



## Sandringham Day Nursery



Sandringham Nursery, 16 Sandringham Road, Cardiff, CF23 5BJ



02920471918



[www.sandringhamnursery.com](http://www.sandringhamnursery.com)

Date(s) of inspection visit(s):

27/03/2025, 03/04/2025

### Service Information:

Operated by:	Sarah Arabestani
Care Type:	Children's Day Care
Registered places:	35
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is not making a significant effort to promote the use of Welsh language and culture

## Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

## Summary:

Children are happy, settled and enjoy their time at the setting. They have a strong voice and make decisions about their play. Children are developing positive relationships and know the routines of the setting. They can follow their interests and choose where to spend their time. Children are developing and learning well and have good opportunities to develop their independence skills.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

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 learning and all-round development.

Leaders are committed to making improvements and dedicated to delivering good quality childcare. They work well with staff to provide a service that is focused on outcomes for children. Leaders and staff develop good relationships with parents and keep them informed about their children.

## Findings:



### Well-being

Good

Children have good opportunities to make choices and decisions about what affects them. They choose where and what they play with, and whether they would like to participate in an activity or not. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, a young child motioned to staff they wanted to take a toy with them to the messy play area and staff supported them.

Children feel safe, relaxed and settled at the setting as they are familiar with the environment and routines. They have good relationships with staff and happily approach them for comfort and support when needed. For example, we saw a child seek comfort from a member of staff when they were feeling upset. Children know the daily routines well, which supports them to feel settled and at ease in their surroundings. For example, they know to wash their hands before snack and mealtimes.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, children take turns when balancing in the outdoor area and share resources at the mud kitchen. Children enjoy inviting staff into their play, laughing as they play together. For instance, one child scooped sand from a bowl onto a plate at the sand pit and told staff, "I'm making you a cake."

Children are enthusiastic and interested in their play and learning. For instance, they eagerly talk about the sunflower seeds they have planted. Children enjoy a good range of interesting opportunities indoors and outdoors. They can also choose to relax and have quiet times and their choices are respected by staff.

Children have many opportunities to initiate their own play and to influence their tasks and activities. There is a good balance of child and adult-led activities. Children have good opportunities to develop independence and learn to do things successfully for themselves. For example, children help to tidy away their toys at given times and are confident at washing and drying their hands under the supervision of staff. Babies feed themselves with staff on hand to support when necessary. Older children serve themselves food at mealtimes using tongs and spoons and pour drinks from jugs for themselves independently.



## Care & Development

Good

Staff implement the setting's policies and procedures effectively to keep children safe and healthy. They gave confident answers to child protection scenarios and knew how to report any concerns they may have about children or adults. Staff have a worthwhile understanding of the safe management of food allergies and information regarding individual children's needs is at hand for their reference. They keep detailed records of any incidents and accidents at the setting. Parents sign the records to demonstrate they have been informed. Staff regularly evaluate these records to look for patterns and trends and take action to address any conclusions. Staff promote healthy lifestyles with children. They wear appropriate aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. They offer alternative foods to children when necessary. Staff maintain a hygienic environment, by regularly washing tables and brushing floors. However, this is not consistent across the setting. Staff offer children regular opportunities to play outdoors. They supervise the children well and leaders ensure staffing ratios are adhered to.

Staff communicate well with children and create a calm and relaxed atmosphere. They model good social skills effectively when playing alongside the children saying 'please' and 'thank you' and praising children during activities. They skilfully choose appropriate times to join children's play, talking with children regularly to extend their learning and make their experiences sociable. Staff respond to children's requests and questions, interacting with them in a kind and consistent manner. They effectively implement a good behaviour management policy and sensitively manage any minor issues through explanation, distraction, and praise.

Staff meet the needs of children effectively. They are motivated and enthusiastic and support children well in their learning and development. Staff allow children to select resources and play areas that are of interest to them and respond to their needs at every opportunity. Staff plan interesting and relevant activities for children, as well as giving them lots of time for uninterrupted play. They ensure planning reflects children's interests and responds to the specific needs of children in their care. Staff review their planning, using observations successfully to identify next steps in children's learning. They promote the use of the Welsh language by using simple Welsh words and phrases with the children.



## Environment

**Good**

The premises are warm, safe, and well maintained. Staff ensure that only authorised access is granted via a secure entrance. They carry out a daily risk assessment, visually inspecting indoor and outdoor areas for any issues. Leaders have a range of appropriate risk assessments which identify risks and how they will reduce them. They ensure that routine safety checks and certificates for the building and appliances, including insurance are in place. Staff carry out regular fire drills and records are kept to document this. They maintain a daily register where children and staff are signed in and out of the setting accurately.

The environment is welcoming and very child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. The playrooms are spacious and light allowing children freedom to move around as they play. Staff ensure the rooms are well organised and laid out in an interesting manner to stimulate children's curiosity, exploration, and development. They provide a good range of purposeful resources and books which are easily accessible to children, encouraging their independence. The outdoor area has a good range of equipment suitable for the ages of the children. Resources available to children outdoors encourage development of their gross motor skills such as balancing activities, sand and water play and space to ride bikes and trikes or run around.

Toys and equipment are clean and in good condition. There are some resources to promote diversity and a multi-cultural society such as dolls and books. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage. There are a suitable number of children's toilets and nappy changing facilities available, which are clean. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.



## Leadership & Management

**Good**

Leaders are effective in the way they manage and operate the setting and are committed to ongoing improvements. They have a clear understanding of their roles and responsibilities. They have an effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. Leaders engage positively with Care Inspectorate Wales (CIW) and regularly inform us of any changes and updates at the setting. They ensure all required regulatory records are up to date and well organised. For example, they collect information about the child, their needs and a range of permissions. Leaders have developed a wide range of policies and procedures, and there are systems in place to review them regularly.

Leaders actively implement the self-evaluation process. They produce a quality of care report which celebrates the setting's achievements and helps plan for future improvements. This report considers the views of children, staff, parents and outside agencies. Leaders have good processes for dealing with concerns and implementing any changes, if needed.

Leaders ensure that paperwork and staff files are well organised, and evidence all relevant checks to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are up to date. Leaders hold one to one supervisions with staff which enable them to identify their strengths and areas for development. They carry out annual appraisals and implement a detailed induction procedure. Staff told us they felt supported by leaders and meet regularly to discuss any issues which may arise. Leaders deploy staff effectively, ensuring they meet staff ratios to deliver safe and effective care.

Leaders have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. Leaders have a positive relationship with staff at the local primary school which eases children's transitions from the setting into school.

## 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.

## 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

## 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 hygiene procedures are consistent across the setting.

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