Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Kites Nursery Newport

3 Queens Hill Crescent, Newport, NP20 5HH

01633222269

www.kitesnurseryschool.co.uk

The inspection visit took place on 31/07/2026

Service Information:

Operated by:	Catherine Whelan, Michael Whelan
Care Type:	Children's Day Care
Registered places:	82
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children are happy, settled and confident within the setting. They make choices about their play, express their views and build positive relationships with staff and their friends. Children enjoy a good range of interesting experiences indoors and outdoors. They develop independence well and make positive progress through everyday play and routines.

Staff provide warm, caring interactions and respond positively to children's needs. They support children's play and create opportunities for children to develop their skills, confidence and independence. However, staff do not always record safeguarding information clearly, to show how they follow up and monitor ongoing concerns.
Leaders provide a safe, secure and welcoming environment for children. Staff organise areas so children can move freely and access a good range of resources that support their play, learning and independence. Indoor and outdoor spaces meet children's needs well and offer valuable opportunities for exploration, creativity and active play.
Leaders have suitable systems to support the running of the setting, including arrangements for staff support, reviewing the quality of the service and communication with families. However, they have not consistently followed safeguarding procedures to protect confidential information about all children, resulting in a Priority Action Notice.

Findings:

Well-being — Good

Children confidently communicate their wants, needs and preferences within the setting. They make choices throughout the day and influence their own experiences. Children move freely between activities, choosing whether to explore the mud kitchen, sand and water play, use the slide or relax with staff. Children are happy, settled and secure. After lunch, children decide whether to listen to a story, read independently or rest in the book corner. They follow their own interests and make decisions about their play. A child confidently asked, *"Can I have a nap now please?"* and staff responded positively, showing that children's views and choices are valued and acted upon.
Children develop strong relationships with staff and confidently seek support, comfort and reassurance when needed. They express their wishes openly, knowing staff will respond positively. For example, a toddler asked for more milk at snack time and staff listened and responded warmly. Children readily engage with staff during play and conversations, demonstrating trust and confidence in those who care for them. They confidently share their achievements, proudly showing visitors their artwork and creations they have made.

Children interact well and form positive friendships. They cooperate during play, share resources and include others in their activities. Older children support younger children naturally and help them take part in experiences. We saw children invite friends to join games and work together to extend their play. One child called to their friend, *"Let's play something!"* before they enthusiastically ran off to play an imaginative game together. Preschool children collaborated to build ramps and platforms for their dinosaurs, sharing ideas and resources successfully.

Children enjoy a good range of interesting play and learning opportunities and remain actively engaged in their chosen activities. They confidently explore indoor and outdoor areas and sustain their interest for appropriate periods of time. Children become deeply involved in imaginative and investigative play. One child exclaimed, *"Look it's a volcano!"* while mixing water and other materials together at the mud kitchen. Children show enthusiasm, curiosity and enjoyment as they explore activities that reflect their interests and ideas.

Children develop good independence skills and confidently complete tasks for themselves. They clear their plates and wash their cups after snack time, while older children independently wipe their faces. Preschool children self-register on arrival and take responsibility for small tasks when they are the 'helpwr heddiw'.

Care & Development — Adequate

Staff generally understand their responsibilities to support children's health, safety and welfare through everyday care routines. They encourage older children to wash their hands before snack and lunch time; however, this is not applied consistently throughout the nursery. Staff provide nutritious food, such as fruit, toast, wraps and vegetable sticks. They maintain appropriate records for accidents, incidents, medication and pre-existing injuries, which contain the relevant information. Staff follow the safe sleep guidance for younger children who need to rest during the day and record this information clearly for parents and carers. They understand safeguarding procedures and know who to contact if they have concerns about a child's welfare. During the inspection, staff followed clear nappy changing procedures for some changes, however practice was not consistent.

Staff know children well, respond warmly to their needs and provide positive interactions. They offer reassurance, comfort and support when children seek guidance. We saw a child approach a member of staff for comfort and the staff member responded with a cuddle before asking, *"What do you want to play with my lovely?"* They then introduced resources and joined the child's play, helping maintain engagement and confidence. Staff manage children's behaviour appropriately and act as positive role models. They praise children's efforts and achievements, using encouraging comments such as "*beautiful sitting"* and *"we've got some fantastic listening ears here today."* When children require support to manage their behaviour, staff remain calm and redirect them to alternative activities. These positive interactions help children feel valued and support their developing understanding of acceptable behaviour.

Children access a suitable range of play and learning opportunities that support their development and interests. Staff engage with children during play, ask questions and encourage imagination and communication. We saw staff support creative play in the mud kitchen, discuss ideas for train track models and encourage children to extend their thinking through stories and conversations. Staff use Welsh regularly during activities and daily routines, helping children develop familiarity with the language. Planning identifies seasonal themes, books, songs and outdoor opportunities that support children's learning. Staff know children well and generally understand their individual needs.

Environment — Good

Leaders ensure children play and learn in a stimulating and secure environment. They have effective security arrangements in place, with doors kept locked and visitors required to ring a bell and sign in on arrival. Leaders regularly review risk assessments and add new ones when needed, such as for outings and seasonal paddling pool activities. Leaders keep toilet areas clean and well stocked. However, parts of the nappy changing area are not well maintained, which could affect children's safety. Leaders maintain effective fire safety arrangements, including weekly fire alarm testing and regular evacuation drills. They ensure key safety documentation, including insurance, gas safety and electrical testing certificates are kept up to date.

Leaders provide children with a welcoming and well-maintained environment that supports their play, learning and development. Children move freely between areas because staff use the available space effectively and organise rooms thoughtfully. The environment is child centred, with areas designed to reflect children's interests and stages of development. Leaders provide suitable-sized furniture which encourages children to play independently and comfortably. They generally maintain the premises well and have identified areas they wish to develop further, such as improving the outdoor flooring, demonstrating an ongoing commitment to development. Children benefit from bright and inviting surroundings and displays of photographs and children's work help create a strong sense of belonging.

Leaders provide children with a good range of suitable resources and equipment that support their interests and development. Children access resources independently because staff store toys and equipment at child height throughout the setting. We saw children readily obtain resources to extend their play and staff quickly respond when additional items were requested. Leaders organise the outdoor environment well, providing children with access to a sand pit, water play, mud kitchen, slide, sheltered play space and a dedicated area for babies. These resources create interesting opportunities for exploration and active play. Leaders also provide multicultural books, dolls and toys that promote diversity and help children learn about the wider world. Staff provide natural and real-life resources throughout the setting, including wooden materials and real life, household items used in role play.

Leadership & Management — Poor

Leaders comply with the majority of childcare and play regulations and the national minimum standards. However, they are not fully aware of their regulatory responsibilities in relation to notifying Care Inspectorate Wales (CIW) when making a safeguarding referral. Outcomes for children require improvement because leaders have not consistently notified CIW of significant events that may affect children's welfare, which limits regulatory oversight. This is an area for improvement, and we expect the provider to make improvements. Leaders have a clear statement of purpose which contains required and accurate information. They generally have appropriate systems and policies in place to support the running of the setting. However, policies regarding safeguarding children are not always followed in practice. Leaders did not take appropriate action to protect confidential information, placing a child and family's privacy and dignity at risk. This has resulted in poor outcomes for children, and we have therefore issued a Priority Action Notice. The provider must take immediate action to address this issue. Leaders are responsible for providing effective oversight of all safeguarding matters. However, safeguarding records do not always clearly show what action staff or leaders took, how they monitored the concerns, or how they maintained oversight. Outcomes for children require improvement in this area and we expect the provider to address this.
Leaders monitor the quality of the service suitably and use this information to plan improvements. They gather feedback from parents, children, staff and external agencies, which helps them identify areas for development. Leaders also review accidents and incidents to look for emerging patterns or trends. Where needed, they make changes to the environment or their systems to help reduce risks and improve children's experiences.

Leaders have appropriate systems in place for managing staff. Staff files contain the required information to demonstrate suitability checks have been completed before employment. Leaders maintain an up-to-date staff training matrix and have arrangements in place to monitor training and Disclosure and Barring Service requirements. They ensure supervisions and appraisals take place regularly and staff told us they feel well supported in their roles. Leaders hold regular team meetings to discuss day-to-day practice.

Leaders maintain positive day-to-day communication with families. Parents receive regular information through the digital app and through face-to-face handovers at the beginning and end of the day. Some parents told us they value these updates and feel well informed about their child's care, routines and experiences.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Outcomes for children require improvement because the provider has not ensured safeguarding concern records are completed consistently.	31/07/26
Outcomes for children are potentially at risk because the provider does not consistently notify CIW when child protection referrals are made to the local authority.	31/07/26

Summary of areas for Priority Action	Date identified
Outcomes for children require significant improvement because the provider has not consistently ensured children's and families' confidential information is protected.	31/07/26

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 10 - Healthcare	Consistently follow the nappy changing guidance set out in the policy.
Standard 10 - Healthcare	Promote effective infection control measures consistently for children of all ages, including supporting younger babies to wash their hands at appropriate times.
Standard 22 - Environment	Ensure nappy changing areas are safe for babies by securing all cupboards and providing suitable lids for bins.

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