



## Inspection Report

**Little Trees Celtic Springs**

**1 Spooner Close  
Celtic Springs Business Park  
Newport  
NP10 8FE**



**Date Inspection Completed**

09/11/2022

**Welsh Government © Crown copyright 2022.**

*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.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About Little Trees Celtic Springs

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Dean Close Little Trees Day Nurseries
Registered places	115
Language of the service	English
Previous Care Inspectorate Wales inspection	23 July 2019
Is this a Flying Start service?	<a href="#">Manual Insert</a> No
Does this service provide the Welsh Language active offer?	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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Poor</b>

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

### **Summary**

Children settle very well and have lots of fun. Their ideas and interests are highly valued. They receive a variety of play experiences and make choices about how to spend their time at the setting. Children have many opportunities to develop their independence skills.

Staff have a suitable understanding of how to keep children safe and healthy. They are nurturing and provide safe care. Staff plan for a wide variety of activities, which promote children's curiosity, play and learning. They keep very effective records of children's development.

The environment is clean, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

People who run the setting are highly motivated and dedicated to delivering high quality childcare. They provide consistent encouragement and support to staff. Required policies and records are in place, although a small number do not reflect current practice. Strong partnerships with the local community and parents are developed.

## Well-being

Good

Children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Children have many opportunities to make choices and decisions about their play. For example, children chose to make a poppy print with a staff member or happily led their own role play in the home corner. Planned activities consider children's interests and ideas, which puts their voice at the heart of the setting.

Children arrive happy, excited, and eager to play. They cope well with separation from their parents and carers and form close emotional bonds with staff. This helps children feel relaxed and safe, significantly enhancing their well-being. Children are thriving at this setting and develop a strong sense of inclusion. They know where to store their belongings and where to access toys and resources for play. A strong familiarity with the setting routines further enhances their sense of belonging.

Children interact very well with adults and each other. They are happy to chat to inspectors and are polite and welcoming. For example, one child offered us a pretend ice cream when role playing in the outdoor play area. Children learn to respect each other and the resources, learning to share and use equipment appropriately. For instance, they wait patiently as they take turns to go on the slide.

Children delight in their play. They are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw one child completely absorbed in their play with wooden blocks. They carefully stacked the blocks and giggled as they knocked them down. Children play happily together or alongside each other. For example, two children thoroughly enjoyed their imaginary play feeding the baby dolls with strawberry yoghurt, laughing when they then pretended to feed each other. Children also benefit from a range of adult-led activities. Children settle well for circle time, animatedly joining in with favourite nursery rhymes and songs.

Children learn self-help skills and have many opportunities to carry out tasks independently. This helps prepare them for attending school and develops self-confidence. They are encouraged to tidy away toys and wash and dry their hands independently. At snack time, older children pour their own drinks and help clear away cups when they have finished. Children enjoy sociable snack times and chat easily to their friends and staff.

## Care and Development

Good

Staff have a suitable understanding of how to keep children safe. Staff we spoke with were aware of their role in protecting children and confidently recognise signs and symptoms of abuse. Staff have received training on a new digital system for the recording of concerns. They know to report any concerns to appointed safeguarding lead staff members. However, not all staff are aware of their individual responsibility to report safeguarding concerns to children's services should the circumstance arise. An incident reported to CIW shortly after the inspection visit evidenced that not all staff follow agreed procedures to ensure children are properly safeguarded.

Staff record all accidents and incidents well and share copies electronically with parents. The manager monitors accidents and incidents effectively to identify any emerging trends, which helps safeguard children. Information relating to children's allergies and medical conditions is shared and accessible to all staff, and staff manage children's individual needs safely. Staff complete registers of attendance accurately, evidencing ratios are met. Regular fire drill practices ensure staff and children are aware of how to leave the building safely. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air.

Staff are very caring and supportive. They interact with children in a warm, friendly manner, creating a calm and relaxed atmosphere. Staff have a good understanding of child development and its impact on children's behaviour. They manage children's behaviour skilfully, using positive strategies and clear explanations, as outlined in the setting's behaviour management policy. They frequently praise children for sharing and kind interactions, which encourages children to engage in positive behaviours. Staff are exemplary role models for children and create an environment that fosters and promotes children's self-esteem.

Staff support children's learning and development effectively. They regularly observe children's play to identify their interests and engagement. This helps staff plan activities which spark children's curiosity, motivating them to explore and learn. Staff share their observations on children's development with parents via a digital app. This keeps parents well informed about their children's progress and time at the setting. Staff naturally promote children's learning as they play. We saw staff members frequently encourage children to count, and name colours and shapes as they played. Beneficial systems are in place to ensure staff effectively monitor and identify children's emerging additional learning needs (ALN). Staff work well with outside agencies to support children. Staff implement effective individual development plans for children with ALN, enabling positive outcomes for all children. We heard limited use of Welsh language during the inspection.

## Environment

Good

The environment is secure and provides ample space for children to play and learn. Staff lock external doors and gates. They ensure only authorised entry to the setting and maintain a visitors' log for all visitors. Staff consistently identify potential risks in the environment and complete hazard reporting forms. Detailed risk assessments for all areas of the setting are in place and reviewed at least annually. Routine maintenance checks for the building and appliances are undertaken. The setting is clean and inviting and is very well maintained. Staff supervise children well during their activities.

The environment is very welcoming and child friendly. It provides bright, spacious, and exciting areas for children to explore. The playrooms are organised well to promote all areas of children's development. A purposeful range of resources, including some real life and multicultural items, promote children's awareness of equal opportunities and cultural diversity. Attractive wall displays include children's artwork, which celebrates their achievements, giving them a sense of pride and belonging. There is a wide range of good quality equipment available for each group of children. Resources are appropriate for the stage of development of the children and promote their curiosity and discovery. Children can access equipment easily, which supports their independence. Babies have use of a separate cot room for sleeping and this is monitored closely by staff. Older children sleep on mats on the floor in a designated area of their playroom, and staff supervise children as they sleep. All children have regular access to spacious, well-resourced outdoor play areas.

The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage units and individual named coat pegs and drawers for children's belongings. There are a suitable number of children's toilets and nappy changing facilities available. These areas are clean and fresh, with liquid soap and paper towels easily accessible to children.

## Leadership and Management

Poor

People who run the setting are skilled, experienced, and continually seek to improve on the care they offer. There is a clear statement of purpose enabling parents to decide if the setting is right for their child. However, the statement of purpose has not been updated to reflect the recent introduction of the new Curriculum for Wales and does not contain up to date postal and email addresses for CIW. Most policies are regularly reviewed. However, the allergy policy and safeguarding policy do not fully reflect current practice and the nappy changing policy does not outline how staff protect toddlers' privacy and dignity are protected during toilet training. The person in charge and staff team are well supported by an area manager who regularly attends the setting. Shortly after the inspection visit, CIW were notified of an incident affecting a child's well-being. In this instance people who run the setting did not ensure safeguarding procedures were followed. This is placing people's health and well-being at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

People who run the setting maintain an organised environment, documents are easily accessed and in good order. The annual quality of care review is reflective and evaluative, pinpointing areas of strength and sets targets for improvement. The review considers views of parents, children, and staff and reflects positive feedback from all. Staff files are of a good quality and evidence all relevant checks carried out to ensure staff are suitable to work with children. All staff receive regular supervision and annual appraisals, which enable them to identify their strengths and areas for development. In addition, the management team regularly observe staff's practice to further promote staff development, enabling improved outcomes for children. The person in charge ensures the correct staff to child ratio is maintained. However, the ratio of 'suitably qualified' staff falls slightly below the required 80%. No negative impact on children's care and safety was observed. While no immediate action is required this is an area for improvement and we expect the provider to take action. Discussions with the person in charge and scrutiny of documents, evidence a robust plan is in place to ensure unqualified staff are enrolled on relevant training and further supported by high quality in house training.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. However, the responsible individuals DBS certificate has expired. While no immediate action is required this is an area for improvement and we expect the provider to take action. All staff have up to date mandatory training such as safeguarding and receive good opportunities for additional training. Staff have completed training on positive behaviour management, mental health awareness and play based learning. Staff told us such training has been beneficial to their practice and has improved outcomes for children. The staff team are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive.



People who run the setting and staff have established positive relationships with parents. Parents receive regular updates on their child's experiences at the setting via a digital app and face to face verbal feedback. Parents also receive termly reports and are invited to attend parents' meetings throughout the year. People who run the setting promote the use of outside agencies to enhance children's learning such as sports and music organisations, which children really enjoy and benefit greatly from.

### **Recommendations to meet with the National Minimum Standards**

R1 Embed new procedures for reporting safeguarding concerns and ensure all staff are aware of their individual responsibility to report concerns to the relevant agency.

R2 Further develop the use of incidental Welsh language.

R3 Update the statement of purpose and some policies to reflect current practice.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The provider has failed to implement their safeguarding procedures. Ensure that safeguarding procedures are implemented at all times.	New

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
------------	---------	--------

6	The responsible individual's DBS certificate had expired. Ensure DBS certificate is up to date and remains current.	New
27	The number of suitably qualified staff does not meet the required 80%. Ensure the correct ratio of qualified staff to children is maintained.	New

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published** 11/01/2023

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The provider has failed to implement their safeguarding procedures. Ensure that safeguarding procedures are implemented at all times.	New

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
------------	---------	--------

6	The responsible individual's DBS certificate had expired. Ensure DBS certificate is up to date and remains current.	New
27	The number of suitably qualified staff does not meet the required 80%. Ensure the correct ratio of qualified staff to children is maintained.	New

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published** 11/01/2023