyed singing with lots of enthusiasm and celebrated when staff clapped them. Children listened attentively and were excited when staff told them a story.

Children develop independence skills well. Children had a good grasp of feeding and drinking independently and helped to clear the table. However, opportunities to further develop independence skills are limited during snack times.

Care and Development

Good

Staff understand and implement most policies and procedures to keep children safe and healthy. Staff encourage children to wash their hands before eating and this helps to develop their personal hygiene practices effectively. They are fully aware of children's dietary, health needs and preferences. Staff follow nappy changing policies and procedures in line with the infection prevention and control guidance and keep records. Staff are confident about their understanding in relation to child protection and safeguarding. They responded well to potential child protection and safeguarding scenarios knowing the processes to follow if there was a child welfare concern. Staff keep records of accidents, incidents and pre-existing injuries, and obtain parental and carers signatures to evidence. Most staff have current paediatric first aid certificates. All staff have received the mandatory safeguarding training, and most staff have food hygiene certificates.

Staff create positive relationships with children in their care. Interactions with children are consistently warm, engaging and demonstrate understanding and kindness. They praised children for their kindness when they helped each other out. Staff offer praise and encouragement for children when achieving to do things for themselves. They are good role models, as they encourage children to say 'please' and 'thank you' during snack time. Staff demonstrate a good understanding of the positive behaviour management policy. During the inspection, staff consistently used positive reinforcement with children.

Staff ensure children are fully supported to follow their interests and ideas. They observe children's progress and development daily which is shared with parents and carers. They recognise children's progress, development and prepare for their next steps in learning effectively. Staff fully understand and support children with additional learning needs. For example, they support children's use of language through singing, recognition of colours and counting. However, at times opportunities were missed to enhance play fully due to the level of support needed by some children. Staff enhance children's use and understanding of Welsh words and phrases through play and singing songs. They organise interesting play and learning experiences to help raise children's awareness about their wider society and Welsh culture. For example, children celebrate a range of festivals such as Santes Dwynwen, St Davids Day, Diwali and Christmas amongst others. Staff plan sensory activities to help children develop their natural curiosity and exploration.

Environment

Good

Leaders have effective measures in place to ensure staff understand their responsibilities in relation to safety and welfare of children. They ensure the environment is safe, secure and well maintained indoors and outdoors. The main doors are locked, and outdoor areas are secure. Leaders keep records of visitors and identification badges are checked on arrival. They organise cleaning routines that reflect good hygiene practices. Leaders ensure there are procedures for good supervision of children. Risk assessments are robust, maintenance checks are conducted, and fire drills are carried out.

The environment is welcoming and child friendly. It provides spacious and inviting areas for children to explore. The main indoor play areas are organised to promote children's development with a purposeful range of resources. The setting has suitable furniture and resources for the age and stage of the children attending. For example, there are tables, chairs and low-level storage which allows children to develop independence in their ability to reach for their own play resources through play. There are toilets and toileting aids which give children opportunities to be independent and liquid soap and paper towels when addressing their personal care. Displays of children's craft work and pictures give children a good sense of belonging and achievement.

There are a broad range of resources in the outdoor environment which are an extension on the learning that happens indoors. These include a mud kitchen, climbing and balancing resources, bikes, trikes, messy play trays, push along toys and balls. However, some resources in the outdoor play area and some indoor areas need maintaining and replacing, leaders are aware of this and it's in their setting development plan. Indoor provision includes construction toys, small world resources, role play, English and some Welsh books, sensory and messy play resources with lights and musical instruments to name a few. There are resources that promote an awareness of different cultures and diversity, which include kitchen role play props, dolls and a variety of books and puzzles.

Leadership and Management

Adequate

Leaders have a positive vision for the future running of the setting. They maintain and share a statement of purpose which gives an accurate reflection of the setting. Leaders regularly update and review their policies and procedures. Leaders ensure insurances, information commissioner's office and public liability insurance is current.

Leaders implement an effective quality of care review which reflects on training and their achievements as a setting. They seek feedback from parents, staff and children to further develop the setting, creating targets for the future. However, it was noted that leaders within the setting do not have a say in who accesses the service and do not get the opportunity to assess all of the children's needs fully prior to placement. We observed a strain on the staff with the number of children with emerging needs and the level of support needed. At times this had a negative impact on the experiences of some children.

Leaders follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Leaders ensure the disclosure and barring service (DBS) checks are in place for all staff. We have seen evidence of supervision and appraisal meetings taking place, Leaders have completed the Self-Assessment of Service Statement (SASS) and some changes to the setting.

Leaders provide a webform app to engage with parents and carers about children's attendance, changes and it also informs them about their children's time at the setting. The information includes photographs, activities, dietary and toileting needs during the day.

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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)
Standard 3 - Assessment	The registered person is responsible for ensuring that: children's needs and preferences are identified as far as practicable before they are placed or attend.
Standard 4 - Meeting individual needs	Staffing arrangements are designed to meet the needs of individual children who attend and have special or additional needs. To ensure that this does not have a negative impact on all other children at the service

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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