



## Inspection Report

**Appletree Day Nursery (WALES) Redwick Ltd**

**Greenfield House  
North Row  
Redwick  
Magor  
NP26 3DX**



**Date Inspection Completed**

15/04/2024

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## About Appletree Day Nursery (WALES) Redwick Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Appletree Day Nurseries (Wales) Ltd
Registered places	60
Language of the service	English
Previous Care Inspectorate Wales inspection	13 February 2023
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.

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

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

## **Summary**

Children make choices about how they wish to play and show enjoyment in their play and learning. Most children develop good relationships with their peers and are learning social skills such as sharing and turn taking. They are confident to voice their likes and dislikes.

Most staff are nurturing and caring towards the children and plan suitable opportunities for children to play and learn. Most staff engage with children well and build good relationships and understanding of children's individual needs. Not all staff consistently implement the settings procedures to ensure they keep children safe at all times. The Registered Person (RP) has recently become much more involved in the day to day operation of the nursery, in order to support the Person In Charge (PIC) and have better oversight of the working practices of staff.

The environment is spacious and has a sufficient range of resources to engage children in play. Leaders have risk assessments in place, but these do not effectively identify and minimise all risks. Leaders are making visible improvements to the inside environment which are positively impacting upon children's experiences at the nursery. The outside play spaces currently in use do not act as enriching learning environments.

Leadership and management of the nursery is adequate. Leaders are motivated to further develop the setting and are keen to make improvements to benefit children and their families. Leaders do not manage supervision and induction programmes effectively to ensure staff understand and implement nursery procedures consistently.

## Well-being

## Adequate

Children are comfortable to make choices about how they play. They are confident to speak and express themselves and to communicate their needs. Most of their requests are accommodated. Children approach staff to chat, to ask for assistance or invite them to play. They are able to access most resources independently. Children's views are listened to by staff so that their choices can be incorporated into the planning process.

Children behave kindly and considerately towards their peers. They are learning to take turns and share during games. They readily take instructions from staff and respectfully say please and thank you to their friends when prompted. Younger children play happily alongside other children or on their own. Older children interact well with one another and develop friendships. Children develop a sense of belonging as their work is displayed and celebrated in some areas of the nursery. Some areas also create links with home for the children as there are displays of photograph of their families, which helps them to feel secure. Older children clearly understand and appreciate the routines established by staff, for example, helping to tidy up and washing their hands appropriately.

Children enjoy the play opportunities available to them. They are free to explore their environment and spend time on activities that interest them, they can relax and have quiet time or choose more physical activities. Children really enjoyed counting up to twenty and identifying colours using the Welsh language. Children concentrate for good periods of time and show real satisfaction, for example, whilst threading pasta and being praised by the staff. Another child enthusiastically used the small play piano to make lots of noise so that her friend could dance beside her.

Children have suitable opportunities to gain independence in line with their age and stage of development. Older children hang their own coat and bag on pegs and really try hard to put outdoor clothing on when going to play outside. Children learn to wash their hands before meals and after using the toilet. All children manage to eat their food independently and older children are encouraged to develop increasing confidence when toileting so that they are prepared for the transition into school.

## Care and Development

## Adequate

Most staff understand and implement the service's policies and procedures adequately, but not all staff have a sufficient understanding of how to keep children safe and healthy at all times. Implementation of some procedures, such as undertaking regular, recorded sleep checks on babies, storage of medication and completing daily visual check lists, are not completed thoroughly by all staff. Staff's knowledge of safeguarding is sufficient however, not all staff are clear about their own responsibilities to report a concern themselves, should the need arise. Staff complete accident, incident and pre-existing injuries forms appropriately and share this information with parents. They complete regular fire drills with the children and maintain records so that they know who has practised the drill and ensure everyone can exit the building quickly in an emergency. The food provided to children is of a high standard, freshly prepared, nutritious, and very well balanced. Staff are clear and confident in implementing procedures regarding any food allergies or intolerances. During snack time we noted that fruits and snack was served on paper napkins, whilst rice cakes in the baby room were placed directly on the table, as opposed to onto plates or serving bowls. We discussed improving this practice with leaders.

Staff are kind and patient when interacting with children. They promote good manners and ensure children learn good hygiene routines, for instance, washing their hands by getting children to sing a song whilst they undertake this task. Staff encourage children to be kind and inclusive in their play, and during circle time older children are gently reminded '*Kind words as our friends are listening and learning*'. They praise and encourage children and when a child enthusiastically helps tidy resources away before snack time, staff give '*high fives*' to them stating, '*Good job! Well done!*' They use positive incentives, such as acknowledging good behaviour and effort by choosing children to be given 'Star of the week' or 'Star of the day' status.

Staff take into account children's interests to plan topics and activities which children will engage with and enjoy. For example, '*spring time*' was used as a means of introducing activities involving insects and bugs, as children clearly held a fascination for these tiny creatures. Staff told us that although they plan adult led activities, much of the play and learning is child led. They complete baseline observations for each child, and these are followed up by regular observations to monitor children's achievements and progress. Observations within the baby rooms highlighted that much of the time was task orientated as staff were taken up with feeding and changing babies. A good amount of incidental Welsh was heard promoted with children throughout the nursery. Controlled access to the livestock such as donkeys and alpacas provide children with moments of awe and an appreciation of nature.

**Environment****Adequate**

Managers have systems and procedures in place to provide guidance to staff on how to keep the environment safe and secure. Staff ensure only authorised entry to the nursery and keep a log of any visitors. Leaders ensure that oil, electrical and fire equipment safety tests have been completed as required and the building is safe. Some daily checks were seen to be incomplete, and some emerging risks had not been identified, as doors used by children to access outside play areas did not have a system to secure them in place when open.

The nursery is spacious and equipped with suitable furniture and equipment to meet children's needs. Base rooms, particularly for the older age groups, are large and airy with a suitable range of resources and supervised access to outside. Older children have easy access to toileting facilities and storage of their coats and footwear, to support their independence. Babies enjoy being able to move around freely and explore their environment with separate sleep rooms to ensure they can relax and sleep.

There is enough play equipment to keep children engaged and interested in learning. However, the outside play space is not inviting and much of the plastic equipment looked tired and in need of cleaning and attention. A large field adjacent to the pre-school base room will provide a rich learning environment, however, at present it is not in use due to risks within the field. Leaders have assured us that full risk assessments will be completed before it is used by children. They have systems to monitor the nursery to make improvements and have made some improvements to the building recently, including new windows and doors. They have also addressed issues within the baby sleep room on the first floor. Leaders have improved and changed the layout of base rooms to create additional light and spacious areas for children to play in and explore. However, the nappy changing facilities within the older babies area is crowded and currently requires that the nappy bin is removed into the sleep area so that the nappy changing station can be used safely.

## Leadership and Management

**Adequate**

Leadership and management of the service is not wholly effective as the Responsible Individual (RI) has not consistently had good oversight of the service. However, they are motivated to improve the service and work well with the manager to achieve this goal. The RI has recently become much more involved and has focused upon making improvements to the nursery. Staff commented upon the positive impact this has had upon the nursery and the staff team as a whole.

The annual quality of care review had been completed and the Self Assessment Service Statement (SASS) was submitted as required. All recommendations from the previous Care Inspectorate Wales (CIW) inspection have been addressed and the service will continue to embed the new curriculum for Wales. The current report is evaluative and identifies areas for development whilst also considering the feedback from parents and children. We saw specific improvements that have been made since the last inspection and it is clear leadership and management have a clear vision to further improve the service.

Leaders ensure appropriate levels of qualified staff in childcare and there are enough staff with a current Paediatric First Aid certificate, food hygiene and safeguarding knowledge to care for children. Staffing ratios are maintained, and staff supervise children appropriately. Records demonstrate that annual appraisals with staff have been conducted. However, regular reflective supervisions with staff have not been undertaken. This means managers are unable to check all staff have a sound knowledge of the nursery's procedures and implement good working practices to keep children safe and healthy. These include sleep procedures, daily safety checks of the environment and the storage of medications. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff understand the importance of building good relationships with parents. Staff communicate verbally with parents at the beginning and end of sessions to ensure they are kept up to date with any issues about caring for individual children. Staff also use an app to communicate with parents, sending pictures of their children throughout the day. We saw contemporaneous feedback from a parent stating how pleased they were to see their child enjoying activities.



### 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
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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29	The Registered Person must ensure that all staff have thorough induction and regular supervisions and appraisals, so they fully understand their roles and responsibilities and can implement the relevant procedures to keep children safe and healthy.	New
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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 22 - Environment	Ensure that all aspects of the inside and outside environments are appropriate for their purpose and well maintained.
Standard 24 - Safety	Update and review risk assessments to ensure that all potential risks are identified and minimised, and daily checks are completed and recorded.

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)
Support staff to plan activities to promote the development of children under the age of two.

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.

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