Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Building Blocks Day Nursery

Ynys Lane, Croesyceiliog, Cwmbran, NP44 2LH

01633864313

www.buildingblocksnursery.net

The inspection visit took place on 17/02/2026

Service Information:

Operated by:	Kathleen Boycott, Joanne Boycott
Care Type:	Children's Day Care
Registered places:	60
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children enjoy their time at Building Blocks Day Nursery and are happy and settled. They have a strong voice and make choices and decisions about how they spend their time. Children are safe and develop close, friendly relationships with staff and each other. They have good opportunities to learn and develop.

Staff understand their responsibilities to keep children safe and healthy and are able to implement the settings procedures successfully. They know children well and are kind and nurturing in their interactions with them. Staff support children's learning and development very well through their interactions and planning around children's individual needs.

Leaders ensure the environment is safe and secure. There is a range of good quality toys and resources, and these provide appropriate opportunities for children to learn and develop their skills. Children can access a large outdoor area which offers further stimulating play opportunities.

Leaders are motivated and committed to making improvements and maintaining good standards within the nursery. They have good oversight of the nursery and staff report feeling well supported. They maintain records effectively and partnerships with parents and outside agencies are reported as positive, benefitting children.

Findings:

Well-being — Good

Children have a strong voice. They choose what they do and what they play with for much of the session from a good range of toys, resources and activities. Children are confident communicators as they know staff will listen to them and respond. For example, children requested to play outside in the garden, and this was facilitated by staff. Children confidently express their ideas and interests which staff then record under 'Pupils voice' so that they can refer and use these ideas during planning.

Children, including those new to the setting, arrive happily and settle to play quickly. They benefit from flexible settling in sessions and cope well with separation from their parents and carers. Children develop warm, friendly relationships with staff showing they feel safe, secure and comfortable. They learn and follow the routines of the setting which helps them develop a sense of security. For example, children sing *'hands on shoulders make a line!'*, with one child proudly exclaiming, 'I did it!'. Children excitedly brought us their individual books and showed us pictures of their family, friends and pets. This helps them develop a strong sense of belonging as they see photographs of themselves and loved ones displayed within the nursery.

Children behave and interact well in line with their ages and stages of development. Younger children play quietly alongside each other or alone whilst older children make friends and play together. Older children have clearly built good friendships dancing together or calling out for their friends to join them in play. Many children are confident to approach visitors and hold short conversations with them.

Children are active learners. They are enthusiastic in their play and enjoy exploring their environment. They learn to concentrate and persevere for appropriate amounts of time on things they choose to do and are interested in. For example, they enjoy building structures with the large construction blocks, making pretend cars to sit in with their friends or making pretend pancakes for pancake day. Nearly all children enjoy short group experiences listening to stories, joining in with songs or explaining what they like on their pancakes.

Children have good opportunities to learn and develop during their time at the nursery. They develop knowledge and skills as they build with blocks, use scissors, pencils or paint brushes and use their imagination in role play. They also have some opportunities to learn to do things for themselves, such as washing hands, managing their own coats and helping lay the table for lunch.

Care & Development — Good

Staff successfully implement policies and procedures to keep children safe and healthy. They have a good understanding of child protection procedures and what they should do if they have any concerns about a child, including recording injuries children may have when they arrive at the nursery. They record accident and incidents effectively and share this information with parents, providing additional information should a child have had a bump to the head. They maintain full and accurate registers of children's and staff attendance. Staff implement good hygiene procedures. For example, they sanitise tables before using them for eating at and wear suitable personal protective clothing when preparing food or changing nappies. Leaders administer medication and ensure documents are signed by staff and parents. Most staff have relevant paediatric first aid training. Staff help children to develop healthy lifestyle choices with lots of outdoor exercise and very healthy food and drink options. Food provided to children is of a high standard, cooked from scratch, is appetising, nutritious and often in line with the activities children are participating in. For example, children are offered Chinese curry with crackers and rice when celebrating Luna New Year and pancakes on Shrove Tuesday. They follow good procedures in relation to any allergies or food preferences and ensure children remain hydrated. Staff record when babies are placed down to sleep and when they wake but do not record the frequent safety checks they complete when babies are actually sleeping. Staff supervise children appropriately and are confident in identifying and dealing with emerging risks.

Staff are kind, caring and patient in their interactions with children. They follow positive behaviour management techniques and encourage children to cooperate, be kind to each other and look after resources. Staff create a warm, friendly environment and make sure they provide children with reassurance, comfort and guidance when needed. Staff are good role models and responsive to children's needs.

Staff facilitate children's play well and use opportunities to support and extend children's learning. Staff plan some activities around themes but are mindful to enable child-led play and follow children's interests. For example, when children became fascinated by the effects of the wind, staff set up suitable activities that enabled children to make wind catchers. They consistently evaluate their planned activities in relation to outcomes for children in line with the aims of the Curriculum for Wales. Staff provide opportunities to help children develop self-help skills such as using the toilet or helping at mealtimes. Staff frequently use incidental Welsh with children as they work towards the bronze level of The Welsh Promise to support children's growing understanding of both the Welsh language and culture. Staff know children well. They track their progress well and keep detailed records of their development. Staff follow good procedures should children have any Additional Learning Needs and seek help and support from outside agencies when the need arises.

Environment — Good

Leaders ensure the premises are safe and secure both inside and outside and that building safety checks such as electrical safety and annual boiler servicing are completed as required. They ensure external doors are locked when children are present and have a robust system to check and record visitors to the nursery. Leaders have risk assessments and daily checks in place, and records evidence these are used effectively to minimise any emerging risks. However, we were unable to check exact temperatures in the upstairs toddler and baby sleep rooms as thermometers were not present. They consistently carry out daily safety checks including for the kitchen and food handling. The premises is clean and well maintained. Leaders successfully carry out and record fire evacuation drills at suitable intervals to ensure children and staff know what to do in an emergency.

The nursery is large and bright giving children lots of space to move around freely and play. Leaders and staff organise the base rooms' toys and resources into distinct areas such as a home corner and craft or construction areas which children can access independently. There are ample tables and chairs for tabletop activities and for meal-times. An entrance foyer provides space for children to store their belongings and provide parents with additional information. Older children in the pre-school room can access toilet facilities directly from the playroom which allows them to begin to manage their own personal care successfully as they get older. Nappy changing facilities enable staff to protect the privacy and dignity of children when changing babies, who also have a clean quiet cot room allowing them to sleep undisturbed. Staff provide an exciting outdoor play area which offers additional play opportunities such as riding trikes, balance blocks, bats and balls.

Leaders provide a good range of furniture, toys and equipment that are suitable for the children using them. They enable children to develop skills and are plentiful in quantity for them to play together and share. Many resources and equipment are of natural materials and there are many opportunities for children to encounter the wonders of nature. For example, plans are underway to turn an adjacent grassed area into marsh encouraging amphibians to populate it, and children will take part in this gardening project. There are resources to help promote diversity and cultural awareness.

Leadership & Management — Good

Leaders operate the nursery within the regulations and National Minimum Standards. They have put into place a management structure which ensures the nursery operates safely. They ensure they have relevant policies and procedures in place which are implemented by staff and support the smooth and safe running of the setting. Leaders maintain a clear Statement of Purpose which reflects the service they offer and provides parents with useful information. They are involved with the day to day running of the nursery and work well with staff to ensure children are safe and well cared for. They have developed staff awareness of risk assessment and identifying emerging risks and have therefore resolved the issues raised at the previous inspection regarding hazards within the environment.

Leaders have suitable procedures in place for self-evaluation. They review the quality of their care annually and seek the views of parents, children and staff to inform this process. They produce a report of the review which offers evaluation of outcomes for children and identifies relevant areas for improvement or development. They are motivated to continually develop the service and make positive impacts upon children's well-being and experiences whilst cared for at the nursery. Leaders also have monthly monitoring of, for example, accident and incident records to ensure oversight of potential causes and emerging patterns that may need to be addressed.

Leaders follow safe recruitment procedures and staff files contain all the information and checks necessary to ensure staff are suitable to work with children. They ensure mandatory training such as paediatric first aid, safeguarding and food hygiene is kept up to date and have good oversight of when training needs to be renewed. Leaders provide staff with regular supervision and appraisal meetings and staff report feeling well supported and that their professional development is encouraged. However, these meetings are not sufficiently recorded. Team meetings are undertaken on a monthly basis to ensure communication on given topics is clear and consistent.

Leaders develop positive relationships with parents. They collect all relevant information and permissions before children start at the nursery to ensure they can provide appropriate care for each individual child. They keep parents informed about their child's day through verbal feedback, text and email. Leaders work well in partnership with outside agencies and seek additional support for children when needed. Staff support children to make links with the surrounding community, for example, visiting community hubs for intergenerational Christmas carols. These experiences strengthen children's social and emotional development and help them build positive, meaningful links with their local community.

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 13 (Day Care) - Suitable Person	Ensure staff receive regular effective one-to-one supervision and formal annual appraisals, and that these meetings are thoroughly recorded.

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 that there is a means of measuring room temperatures in all areas where children are cared for, including sleep and nappy changing areas and that this temperature is maintained at at least 18 degrees Centigrade.
Ensure the checks on sleeping babies are recorded.

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