Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Henllys Village Nursery

The Old School House, Henllys Village, Cwmbran, NP44 6HU

01633869211

www.henllysvillagenursery.co.uk

The inspection visit took place on 09/02/2026

Service Information:

Operated by:	Melanie Baxter, Jason Baxter
Care Type:	Children's Day Care
Registered places:	74
Main language(s):	English
Flying Start service:	No
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	Excellent
Care & Development	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children are happy at the setting and really enjoy their play which is all child led and therefore of real interest and meaning to them. Children develop a feeling of security enabling them to develop close bonds with their peers and staff. The have lots of opportunities to do things for themselves and develop their independence skills.

Staff are well qualified and work together effectively as part of a team. They implement procedures to keep children safe and healthy. They set up the environment and monitor and respond to children's individual needs very well. They manage children's behaviour skilfully and encourage kind and caring relationships.

Leaders have effective measures in place to ensure the environment is safe and secure. The environment and facilities are well maintained and provide a wide range of good quality resources,

toys, and equipment. Staff use outside areas effectively to support children's development.

Leaders have good oversight of the service and are motivated to provide a safe and happy experience for children and their families. Leaders are receptive to advice and actively listen to children, parents, and staff, for feedback about their experiences. Leaders maintain the required policies, procedures, and records to a good standard.

Findings:

Well-being — Excellent

Children have an extremely strong voice at the setting and are confident to express themselves. They have excellent opportunities to make choices and decisions about what they do and how they spend their time. Their play is mainly child led and they are eager to express and follow their interests and ideas. For example, when children showed an interest in the birds outside, staff adapted activities on offer so that children could make bird-feeders.

Children feel secure, settle well and play alongside their friends confidently, helping them to develop a strong sense of belonging. They cope well separating from parents and carers and build warm and stable relationships with staff and peers. Babies wake happily from sleep and immediately explore their surroundings retrieving items from a box of toys. Children laugh, chatter and show confidence when expressing themselves. They communicate very effectively and are confident to approach us and interact. Their work is displayed and celebrated, and children see family photographs displayed which further helps children to feel safe and secure.

Children interact exceptionally well. They have lots of opportunities to practice and develop their social skills. For example, children sit with their friends and attempt to read them a story, turning the book around to show them the pictures, mirroring what staff had done during story time. Other children hold hands as they walk around or are happy to explore and play on their own. Children follow instructions very well, showing delight when they receive praise or when their efforts are acknowledged. Children show great self-sufficiency and play meaningfully without the need for staff interventions. They are happy and busy and clearly enjoy their play choices.

Children explore their environment enthusiastically and with great interest. They move confidently between activities and because they follow their chosen interests, develop very good levels of concentration and engagement. For example, children co-operate very well when making pizzas. They roll out the dough and share the resources, explaining their favourite toppings to their friends. Older children show huge amounts of joy and imagination during their play exclaiming *'We are fantastic!'* when they achieve and *'That's brilliant!'* as they explore. They are confident and curious learners which helps to build good self-esteem and resilience.

Children enjoy numerous opportunities to develop their independence and self-help skills. They develop increasing independence, helping to prepare their fruits and pour their drinks at snack time, learn to manage their personal needs and develop good hygiene habits.

Care & Development — Excellent

Staff place children's health, safety and development at the centre of their practice. They have an excellent understanding of the setting's procedures and why they are important. They implement them very effectively resulting in very positive outcomes for children's overall well-being. They understand their responsibilities to protect children and know what to do if they have any concerns about children or colleagues. Staff record accidents, incidents and administration of medications successfully and ensure they share this information with parents. They know children's individual needs very well and follow safe practices managing any allergies or intolerances effectively. Staff supervise children extremely well and record their own, children's and visitors' attendance accurately and consistently. Staff know what to do in an emergency as they practise and record fire evacuation drills with the children well. They follow good hygiene procedures in relation to food preparation and nappy changing and offer healthy food options at mealtimes, ensuring children have access to water to remain hydrated. They support children's personal hygiene habits very well. Staff promote healthy lifestyle choices and provide many opportunities to be physically active both inside and outside.

Staff are very nurturing, kind and develop genuine relationships with the children. For example, we saw babies fall into deep sleep as they relaxed and cuddled into staff. Staff know children's individual needs and communicate with colleagues so that they can supervise children well. They ensure that all children are welcomed, included and celebrated. They agree strategies to support children's development and all practitioner's implement these kindly and consistently so that children are very clear about expectations for their own behaviour. Staff interact with children in a way that creates an extremely supportive and calm environment where children can flourish, and their self-esteem is nurtured. Staff are excellent role models.

Staff use their careful observations of children to ensure they plan stimulating opportunities and experiences led by the children's interests. Staff assess and observe children, completing thorough records to support children's development. Children's interest in nature is very obvious, and this is embraced by staff who encourage children's awe of the world around them. Staff meet the needs of all children, including those with Additional Learning Needs (ALN) seeking support from external agencies when required.

Environment — Good

Leaders are motivated and dedicated in providing a safe, stimulating learning environment. They implement effective risk assessments and monitor and evaluate the play space eliminating risks to ensure that areas effectively meet children's needs and interests. Access to the premises is controlled by staff who ensure that staff and visitors sign in and out so that everyone on the premises is accounted for. We noted that electronic registers accurately record children's times of arrival and departure, but duplicate paper registers lagged behind in completion. We discussed this with leaders who agreed to review these procedures. Leaders ensure the environment is suitably maintained and that essential safety checks are carried out, including electrical installations, fire extinguishers and smoke alarms.

Leaders ensure the environment is set up appropriately, is suitable and meets the needs of the children attending. Children are cared for in rooms according to age, which benefit from plenty of space and natural light and that are heated appropriately so that they are comfortable during play. Leaders make effective use of a separate room ensuring older children have ample space to eat comfortably. Pre-schoolers have easy access to appropriate toilet facilities to support their growing independence. Staff thoughtfully arrange rooms into learning areas such as small world play, role play, construction and arts and crafts for older children. There is an inviting, carpeted baby room, with supervised sleep area where babies can rest. Suitably sized tables and chairs support children to develop independence and social skills through tabletop activities and eating together. Outdoors, leaders provide well-resourced play spaces suitable for all ages that include covered areas so that children can access outdoor play throughout the year.

Leaders provide a variety of quality furniture, toys and equipment that meet children's needs. They have introduced a wide range of wooden equipment and natural materials to support play and exploration. Some authentic resources, including for example, saucepans and utensils in the play kitchen, are available to encourage imaginative and meaningful play. Leaders provide toys and materials that promote cultural awareness, such as dolls with different skin tones, and books and signs to support the use of the Welsh language. Resources are kept at children's height to allow easy access and promote independence. Staff told us that resources are promptly replaced and replenished as needed so that they can consistently meet children's play choices.

Leadership & Management — Good

Leaders have good oversight of the nursery, and policies and procedures are reviewed regularly to ensure the smooth operation of the service. They have a clear and shared vision, which they communicate effectively with staff and parents, and the Statement of Purpose provides an accurate overview of the service provided. They ensure daily records are completed well and that staff implement procedures effectively. We noted that fire drills with children had been done termly up until the most recent drill. This drill had not been undertaken in line with National Minimum Standards and had been delayed by a month.

Leaders focus on making ongoing improvements to the setting. They undertake an annual quality of care review and gather feedback from children, parents and staff to inform their report and plan for development of the service. Leaders have a complaints policy and are currently developing a specific policy to identify complaints procedures for children aged over 8 years. Leaders monitor daily records, including accidents and incidents to ensure they identify any emerging patterns which require attention. Whilst they follow their procedure to immediately contact and inform parents of any accidents in which children have received a bump to the head, they are not currently recording this contact on their accident record forms. Leaders have assured us that this information will now be recorded.

Leaders ensure all staff clearly understand and fulfil their roles and responsibilities in line with the setting's aims. They make sure there are sufficient qualified and experienced staff to meet the needs of children, and staff deployment is well organised to maintain appropriate adult: child ratios at all times, with plans for emergencies should staff become ill or unable to attend work. Leaders hold regular staff meetings and implement a system of ongoing quarterly supervisions and annual appraisals to monitor working practices. These meetings lead to agreed targets that support professional training and development and are recorded effectively. Staff told us they feel happy working at the setting and spoke positively about the support and guidance they receive from leaders. They explained they have regular opportunities to contribute their ideas, and feel their input is valued and acted upon.

Leaders maintain effective partnerships with parents and the wider community. They work closely with parents to make decisions about their child's care and development, ensuring consistent communication. Leaders also collaborate with external agencies to promote children's health and well-being and have established links with health professionals to support children with any Additional Learning Needs. Whilst notifications to Care Inspectorate Wales (CIW) have improved there are still some events, such as employment of new staff, that have not been submitted to CIW. Whilst there has been no impact upon children, we expect the provider to make improvements.

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
Children are not properly safeguarded because information about staff changes is not shared in a timely manner.	14/03/23

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 24 - Safety	Ensure fire drills are carried out at least every 6 months, recognising that children benefit from more frequent practice.

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