A report on

Archway Court Day Nursery

Archway Court Nursery
109 Caerleon Rd
Newport
NP19 7BZ

Date of inspection: November 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Archway Court Day Nursery

Name of setting	Archway Court Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Gillian Jones; Geoffrey Jones
Responsible individual (if applicable)	
Person in charge	Chloe Yates
Number of places	80
Age range of children	3 weeks - 4 years old
Number of 3 and 4 year old children	47
Number of children who receive funding for early education	32
Opening days / times	Monday- Friday 7.30am – 6:00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of Welsh language and culture.
Date of previous CIW inspection	November 2022
Date of previous Estyn inspection	November 2022
Dates of this inspection visit(s)	18/11/2025
Additional information	

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Plan and promote the regular use of Welsh in the everyday life of the setting

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Excellent

Nearly all children make appropriate choices and decisions about their play. They move confidently between areas and activities and choose toys and resources purposefully. For example, younger children follow their interests by moving between playing with the autumnal tray, digging in the sand pit or building towers with blocks. Children who choose not to join their peers during together time happily observe from afar. Nearly all children communicate and express themselves and their needs effectively. This is in the knowledge that practitioners respond and listen to them respectfully, such as when younger children ask for help when putting on an apron before painting.

Children settle quickly on arrival, heading immediately to play. Nearly all cope well when leaving their parents or carers and enjoy attending. Children are very familiar with the routines of the day and feel safe and valued. They develop strong relationships with practitioners, whom they happily go to for support and greet warmly when they arrive at the setting.

Children show positive behaviours. They enjoy playing together creating meals for practitioners from play food items in the home corner. Many are beginning to understand the needs of others, co-operate well in their play and share resources appropriately. For example, children take turns to use the slide and wait patiently for their turn to search for bears in a cave during a creative story session. They develop confidence through suitable opportunities to make their own decisions about toys and activities.

Nearly all children have fun and are active and motivated in their play and learning. They enjoy participating in a purposeful range of interesting opportunities, both indoors and outside, and enjoy a good balance of free play and adult-led activities. Nearly all children join in the activities and are eager to use the resources available to them. They engage practitioners in their play and learning effectively and immerse themselves in imaginative play enthusiastically. Nearly all children sustain focus and concentration for an age-appropriate amount of time, and they respond well to the consistent use of positive praise when interacting with practitioners.

Nearly all children develop independence skills successfully. They wash hands before mealtimes willingly and access the toilet facilities purposefully, with varying degrees of support. Children understand how to behave very well at mealtimes and chat socially to each other and practitioners about their favourite foods.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Nearly all children make good progress from their individual starting points. They form supportive relationships with adults who they trust and are confident to ask for help or guidance when needed.

Many children communicate effectively, holding meaningful conversations with adults. A few children use non-verbal communication to express themselves and when interacting with adults. Most children join in enthusiastically with songs. They listen well to a story and respond appropriately to the content, for example when discussing feelings and colours of characters. However, few children choose books independently, which limits their ability to build concentration and a deeper enjoyment of reading. Most children use mathematical language well within their play. While filling containers to make 'pumpkin soup' they use language such as full, fill it more and describe the pan as getting heavier.

Nearly all children develop early mark making skills confidently using paint, chalk and charcoal. Many children independently choose paper and mark making implements to explore colour, pattern and texture. Older children show well developed independence skills, organising themselves effectively during painting activities without reliance on aprons, washing hands and tidying up following an activity with minimal prompts.

Children listen well to instructions when tidying up and support one another in returning resources to the correct place. Music is played to reinforce routines, which helps children to remain focused and cooperative during the process. A minority of children repeat Welsh words modelled by adults and follow simple instructions. However, the development of children's confidence with Welsh is at an early stage.

Nearly all children's physical skills are developed successfully. They use small authentic tools in the woodwork, weaving and clay areas. Most children play actively; they run, climb and brush up leaves in the outdoor space.A few children use a mini projector and sensory resources to explore light and shadow. They occasionally access cameras and electronic mark making boards during sessions, though they do not always use these digital resources to enhance their learning purposefully during their play activities.

Many children show perseverance and resilience. They discuss how they could squash a hard piece of clay and continue to try with heavy objects. Many children have strong problem-solving skills and co-operate well together to build towers and bridges in the block area.

Nearly all children demonstrate a kind and caring attitude towards one another, playing calmly together. This supports them to build positive relationships, develop good social skills and contribute to a harmonious learning environment where everyone feels valued.

Care and development: Good

Practitioners have a good understanding of how to keep children safe and healthy. They maintain good hygiene, regularly washing their hands and managing intimate care, such as nappy changing, effectively. Providers clean surfaces before preparing food and after activities, following good infection control procedures. They provide healthy meals and encourage children to drink water during the day. Practitioners keep detailed children's records, including health care needs and keep accurate records of daily attendance registers and minor injuries. They encourage children to be active through daily outdoor play sessions and to take risks safely, such as balancing and building obstacle courses using various resources.

Practitioners have a sound understanding of their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners communicate with children in a warm and friendly manner, creating a calm and relaxed atmosphere. They are positive role models and interact well with children during play and routines. For example, they sit with children to look at books, engage them in discussions about the pictures, ask skilful questions and introduce new vocabulary. Practitioners use positive behaviour strategies and support children according to their individual needs. They speak with children sensitively and help them learn to share and take turns with their friends. Praise and encouragement are used purposefully, which raises children's self-esteem and confidence. For example, practitioners praise children enthusiastically during creative activities.

Practitioners are caring and kind towards children and make them feel valued. There are systems in place to support children with additional learning needs, and practitioners have attended appropriate training to ensure they are able to meet the needs of the children confidently. They know the children exceptionally well and discuss their likes, dislikes and any behaviours that may be out of character. Practitioners have positive relationships with parents and carers and use drop-off and pick-up times to provide relevant information about children's individual needs.

Practitioners plan and provide free choice activities and appropriate resources that promote children's all-round development. They track children's progress appropriately and have a secure understanding of their stage of development.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Excellent

Practitioners plan together to create interesting and stimulating learning environments indoors and outdoors. Planned activities provide children with rich opportunities for exploration and curiosity. Practitioners understand children well and support their learning successfully while they play. They carefully adapt their input to suit the child and give children freedom to explore and refine their skills independently.

Practitioners support children by building on what they have already learnt, they recall previous experiences when talking about what they are doing. They skilfully use spontaneous opportunities to extend children's understanding. For example, while looking at birds, the sudden appearance of a helicopter prompted rich discussion about other things that can fly.

Practitioners promote children's moral, spiritual and cultural development effectively. For example, they encourage care for living things by feeding birds and invite visitors with exotic creatures to broaden children's experiences. They celebrate a variety of cultures within the nursery family, alongside Welsh traditions such as Santes Dwynwen. This supports children to develop respect for diversity and a sense of belonging to their community.

Practitioners plan worthwhile opportunities for children to explore the local community. Weekly visits to the nearby parkland provide experiences in nature, while a visit to the local bakery supports children to connect their learning with real life contexts.

Practitioners are good role models in English, modelling kindness and a wide vocabulary of words to describe emotions. This has a positive impact on children's ability to communicate their feelings and self-regulation. Practitioners occasionally use Welsh words, give basic instructions and sing Welsh songs. However, lack of a consistent approach reduces staff confidence and limits children's opportunities to develop early Welsh language skills.

The setting provides a wide range of opportunities for physical development. Planned activities such as sewing and clay manipulation help prepare children to develop the fine motor control needed to support early writing skills. These are complemented by activities that develop gross motor control and core strength, such as painting paper lanterns and large sheets outdoors while standing up. Opportunities are offered for children to take risks and develop balance, strength and agility by climbing elevated tunnels and practising balancing on top.

Practitioners have made effective progress in developing their understanding of the curriculum and in assessing children's learning. They use an observation system and keep regular records of what children enjoy, noting their next steps in their development. This supports practitioners to have a clear understanding of how to develop children's skills in their play and learning activities.

Environment: Excellent

Leaders maintain a safe and secure environment. External doors are always locked, and an accurate record of visitors is kept, ensuring only authorised access is allowed by staff. Leaders have highly effective risk assessments in place, which are shared with practitioners and reviewed regularly. Practitioners follow robust systems to check toys, equipment and resources, ensuring they are clean and in excellent condition. Fire and security equipment is checked regularly to ensure it is safe and working properly. Leaders carry out regular fire and emergency drills so practitioners and children understand procedures clearly. Building maintenance records are thorough and up to date. Practitioners are proactive in carrying out daily safety checks of the environment and activities to minimise risks.

The indoor environment is warm, welcoming and inviting for children, providing an effective space for play and learning. Rooms are decorated in natural colours and furnished with natural materials creating a calm and relaxed atmosphere. Children's creativity is celebrated through displays such as family paintings, photos of traditional costume and block models of local landmarks, which together promote a strong sense of belonging. Rooms for different age groups are thoughtfully laid out to stimulate children's interest. Practitioners set up areas attractively such as the home corner, the sand pit and messy activity trays to encourage play. Furniture is at a low level, allowing children to access and use resources independently and there are safe, relaxing spaces where children can rest if needed. Children have access to low-level toilets and sinks, which further supports their physical development and independence.

Leaders have created a highly stimulating outdoor environment that provides children with an extensive range of experiences. Children independently choose from a range of resources, including ride-on vehicles, construction materials and a well-equipped mud kitchen for sensory and creative play. Many children enjoy relaxing in quieter areas, reading books with practitioners, painting and making marks with chalks and pens. Others take part in energetic activities such as building and navigating obstacle courses and exploring water play. The woodwork area outdoors is resourced to a very high standard with child-sized tools, including handheld drills, saws and screwdrivers.

In addition, the nursery features a dedicated forest school area at the rear, where children regularly participate in hands-on sessions. Here, children use natural and reused materials to create highly stimulating spaces for play and exploration. They climb over tyres and logs, make potions from plants, and engage in activities such as planting, watering and harvesting vegetables. The setting extends outdoor learning by making regular use of the local park.

Leaders provide high quality and developmentally appropriate play and learning resources, offering a wide variety and choice for children of all ages and stages. Children also have access to real-life items for activities such as clay modelling and sewing. Multicultural items promote children's awareness of equality and cultural diversity. These resources help children to develop a very strong understanding of the world around them.

Leadership and management: Excellent

Leader's implement strategies that successfully prioritise the improvement of provision and children's development. They share a clear vision and work collaboratively to provide care and support that strengthen children's learning. The setting's statement of purpose reflects the provision accurately. Through their positive attitudes and consistent practices, leaders create a nurturing environment that offers purposeful learning experiences indoors and outdoors.

Relevant policies and procedures are in place and robust recruitment processes ensure staff are suitably experienced and qualified. Leaders create a strong sense of teamwork and belonging, resulting in a happy and welcoming environment for staff, parents and children. The recent emphasis on developing a specialist role for a colleague to focus on well-being underlines the importance leaders place on ensuring the welfare of staff. Leaders are developing effective supervision and appraisal procedures which are beginning to have further positive impact on the setting's ethos and practice.

Leaders and practitioners work effectively together as a team and attend relevant training to improve care and teaching and remain up to date with national changes. Leaders have high expectations of practitioners and support them to take responsibility for key areas. As a result, practitioners are enthusiastic and motivated to provide high quality play and interaction that enhances children's learning and well-being.

Leaders use appropriate self-evaluation and development planning to identify strengths and areas for improvement. They set clear targets that have a positive impact on children's learning. Leaders allocate resources efficiently and use grants effectively by prioritising the settings areas for improvement. For example, they have enhanced the role play area with authentic resources and supported staff to attend training that encourages children to engage in further exploration and authentic experiences.

Leaders have established worthwhile partnerships that support their work and enhance provision for children. Parents feel well informed about their children's day through a sharing platform, and they are invited into the setting regularly for stay and play sessions and forest school celebrations. In addition, parents receive activity bags that help consolidate their children's learning at home. Leaders and practitioners have developed good relationships with local schools. The sharing of developmental information and visits

from school staff ensure that schools are well informed to support children make smooth transitions into primary education.

Leaders and practitioners work well with a range of stakeholders to support their work, including the Local Authority, Flying Start and ALN (Additional Learning Needs) specialists. This has a positive effect on the confidence of practitioners as well as children's experiences and development across all areas of learning.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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.

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