Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Jubilee Playgroup

Jubilee Hall, Smithies Avenue, Sully, Penarth, CF64 5SS

07521820232

www.jubileeplaygroup.co.uk

The inspection visit took place on 26/06/2026

Service Information:

Operated by:	Jubilee Playgroup
Care Type:	Children's Day Care
Registered places:	32
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	**Excellent**
Care & Development	**Good**
Environment	**Good**
Leadership & Management	**Good**

Summary:

Children are extremely happy, confident and settled at Jubilee Playgroup. They feel safe and secure and are developing warm, trusting relationships with staff. Children are fully engaged in their play and learning and show curiosity, creativity and resilience in their play. They are independent in the setting and confidently manage routines, make choices and take pride in their achievements.

Staff demonstrate a good understanding of their responsibilities to effectively promote children's safety and well-being. They manage children's behaviour well and consistently speak in calm, gentle and respectful tones. Staff know children well and confidently meet their individual needs.

Leaders provide a safe, welcoming environment where they prioritise children's well-being through effective risk management and safeguarding. They create a thoughtfully organised indoor and outdoor learning environment to ensure it promotes independence, exploration and choice. Leaders provide good quality, accessible resources that encourage creativity and sustain engagement.

Leaders manage the setting very well. They have a range of policies in place which they implement effectively within the setting. Leaders are approachable and seek feedback to identify strengths and drive continuous improvement. Staff work well together to ensure sessions run smoothly.

Findings:

Well-being — Excellent

Children are exceptionally happy and confident at Jubilee Playgroup. They confidently make meaningful choices about their play and move independently between a wide range of activities. Throughout the session, children choose experiences that interest them. For example, they choose to explore the water, build in the sand, read stories, play with vehicles or join in with board games. They laugh, smile and engage enthusiastically throughout the session.

Children are extremely settled and demonstrate a strong sense of emotional security and belonging. They separate from their parents with confidence and quickly immerse themselves in play. Children are developing warm, trusting relationships with staff which means they feel safe and valued. They confidently communicate their wants and needs, as they know staff will listen to them and respond positively and promptly.

Interactions between children and staff are consistently warm, respectful and highly responsive. Children cooperate well, negotiate, share resources and are beginning to solve problems together. They are developing caring friendships and increasingly show kindness and consideration towards one another. For example, when one child's hat fell off, another child immediately noticed, picked it up and gave it to the child. The child said, *"thank you*", and staff immediately praised the children for showing kindness and being respectful.

Children demonstrate high levels of curiosity, motivation and enthusiasm for learning. They confidently follow their own interests while exploring both the indoor and outdoor environments. Children independently access and adapt resources to develop their ideas, showing imagination, resilience and sustained concentration. For example, one child collected water from the water tray to help their sand construction, while another independently retrieved some water to create a car wash for the vehicles. These experiences demonstrate children's growing creativity, independence and collaborative skills.

Children demonstrate exceptionally strong independence throughout the setting. They confidently manage daily routines, wash their hands before eating and look after their belongings, independently hanging coats and bags in their designated spaces. Children show a strong sense of ownership, responsibility and belonging, and take pride in doing things for themselves. Staff consistently promote independence, enabling children to develop excellent confidence, self-esteem and a strong belief in their own abilities.

Care & Development — Good

Staff demonstrate a good understanding of their roles and responsibilities to effectively promote children's safety and well-being. They confidently follow safeguarding procedures and know how to respond appropriately should they have any concerns. Staff supervise children very well, positioning themselves thoughtfully to monitor play while allowing children the freedom to explore safely. They have a thorough understanding of each child's individual needs, including allergies, dietary requirements and medical information, and accurately record accidents, incidents and existing injuries. Staff share the relevant records with parents and carers. They promote children's health and well-being through good hygiene routines and safe practice. For example, staff encourage children to wash their hands at appropriate times, and they maintain a clean environment by routinely cleaning resources and surfaces. Staff carry out nappy changing and toileting procedures sensitively to ensure they maintain children's privacy and dignity.

Staff are positive role models to the children as their interactions are consistently calm, respectful and nurturing. They frequently use kind language, good manners and a warm tone of voice, encouraging children to do the same. This means children respond well as they know what is expected of them. For example, when children initially ran out onto the green as they usually do, staff asked them to move into the shade because of the extremely hot weather. Children immediately listened and willingly followed the instruction because staff clearly explained the reason. This reflects the respect children have for staff and their understanding that adults are keeping them safe. Staff regularly praise children's polite behaviour and celebrate acts of kindness and respect. They manage behaviour collaboratively across the team, ensuring they provide clear expectations and reinforce the same positive messages to the children. For example, when a child found it difficult to follow an instruction, staff remained patient, calm and consistent. They gave the child time to process what was being asked, and as a result, the child responded successfully. This demonstrates the trusting relationships between them.

Staff have a good understanding of the needs of the children they care for as they know them very well. They provide a wide range of resources and activities that support the children to learn and develop. Staff complete detailed observations which they use to plan effectively and support children's interests and motivations. They extend children's learning through purposeful interactions and monitor their progress carefully. This means they can quickly identify when children may need additional support and they work closely with families and other professionals to secure positive outcomes. Staff naturally incorporate incidental Welsh into the daily routines, for example they use numbers, colours and basic Welsh words such as *"Da iawn"* and *"Diolch."*

Environment — Good

Leaders provide a safe, secure and welcoming environment where children's well-being is at the heart of the setting. They have a range of risk assessments in place which they implement effectively within the setting to minimise potential hazards. This enables children to explore confidently and safely. Leaders review risk assessments regularly and update them in response to circumstances. For example, during the week of the inspection visit, following the heatwave and the subsequent weather warning, leaders implemented a new risk assessment. As they were unable to maintain a safe temperature within the hall, the decision was made to close the setting. This demonstrates their proactive approach to safeguarding children's health and wellbeing. Leaders ensure the premises are clean and well organised. They have good cleaning routines in place to support effective infection prevention and control. Leaders also prioritise children's understanding of safety by carrying out regular fire drills. This ensures children are familiar with emergency routines and respond calmly and confidently. These well-established procedures contribute to children's strong sense of security and confidence within the setting.

Leaders create a well thought out and carefully organised environment that successfully supports children's learning, development and well-being. The spacious indoor environment offers various interesting spaces which encourage children to independently access resources, make choices and follow their own interests. This allows children to confidently move between experiences, including imaginative role play, creative activities, construction, small world play and quieter spaces for stories, group discussions and circle time. The outdoor environment is used throughout the session to support children's learning. It provides further opportunities for physical development, exploration, investigation and collaborative play. This means children benefit from a varied learning environment.

Leaders provide a wide range of good quality resources and equipment that successfully meet the differing interests, abilities and developmental needs of the children. For example, they ensure equipment is age and stage appropriate to support children's independence. Leaders also make sure resources are carefully organised, well maintained and readily accessible as this enables children to independently select, return and combine equipment to extend their own ideas and play. There is a variety of sensory, creative, physical, and imaginative resources which promote curiosity, problem-solving and sustained engagement. Leaders regularly review and enhance the provision to ensure resources are motivating and meeting the needs of the children. As a result, children confidently access a wide range of experiences that encourage independence, creativity and exploration, supporting high levels of involvement and meaningful learning throughout the session.

Leadership & Management — Good

Leaders effectively manage the day-to-day operation of the setting and demonstrate a commitment to maintaining good standards of care, learning and development. They have a clear vision for the provision, which they communicate well to staff and embed throughout daily practice. Leaders have a wide range of policies and procedures which they review regularly to ensure they reflect current legislation, guidance and best practice. They implement a detailed statement of purpose which provides an accurate reflection of the service and clearly explains their aims and objectives for the service. This ensures parents and carers are able to make an informed choice about the care of their children. Leaders maintain their paperwork to a good standard and ensure it is organised and accessible.

Leaders have good systems in place to support reflective practice and self-evaluation. This allows them to identify strengths while also recognising opportunities for further development. For example, the quality of care review is detailed and meaningful and incorporates the views of children, parents and carers. They use the feedback to support ongoing improvement and ensure the provision continues to meet the needs of families.

Leaders ensure staff are appropriately qualified and suitable to work with children through robust recruitment and safeguarding procedures. They promote a culture of continuous professional development which recognises the importance of ongoing learning in maintaining good quality childcare. As a result, leaders support staff to access a wide range of additional training opportunities to further enhance their knowledge, skills and confidence. Leaders implement regular supervisions and appraisals which provide staff with opportunities to reflect on their practice, discuss professional development goals and identify any support they may require. This contributes to a confident, knowledgeable and motivated staff team.

Positive partnerships with parents are a key strength of the setting. Leaders ensure effective communication systems keep parents and carers well informed about their child's experiences, development and wellbeing. They share information digitally and verbally at the beginning and end of the sessions. Parents we spoke to during the inspection process were extremely positive about the service and the care their children receive. Comments include, *"My child has the best time here, they have come on so much,"* and *"My older children also came here, we are so happy we found this service."* Leaders maintain good relationships with a range of external professionals, working collaboratively to ensure children receive appropriate support and achieve positive outcomes.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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