



Playbox Nursery (Bronwydd Avenue)



22 Bronwydd Avenue, Cyncoed, Cardiff, CF23 5JP



02920 464540



www.playbox.co.uk

The inspection visit took place on 01/12/2025

Service Information:

Operated by:	David Miller, Marie Miller
Care Type:	Children's Day Care
Registered places:	40
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 provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy, settled, and confident in the setting. They feel valued, make choices about their play, and enjoy a variety of activities indoors and outdoors. Children have warm relationships with staff and their friends at the setting which supports their wellbeing and promotes a sense of belonging.

Staff demonstrate a clear understanding of the setting's policies and actively promote healthy lifestyles and children's wellbeing. They are good role models and build the confidence and self-esteem of the children in their care. Staff plan effectively and monitor children's developmental progress, ensuring they cater for the needs of every child.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development.

Leaders have made effective improvements since the last inspection, prioritising safeguarding and ensuring all staff thoroughly understand their safeguarding responsibilities. Leaders have a strong vision for the future, managing their team through effective support and continuous training. Parents speak highly of the setting and the care their children receive.

Findings:



Well-being

Good

Children are happy, settled, and make many decisions about how they spend their time. They choose from the fun activities and toys on offer, following their own interests. For example, children freely choose the toys and activities and access the organised activities whenever they wish. Children are confident communicators and have clear opportunities to express their views and interests. During carpet time, they share their interests and say how they are feeling. Practitioners listen to them, which helps children feel valued and promotes their self-esteem.

Children feel safe and valued at the setting. They are content and settled and form close, positive bonds with staff, which supports their wellbeing and motivates them to explore. Children feel confident asking staff to help whenever necessary. For example, a child asks a member of staff for assistance with a puzzle, while another requests support with personal needs, like wiping a runny nose. Children develop strong emotional attachments and know staff respect their rights, listen to them and value their ideas. As a result, children build positive friendships and interact kindly with one another, contributing to a warm and nurturing atmosphere.

Children co-operate well with each other during play and daily routines. They engage confidently with staff, expressing their needs and ideas. For example, while playing outside with dolls, a child asks a practitioner to help her find a towel to dry them, demonstrating a warm and trusting relationship. Children show respect for the toys, environment and each other. They understand the clear expectations communicated by the staff to help them play and collaborate. For example, a child independently selects a large puzzle and asks their friends to help clear the table so there is space for them to complete it together.

Children enjoy their play and learning. They are enthusiastic and interested, engaging with the wide range of opportunities available both indoors and outdoors. Children have the freedom to safely explore their environment. They initiate much of their own play through a balance of child led and adult led experiences. Children follow their own instincts and interests, for example, during the 'snowy farm' tuff spot activity, children remain highly engaged, sustaining interest for suitable periods of time.

Children have many opportunities to develop their independence skills. They are encouraged to put on their own coats and manage their own hygiene needs. Children self-serve their lunch, help lay the table with cutlery and dishes, and carry out simple chores. Older children take on additional responsibilities, such as asking the kitchen staff for extra dishes or cutlery when needed.



Care & Development

Good

Staff demonstrate a clear understanding of their roles and responsibilities to keep children safe. They respond confidently to safeguarding procedures and scenarios discussed during the inspection. Staff show secure knowledge of the safeguarding policy and have a clear understanding of the actions they need to take should they have any concerns. Staff ensure they accurately record accidents, incidents and pre-existing injuries and inform parents. They promote children's health and wellbeing and apply good hygiene practices throughout the setting. Staff ensure children receive healthy meals and have access to water throughout the day.

Staff know children well and have a warm, friendly, and caring approach. They speak to the children affectionately, developing a positive rapport. We saw children readily go to staff for a cuddle or happily ask them to join in with their play. Staff use everyday routines, such as mealtimes and nappy changing as opportunities to engage warmly with children, supporting their comfort and wellbeing. Staff ensure sleeping arrangements are well organised, with individual mats or cots equipped with sheets and blankets in a calm, quiet space that helps children relax and rest. They provide regular positive praise and use reward systems, such as stickers, which children proudly display. Staff act as positive role models, fostering respectful and nurturing relationships that encourage confidence and cooperation. Staff manage interactions and behaviour well. They are patient, calm and clear when supporting children to manage more challenging feelings and emotions.

Staff thoroughly plan activities to support children's play, learning, and development, using observations to guide their next steps. Each child has an individual development file that includes key worker information, examples of work, and monthly observations covering all areas of the curriculum. Staff demonstrate a strong commitment to meeting children's individual needs and promote inclusion for all. They provide effective support for children with additional learning needs (ALN), maintaining detailed records and adjusting timetables to ensure children receive appropriate care. The setting works closely with external agencies, enabling staff to access specialist guidance and resources that enhance children's experiences. Staff are committed to offering a broad range of play and learning activities and create spaces where children can explore, play, and develop confidently.



Environment

Good

Leaders ensure that the environment is safe, secure, and well maintained both indoors and outdoors. Staff consistently record all visitors to the setting. They conduct daily environmental safety checks prior to children attending to ensure the environment remains risk free. During the inspection, the boiler did not have a valid safety certificate. After the visit, leaders promptly arranged servicing for the boiler and provided certification confirming its compliance. Leaders hold regular fire drills to ensure staff and children know how to exit the building during emergencies. Staff have robust fire safety procedures in place and carry out regular fire drills to promote children's awareness and safety. The large garden area, accessible to children, is both safe and secure.

Leaders create a spacious indoor environment where children can both play and learn comfortably. The environment is set inside a residential house, offering a comfortable and homely feel. Staff place toys and activities within easy reach of children, so they can independently select what they want to play with. They organise playrooms to stimulate curiosity and development, while also providing relaxing spaces for downtime. Children have regular opportunities to engage with the spacious, mature garden at the rear of the setting. Additionally, they participate in walks to nearby parks and visit the local residential home to interact with its residents and learn and out the world round them. The spacious garden presents many chances for children to play and learn, aiding their development in different areas. For example, the patio is used for ride-on toys and pushing pawns. While the natural bushes and trees encourage creativity, discovery, and skill-building, as well as offering plenty of shade on hot days. Leaders have developed a designated section of the garden specifically to provide safe outdoor experiences for younger children; however, this area is currently awaiting completion pending additional resources.

Leaders make sure the environment has high-quality furniture and materials that help children become more independent. For instance, they provide child-sized tables and chairs, low storage units for toys within easy reach, and coat pegs and shelves for children's shoes and belongings. Staff routinely clean and check all toys and equipment to keep them in good condition. There are also enough suitable facilities, such as children's toilets and nappy changing areas.



Leadership & Management

Good

Leaders have made significant effort to address issues identified in their last inspection. They have made safeguarding children a priority. Leaders ensure all staff have a detailed and thorough understanding of their responsibilities when it comes to reporting a concern if required. Nearly all staff have completed the necessary safeguarding training, and those who haven't yet are scheduled to complete the appropriate course. Leaders have a clear range of policies and procedures that reflect good practice within the setting. They review and revise policies regularly and ensure staff have read and understand them. Leaders keep daily records for attendance and staff rotas, showing there are always enough staff for the numbers of children attending. They ensure all required records are up to date and well organised.

Leaders have a detailed and effective statement of purpose that accurately reflects the service provided and meets the national minimum standards. They engage positively with Care Inspectorate Wales (CIW) and inform us of any changes and updates at the setting. Leaders regularly self-evaluate, gathering feedback from parents, children, and staff to plan improvements and produce an annual Quality of Care report. Leaders also regularly analyse accident and incident data to identify trends and required actions.

Leaders undertake timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. There is a detailed induction process for staff. Regular supervision and appraisals are complete to ensure staff understand their role and responsibilities. Records and conversations with staff members demonstrate these processes are meaningful and supportive. Leaders consistently hold staff meetings to keep communication open and focus on areas that need improvement. The staff we spoke to said they feel well supported, have chances for training, and find leaders approachable and effective communicators.

Leaders have developed meaningful and positive relationships with parents and carers. There are good systems in place to keep parents well informed about their child's time at the setting. Parents told us how staff communicate effectively and are *"friendly and approachable"*. They highlight how staff *"take the time to get to know each child individually, which helps create a nurturing and supportive environment"*.

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)
Standard 20 - Child protection	Ensure all staff receive safeguarding training relevant to their role in a timely manner.
Standard 24 - Safety	Monitor when building appliances require servicing to ensure they are safe and compliant.

Welsh Government © Crown copyright 2026.

*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.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*