Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Passport To Play Day Nursery

Passport To Play Nursery, 47 Rhoose Road Rhoose, Barry, CF62 3EQ

01446508131

www.passport2playdaynursery.com

The inspection visit took place on 10/06/2026

Service Information:

Operated by:	Passport to Play Day Nursery Ltd
Care Type:	Children's Day Care
Registered places:	85
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 provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children make choices and express their views confidently. They are settled, secure, and have a strong sense of belonging. Their positive relationships with staff and peers encourage kindness and cooperation. Children are enthusiastic, curious learners who actively engage in play and learning opportunities. They are developing valuable independence skills through daily routines and experiences.

Staff implement effective procedures to keep children safe, healthy, and well cared for. They build warm, nurturing relationships and manage behaviour positively. Staff support children's learning through effective planning, assessment, and partnerships, while promoting inclusion, individual progress, and the Welsh language.

The setting provides a safe, secure, and highly stimulating environment. The exceptional outdoor area offers varied, natural, and adventurous play opportunities, encouraging exploration, physical

development, and learning. High-quality resources and inclusive spaces support children of all ages to thrive.

Leaders create a warm, inclusive environment where children, families, and staff feel valued and supported. They work together with staff towards continuous improvement through effective self-evaluation, strong staff management, and ongoing professional development. Leaders build positive partnerships with parents and external agencies, while fostering a collaborative team culture that promotes confidence, development, and belonging.

Findings:

Well-being — Excellent

Children can make many interesting choices about how they spend their time at the setting. They move easily between the activities and areas and between indoors and outdoors. Children express themselves very well, knowing staff listen to their needs and wants and value what they say. For example, children immediately tell staff members when they need help or if they are worried about something. Children chat extremely naturally to staff as they play and learn, eagerly inviting them into their play. Children's voices are very strong at the setting. Staff know their likes and dislikes and use this information to plan how areas within the environment are developed.

Children are extremely settled, confident and enjoy attending the setting. Nearly all children cope very well with separation from their parents and carers as they form strong emotional attachments with staff and feel secure and relaxed in their care. For example, children seek out hugs and reassurance from staff when needed, knowing they can receive cuddles and comfort if they are upset. Children smile happily at staff as they chat and play, showing them things of interest to them and enjoying their own little jokes with staff. Children are very familiar with the routines and expectations of the setting, and this adds to their strong sense of belonging. For example, children sit down ready for their lunch and chat happily to their friends and staff as they wait to be served. Older children in the after-school area chat to staff about their day at school and confidently ask for resources and toys.

Children develop warm, positive relationships with their peers, appropriate to their age and stage of development. They enjoy playing alongside one another and increasingly engage in cooperative play. For example, children share laughter as they make funny faces together and work collaboratively when offering friends rides on wheeled toys. They are learning to show kindness and consideration, helping one another with tasks such as putting on jackets and seeking support from staff when a friend needs assistance.

Children are very enthusiastic and interested in their play and learning, following their own interests with the toys, resources and activities available each day. For example, some children concentrate and are absorbed as they draw and colour on paper, whilst others are fascinated and exclaim in excitement as they watch a ladybird crawl on a leaf outdoors. Children thoroughly enjoy group time, they join in enthusiastically with singing and are eager to answer questions and share information within the group.

Children benefit from excellent opportunities to develop and strengthen their independence skills. They are supported effectively to manage personal care routines, including using the toilet and washing their hands. Children are encouraged to take responsibility for their own belongings by

accessing their bags and coats and practising putting on and removing their shoes. They are also developing an understanding of responsibility and care as they confidently use real china plates and glasses during mealtimes.

Care & Development — Good

Staff are conscientious and implement policies and procedures well to keep children safe and healthy. They have a good understanding of safeguarding issues, the setting's safeguarding procedures and their responsibilities to keep children safe and report any concerns. They keep good quality records with relevant clear information. However, follow up actions and decisions are not always formally recorded. Staff have easy access to children's information and have a thorough knowledge of children's allergies, dietary requirements, and medical needs. They are confident in recording accidents, incidents and pre-existing injuries and share this information with parents. Leaders at the setting regularly review these records and act promptly to take actions to address any issues. There are clear medication procedures and staff follow these to ensure safe administration of medication when needed. Staff are vigilant and attentive in their care of children to ensure that mealtimes are enjoyable, relaxed, sociable and safe. They follow robust procedures to manage children's food allergies, individual dietary requirements, and prevent the risk of choking. Staff ensure children have extremely regular access to outdoor play experiences through the day; this offers children the benefits of physical exercise and fresh air. We saw staff consistently follow thorough hygiene and cleaning practices as part of the infection control process to help keep children healthy and safe.

Staff are good role models. They are kind, caring and patient, genuinely showing interest and care in all that they do. They work hard to ensure children feel valued and enjoy their whole day at the setting. They encourage children to express their feelings and emotions and are responsive and nurturing, meaning children approach them with great ease. Staff manage interactions and behaviour skilfully, using gentle tones, clear boundaries, distraction methods and plenty of meaningful praise for children's efforts and achievements.

Staff support children's learning and development well. A key worker system is in place ensuring children interact with a consistent adult at frequent intervals throughout the day. The staff team have a thorough knowledge of children's individual needs ensuring children receive consistently good quality care if their key worker is absent for any reason. Staff plan good quality experiences and consider children's enjoyment and engagement in activities to adapt and plan further play opportunities. Older children have free daily access to a very wide range of resources which they use as they wish, creating a rich environment for play and learning with something to interest every child. Resources set out for babies and young children are safe and appropriate. However, they are fewer and less varied and whilst there are enough to maintain children's interest, this could be developed to create a similarly rich environment as that experienced by older children. Regular observations and assessments allow staff to monitor and track children's progress and plan effectively for children's progression. Staff work with a range of partners and outside professionals to effectively support children with additional learning needs. Staff promote the Welsh language through the use of phrases, words and songs with the children.

Environment — Excellent

The setting is safe and secure. Staff ensure only authorised entry and are conscientious in maintaining a log for any visitors attending. Leaders and staff share the task of creating risk assessments for the main areas and activities at the setting. This increases the staff team's understanding of the hazards ensuring risk assessments are effectively followed. Staff complete daily safety checks of the environment and are vigilant about any emerging risks, ensuring children's safety. Routine safety checks and certificates for the building and appliances are in place.

The environment is extremely welcoming and child friendly and provides an excellent space for children to play and learn. The main indoor play area is bright, spacious, and organised in a highly effective manner to stimulate children's curiosity, exploration, and development. Staff set up daily invitations to play, and we saw how children were engaged with their environment. Children benefit from free access to a relaxing sensory room with low lighting and calming resources, which also functions as a relaxing space where children can enjoy a story as a group. We saw how children move between the different areas easily, choosing areas that interest them and suit their mood. Children enjoy free flow access to the very inviting and natural outdoor area, and many chose to spend their time here during the inspection. Leaders and staff have worked hard to develop the large outdoor area to create many varied and exciting opportunities, ensuring nearly all children are engaged and choose to play and learn in the fresh air. For example, children experiment with water at the interesting trough and waterfall area and some choose to use the water to care for the plants in the raised bed area. Other children thoroughly enjoy the role play construction in the gravel area, eagerly filling buckets and using ride on play digger vehicles. Some children use the imaginative stage area as they create performances for their friends and staff, whilst others enjoy the physical challenge of the climbing equipment. There is plenty of space for children to enjoy running around chasing their friends on the grass. Leaders have ensured that plenty of the areas and opportunities outside are suitable for babies and younger children and some can be isolated to ensure babies can play undisturbed by older children if needed. Babies and young children have their own base room which has a divider system to enable it to be used in a number of different ways depending on the time of day and needs of the children. The after school club is located in a separate part of the building with it's own dining area. The main base room has a homely feel and displays in the room increase children's sense of belonging. Children told us how they had contributed to the displays and were keen to show us their favourite toys and resources in the club.

The setting contains good quality furniture. Child sized tables and chairs enable children to access activities easily, furthering their independence. There is a large and varied range of developmentally appropriate resources both indoors and outdoors, providing a rich play and learning environment. These contain a mix of natural and man-made materials. Real life and multicultural items promote children's awareness of equal opportunities and cultural diversity.

Leadership & Management — Good

Leaders are well qualified, experienced, and highly committed to the children in their care, their families, and the staff team. They work hard to create a warm and caring setting with a homely, family atmosphere where children develop a strong sense of belonging. This warmth, kindness, and commitment demonstrated by leaders is reflected throughout the staff team, creating a consistently positive, joyful, and nurturing environment across the setting. There is a clear statement of purpose, enabling parents and carers to decide whether the setting is suitable for their child. An extensive range of policies and procedures is in place. However, the setting's sleep policy does not currently reflect how sleep for children who are too old for cots is managed at the setting. Leaders ensure all required notifications are submitted to Care Inspectorate Wales (CIW). They operate in line with the relevant National Minimum Standards and Regulations.

Leaders undertake self-evaluation and plan effectively for improvement. They gather feedback from parents, children, and staff, and produce an annual Quality of Care Report. This is a meaningful process that actively supports continuous improvement within the setting. Leaders benefit from the training and development opportunities available through the Flying Start scheme and have also been proactive in securing grant funding to enhance the facilities. They have thoroughly addressed all previous recommendations and areas for improvement, demonstrating a clear commitment to the ongoing development of the setting.

Leaders manage staff effectively. Staff files are up to date, and leaders complete all relevant checks to ensure staff are suitable to work with children. Staff are well qualified and maintain up-to-date mandatory training, with many also benefiting from additional relevant professional development opportunities. Leaders carry out regular supervision sessions and appraisals. They adopt a supportive and collaborative leadership style that helps staff grow in confidence and encourages them to contribute to the development of the setting. For example, staff have played an active role in developing and enhancing the outdoor area, with their commitment helping to drive the pace of change. They have used their creativity, imagination, and personal time to source resources and work alongside leaders outside normal hours to bring these improvements to fruition. There is a strong sense of pride in the setting among the stable and dedicated staff team.

Leaders and staff have established highly positive and supportive relationships with parents and carers, who spoke very positively about the setting and the care their children receive. They described staff and leaders as warm and approachable and praised the quality of communication and support provided. Parents we spoke with were keen to share examples of how leaders and staff regularly go above and beyond expectations to support families attending the setting. Many parents and carers highlighted the opportunities provided for children to develop friendships and build confidence. They told us they value the enthusiasm children show for attending the setting. Leaders have also established positive partnerships with external agencies. For example, they work closely with the local authority in delivering the Flying Start scheme.

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 5 - Records	Ensure actions and decisions taken in response to concerns are clearly recorded.
Standard 24 - Safety	Revise the sleep policy and current procedures so they accurately reflect how sleep is managed for both older children, and younger children and babies at the setting, ensuring this aligns with current safe sleep guidelines.
Standard 7 - Opportunities for play and learning	Increase the variety and quantity of resources available to babies and young children (whilst maintaining current safety standards) to create a rich environment for play and learning.

Welsh Government © Crown copyright 2026.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.