



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

Inspection Report

Woodville Road Nursery



Woodville Christian Centre, Crwys Road, Cathays, Cardiff, CF24 4ND



07885399034

Date(s) of inspection visit(s): The inspection visits for this service took place between 09/09/2025 and 15/09/2025

Service Information:

Operated by:	Cheryl Fisher
Care Type:	Children's Day Care
Registered places:	40
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider is not meeting 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 and settled. They have a strong voice and access a wide range of opportunities, making choices and decisions about their care and play. Children are developing warm relationships with staff who provide nurturing care, which meets their social and emotional needs. They have fun experiences which encourage their curiosity, develop their learning, and enable them to follow their own interests.

Staff have a sound understanding of how to keep children safe and healthy. They implement policies and procedures effectively. Staff are good role models and interact positively with one another and the children. They know and meet children's individual needs well.

The environment is secure, clean, welcoming, and well kept. High quality furniture, toys, and resources both indoors and outdoors promote children's play and development. Leaders ensure the

environment is safe and secure and that it promotes the health and well-being of children.

Leadership and management of the setting is good. Leaders have a clear vision for development of the setting and support staff to do their jobs well. Parents speak highly of the care provided by staff at the setting.

Findings:



Well-being

Good

Children make choices and decisions about how they spend their time at the setting. They freely choose from a wide range of activities. For example, we saw children choosing to take part in outdoor play activities as well as enjoying free play indoors with resources of their choice. Children are confident to approach staff and communicate their thoughts and ideas, as they know staff listen to and value all their attempts at communication.

Children are happy and have formed positive relationships with staff and their friends. They fully engage in their play and express enjoyment. Children feel as though they belong and are familiar with daily routines. For example, they line up to wash their hands before snack and settle well for circle time and story. Children feel safe and happy and like the freedom to choose where they play within the setting. We saw a few children contentedly climb onto staff members laps and enjoy a cuddle during circle time whilst others invite staff to join in with their play with blocks.

Children make positive friendships and enjoy interacting with their peers. They are learning to share and understand the needs of others. For example, a group of children played cooperatively together in the sand tray, enthusiastically digging as they tried to find buried plastic insects. They shared the space and resources well. Children show respect towards each other, staff, and equipment, and use the items they play with appropriately.

Children follow their own interests and sustain their play for periods suitable to their age and stage of development. For example, a group of children played in the domestic play area, placing baby dolls on the play potties, dressing and feeding dolls and pretending to cook food for one another. Others thoroughly enjoyed riding scooters and trikes in the outdoor play area making enthusiastic siren sounds as they scooted past one another. Children thoroughly enjoy their play experiences.

Children develop a good range of skills as they play. They have many opportunities to become independent. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. Children who can, use the toilet independently and they wash their own hands when they have taken part in a messy play activity. Children pour their own milk or water at snack time and help to tidy away toys and resources when a play session has ended.



Care & Development

Good

Staff keep children safe and implement the setting's policies and procedures effectively. They have a good understanding of safeguarding procedures and know what to do if they have concerns about a child. All staff wear a lanyard with safeguarding procedure prompt cards which ensures they always have important safeguarding information to hand. Staff keep accurate registers of their own and children's attendance to account for everyone in case of an emergency. There are sufficient staff with a paediatric first aid qualification. Records show staff manage and record accidents and incidents appropriately. Staff help promote a healthy lifestyle. They offer healthy snack options including, fruit, cucumber, rice cakes, and milk or water to drink and the setting has achieved a healthy eating award. Staff follow good cleaning and hygiene procedures including regular handwashing and cleaning tables before snack. They ensure children have good opportunities to access the outdoors so they can be active and get fresh air. Staff supervise and support children effectively.

Staff interact with children in a calm, kind, and caring way. They are respectful in the way they speak to children and each other, making them positive role models. Staff build positive relationships with children and offer encouragement and praise throughout the day. They support children to manage their own behaviour. For example, they use a traffic light system which provides children with visual cues to stop certain behaviours, praise and reinforce positive behaviours or prepare them for changes.

Staff are encouraging, nurturing and engage positively with children to support their play and development. For example, a staff member encouraged a child exploring with paint to paint her hand, the child was delighted when the staff member placed her hand on the paper and made a handprint. Staff have a good understanding of the needs of the children they care for. They provide inviting resources and activities that support children to learn and develop. Staff conduct observations of children's play and learning daily which enables them to plan appropriately and track the individual progress of each child. They work well with outside agencies and parents to support and implement beneficial routines and activities to support children with Additional Learning Needs (ALN). We heard some staff using incidental Welsh and singing simple Welsh songs with children.



Environment

Good

The setting is based in Woodville Road Christian Centre and the building is shared with other groups. Leaders ensure a suitable level of security, keeping the main door to the building locked and entrance to the area used by children secure. Staff take children to the toilets ensuring that clear and safe arrangements are in place. They conduct fire drills at least termly and record separate logs specific to the setting. In addition, staff and children take part in whole building fire drill practices. Risk assessments are in place for the premises and some activities. However, leaders have not dated these to evidence regular review. Staff keep children safe by completing daily safety checks of the environment to find and where possible eliminate risks to children's safety. Routine safety checks and certificates for the building and appliances are in place. Leaders have registered the setting with the food safety department at the local authority.

Leaders ensure the premises is warm, welcoming and child friendly. The indoor area is light and gives children space and freedom to move around. There is sufficient play space for the maximum number of children attending. Leaders set up the large main playroom to provide children with different areas to explore including physical play, mark making, imaginative play, cosy area, and block play. Children benefit from use of an additional room set up for messy play activities. For example, painting, water play, clay and play dough. Leaders ensure children can independently access resources by providing low-level storage, furniture, and equipment. This supports their development and self-directed learning. Leaders understand the importance of outdoor play to promote children's development and ensure children have free flow opportunities to access the outdoors during the session. The outdoor area is safe and secure and offers a range of fun play opportunities and equipment including planting areas, mud kitchen, climbing apparatus, water play and wooden playhouse.

Leaders offer a range of good quality developmentally appropriate play and learning resources. There are several tabletop activities and plenty of floor space allowing for children's play. There are a variety of displays and notice boards, providing routine and key information. Leaders and staff attractively display children's artwork which celebrates their achievements, enhancing children's self-esteem. There is a mixture of natural objects and resources to help develop children's curiosity, alongside more robust hard-wearing toys. Leaders provide a variety of resources and learning opportunities which promote children's understanding about wider society, celebrating equality, diversity, and cultural awareness. For example, multicultural dolls and small world play, same sex family picture books and photographs of families around the world.



Leadership & Management

Good

Leadership and management are effective, and the registered person is actively involved in the day to day running of the setting. Policies and procedures are in place, although a few policies require updating, including behaviour management, safeguarding and the uncollected child policy. The Statement of Purpose reflects the service provided to children and families and meets the regulations, however some information required by the National Minimum Standards is missing. Leaders engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. They ensure all required records are organised and accurately kept. They promptly let CIW know of any events which may affect children's safety and welfare. Leaders are currently working towards completing a quality assurance award with an umbrella organisation.

Leaders have a suitable self-evaluation system in place to help them plan how they will improve their setting. They produce an annual Quality of Care report that shows they consult with parents, staff, children, and any relevant external agencies to inform their review. Leaders have identified improvements for the setting, which include staff training, further implementation of the 'Early childhood play and learning and care framework' and developing children's play. For example, yoga, sewing, threading, weaving, block play, parachute games, balloon games and obstacle courses. Leaders deal with complaints in line with their policy. However, the complaints policy does not outline the procedure should another agency need to investigate a complaint (concurrent investigation).

Leaders ensure staff have Disclosure and Barring Service (DBS) checks. They follow robust recruitment processes to safeguard children ensuring all suitability checks are in place. Staff undertake training as part of their continual professional development. For example, training in Rights of the child, Makaton, Schemas and Nutrition. Many staff are long standing and have worked at the setting for several years, promoting a consistent team. Staff receive regular support through supervision meetings with management. However, the distinction between supervision and appraisal meeting/records is not clear. Leaders hold frequent staff meetings and meeting minutes show evidence of useful discussion about practice to improve outcomes for children.

Leaders have strong partnerships. They have effective relationships with Flying Start and local authority support agencies. Leaders and staff promote positive partnerships with parents and provide regular verbal feedback during pick up and drop off. Leaders display useful information for parents in the foyer area, such as local authority parenting services, healthy eating, immunisation, and children's rights. Parental feedback is extremely positive, with parents praising the staff for their care, dedication, passion, and inclusive approach.

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 24 - Safety	Ensure risk assessments are reviewed regularly and dated.
Standard 1 - Information	Review and update the statement of purpose in line with the National Minimum Standards.
Standard 13 (Day Care) - Suitable Person	Ensure there is a clear differentiation between supervision and appraisal meetings.

Best Practice

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.

Recommendation(s)
Ensure key policies are kept under regular review and updated.

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