



## Inspection Report

**Plant Hapus @ Cymryd Rhan**

**Park Baptist Church Hall  
Tenth Avenue  
Galon Uchaf  
CF47 9TE**



**Date Inspection Completed**

11/09/2024

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## About Plant Hapus @ Cymryd Rhan

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cymryd Rhan
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	This was their first inspection following registration.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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>Good</b>

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

Children are happy, settled and have worthwhile experiences and opportunities at the setting. Nearly all the children make purposeful choices about activities they engage in and are free to move between all the resources both indoors and outdoors. Children have warm relationships with staff and positively interact with them to share their ideas, feelings and choices. Children’s social and independence skills are strong and are consistently developing in line with their ages.

Staff keep children safe and successfully implement the setting’s policies and procedures. Interactions between staff and children are effective and valuable and support the needs of all the children. Staff plan and offer a beneficial and worthwhile range of activities. These activities are nearly always led and developed by the children’s interests and suggestions.

The environment is welcoming and well organised. Hygiene and infection control procedures are thorough within the setting. The indoor and outdoor environments are clean, safe, and suitable for the children. Relevant risk assessments are current, ensuring that all potential risks have been effectively minimised. The setting has a beneficial range of good quality toys and resources for indoor and outdoor activities.

The leadership and management of the setting is good. The staff are managed strongly and are a close team who work well together. Parents speak highly of the setting, the opportunities offered, and the warm consistent care their children receive.

Children arrive happily at the setting and are met by a member of staff. They are aware of the routine which supports them to settle for the day. Staff make use of all opportunities to share any relevant information with parents and carers to support the children. This ensures children are comfortable in their surroundings and with all staff. Children have formed positive and valuable bonds with staff and each other. They successfully engage in the activities available such as working together to finish the puzzles and jigsaws. These strong bonds have a clear and effective impact on their well-being. Children receive care that is tailored to their individual needs, and they benefit from a worthwhile transition from their parents and carers to the setting. Examples include newly started children being distracted while confident children are immediately introduced to activities.

Nearly all the children know and understand that staff respond positively to their needs and requirements. Children always approach all members of staff for support, especially when they require something or to share successes. For example, children asked if they could go indoors as they felt cold and when they wanted to take part in activities with their friends. Children have built worthwhile friendships with each other and visitors. For example, in the outdoor area younger children were keen to share the various areas with the inspector and to explain what resources were available. They patiently wait their turn in all activities. For example, children engaged in the various puzzles available and worked together to finish the puzzles and the jigsaws. Nearly all children show curiosity and explore a variety of valuable play opportunities. For example, children engage with free play, in the sand and water activities and when listening to stories.

Children are aware of their own feelings and the feelings of others at the setting. Children's feelings and requirements are taken into consideration, and they are encouraged to decide which activities to participate in based on how they feel. For example, during one session, children accessed musical instruments including an ukelele, some maracas and tambourines. Not all children engaged and stayed outdoors to continue with art activities.

Children develop their independence skills through the valuable activities and opportunities available to them. They are encouraged to be independent at snack time, and to distribute plates for use. They successfully serve and feed themselves. Children are encouraged to put on their own shoes and coats where appropriate. The setting has a tortoise, and the children are encouraged to learn about how to look after it, including ensuring it has enough food and drink. Children are consulted to gather ideas for activities and their suggestions for planning are noted on appropriate planning.

Staff successfully implement the setting's policies and procedures to ensure children are kept safe and healthy. Staff receive regular and beneficial safeguarding training to fully understand the setting's procedures. All safeguarding referrals, concerns and pre-existing injuries are effectively recorded and signed. These records are regularly reviewed by people running the setting. Staff record accidents and incidents and ensure they are signed by parents. All staff members hold paediatric first aid training, enabling them to deal with accidents successfully. At present, staff do not routinely administer medicines, but have appropriate documents, including noting last dose administered. Staff encourage children to eat healthily and provide healthy and nutritious snacks. For example, breadsticks, fruit and peppers for snacks with milk or water to drink. Children have independent access to water throughout the day. Children's dietary needs and any allergies are managed appropriately and safely. Children wash their hands independently before and after eating.

Staff have consistently good, positive and meaningful relationships with children. They are fully aware of their roles and responsibilities. They are caring and patient and use tones of voice when talking with children that are warm and reassuring. Examples of interactions included discussing the importance of sharing, "*Now then, put it in the middle now so you can share*" and the colours of cars and whether they were fast or slow cars. The atmosphere throughout is very relaxed, and therefore, children are comfortable at the setting. Staff actively support children's social behaviour indoors and outdoors and effectively engage with children during activities. For example, when a child came indoors with a wet soft toy dog. Staff questioned – "What happened?" "He flew into the water." "Can you show me where he got wet?" This resulted in the staff member being led outdoors and explained to how it had happened. During snack times staff sit and socialise with the children reminding them of appropriate behaviour such as sitting appropriately at the table.

Staff implement positive behaviour strategies in line with their behaviour management policy. Throughout the setting, staff consistently offer praise and encouragement to children. We heard staff commenting "*remember walking feet!*" when children were running between areas. The setting implements a curiosity approach to planning. Children's input to the planning is noted in a planning document. Examples include children requesting to make flowers during the "bees" theme and going to the local shop when needing ingredients for cooking. Through regular observations, children's development and achievements are recorded effectively. These observations also note how the children's learning was extended or supported, the outcomes and possible next steps. Staff carry out nappy changing with dignity and respect. Staff identify children requiring additional support and create One Page Profiles, Individual Play Plans and Healthcare Plans as required. There are effective links with parents and outside agencies to further support children. Staff use some incidental Welsh within the setting. However, opportunities to enhance the use of Welsh can be developed, especially at snack time and during circle time.

The setting's environment is safe and secure. Visitors are only granted access by staff through the main gated entrance. The outdoor area is safely accessed and is surrounded by effective fencing and screening, ensuring children's privacy. Beneficial risk assessments are in place and staff conduct valuable daily checks of the indoor and outdoor areas. People who run the setting presented evidence that all other required safety checks are completed within appropriate timescales. Checks included fire and smoke alarms, fire extinguishers and electrical systems testing. The toilet facilities provided are age appropriate, and all staff follow guidelines to promote children's privacy and dignity.

The premises are warm and provide a worthwhile and stimulating environment for children. The indoor environment is used successfully to promote children's learning and development. Examples include a climbing frame and slide, obstacle course, recycled materials and a bug hotel. Children have opportunities to be curious and investigate and the indoor and outdoor areas offer children access to age-appropriate activities. All resources indoors and outdoors are stored at appropriate levels so children can access them and make choices independently. Children freely and independently access the outdoor area. The setting has worthwhile and beneficial outdoor resources including age-appropriate bikes, a seating area and role-playing areas. There is also a shelter to allow children to play in all weathers. The setting has 'Weather Warriors', where they encourage the children to experience all aspects of the weather. Wetsuits are provided for the children, ensuring they can go outdoors in all weathers. Children enjoy engaging with nature in the bug hotel in the outdoor area.

People who run the setting ensure a successful balance between promoting the children's safety and supporting them to take risks. Children throughout the setting are positively encouraged to be creative, to climb, run and use the bikes. They are learning about various skills, such as feeding themselves at snack time.

All resources are appropriately and securely stored. All furniture and equipment are age-appropriate and of good quality. All toys and play equipment are clean and well-maintained. There was a limited range of resources available to promote cultural awareness, celebrations, and diversity within the setting. However, the availability and use of these resources could be developed further.

Leadership and management of the setting is successful and consistently good. People who run the setting are experienced and have a valuable vision for the service provided. They have clear expectations of staff and consistently support them to do their best. The up-to-date statement of purpose provides parents with purposeful information on how the setting runs. People who run the setting ensure they have all regulatory policies and procedures in place. Policies are regularly reviewed and shared with parents / carers. People running the setting have suitable systems in place to effectively record and store documents. These include children's contracts, risk assessments and staff files. People who run the setting successfully and effectively inform Care Inspectorate Wales of events as set out in regulations, providing relevant information at the correct times.

People who run the setting have consistently good and valuable systems for the evaluation of the service. They seek regular feedback from parents, staff and children. This feedback is collected and collated through regular questionnaires. People who run the setting use information purposefully from the questionnaires to identify potential priorities for improvements to children and staff opportunities.

People who run the setting ensure suitably qualified and experienced staff are always present to make sure children are safe. There is strong teamwork within the staff team, and they work effectively together to ensure the best opportunities and outcomes for children. People who run the setting value their staff. Within the main entrance is a small case entitled "Shine bright like a diamond." Parents are encouraged to note something excellent or positive that a member of staff has done. People who run the setting conduct regular staff supervisions and appraisals and support staff in their professional and training requirements. Staff reported that they felt supported by management and felt they could effectively talk and discuss ideas and concerns with them.

Partnerships with parents and outside agencies are worthwhile and valuable. Staff share regular daily updates with parents and carers during drop off and pick up, via an appropriate app and social media. The setting shares policy updates through a QR code which is displayed throughout the setting's public areas. Information includes nappy changes, activities and food eaten. Parents and carers told us their children receive consistently good care and feel involved in the setting. For example, comments included 'Children love attending' and 'Staff are fantastic and always talk to us and let us know how the children have been.' People who run the setting have developed strong links with local authority and local primary schools. Examples of links include visits to the nearby allotment to meet a beekeeper as part of the theme and visits to the local shop to buy butter for



cooking. Parents and carers are also invited to attend the setting and join in activities with their children.

### 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.

### 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)
Standard 4 - Meeting individual needs	Increase the use of incidental Welsh within the setting
Standard 4 - Meeting individual needs	Increase the resources promoting cultural awareness readily available to the children

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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