Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Llanishen Village Pre-school Playgroup

Methodist Church Hall, Melbourne Road, Llanishen, Cardiff, CF14 5NH

07967673038

N/A

The inspection visit took place on 14/01/2026

Service Information:

Operated by:	Louise Cruse
Care Type:	Children's Day Care
Registered places:	32
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
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	Adequate
Leadership & Management	Adequate

Summary:

Children enjoy their time at Llanishen Village Pre-school Playgroup and are happy and settled. They have a strong voice and can make choices and decisions about how they spend their time. Children are safe and develop close, friendly relationships with staff and each other. They have good opportunities to learn and develop.

Staff understand their responsibilities to keep children safe and healthy. They know children well and are kind and caring in their interactions with them. Overall, staff support children's learning and development well through their interactions and the activities they provide.

Leaders ensure the environment is safe and secure. There is a range of good quality toys and resources, and these provide appropriate opportunities for children to learn and develop their skills. Children can access outdoor areas at the side of the building, which offer further secure play opportunities.

Overall, leaders ensure required paperwork is in place. However, they have not kept up with staff supervision and appraisal in recent years, and some mandatory training has not been renewed at the appropriate time. Leaders develop positive relationships with parents and other professional agencies.

Findings:

Well-being — Good

Children have a strong voice. They can choose what they do and what they play with for much of the session from a suitable range of toys, resources and activities. Children are confident communicators as they know staff will listen to them and respond. For example, a child requested playdough and staff facilitated this by making a new batch with the children when they discovered no playdough was available.

Children, including those new to the setting, arrive happily and settle to play quickly. They benefit from flexible settling in sessions and cope well with separation from their parents and carers. Children develop warm, friendly relationships with staff showing they feel safe, secure and comfortable at the pre-school. They learn and follow the routines of the setting which helps them develop a sense of belonging.

Children behave and interact well in line with their ages and stages of development. Younger children play quietly alongside each other or alone whilst older children make friends and play together. Inappropriate behaviour or minor squabbles are easily resolved with staff support. Children enjoy playing with staff and many seek them out, many children are also confident to include visitors in their play.

Children are active learners. They are enthusiastic in their play and enjoy the things provided for them to do. They learn to concentrate and persevere for appropriate amounts of time on things they choose to do and are interested in. For example, building houses for their ‘dogs and bears’, playing with playdough, or making tea in the home corner. Most children enjoy short group times, listening to stories or joining in with songs.

Children have good opportunities to learn and develop during their time at the pre-school. They develop knowledge and skills as they build with blocks, use scissors, pencils or paint brushes, use their imagination in role play or ride bikes outside. They also have some opportunities to learn to do things for themselves, such as getting their own lunch boxes, washing hands or managing their own coats.

Care & Development — Adequate

Staff successfully implement policies and procedures on a day-to-day basis to keep children safe and healthy. They have an adequate understanding of child protection procedures and what they should do if they have any concerns about a child. However, leaders have not ensured they and staff have up to date training in safeguarding since 2021, and since the requirements for training were revised in the National Minimum Standards (NMS) in 2023. They have not ensured they have undertaken Prevent training in relation to safeguarding children from risks associated with radicalisation, and there is not a system in place to ensure they record injuries children may have when they arrive at the pre-school. Additionally, leaders had not ensured they maintained full and accurate registers of children's attendance. These are serious matters. However, since the inspection visit, leaders have confirmed they have been addressed. This will be tested at future inspections. Staff implement good hygiene procedures. For example, they sanitise tables before using them for eating at and wear suitable personal protective equipment when preparing food or changing nappies. They record accidents, incidents and any medication administered and ensure documents are signed by staff and parents. All staff have relevant paediatric first aid training. Staff promote a healthy lifestyle, offering a variety of healthy snacks and discussing appropriate lunch box contents with parents. They follow good procedures in relation to any allergies or food preferences and ensure children have daily opportunities to play outside in the fresh air.

Staff are kind, caring and patient in their interactions with children. They follow positive behaviour management techniques and encourage children to cooperate, be kind to each other and look after resources. Staff create a warm, friendly environment and make sure they provide children with reassurance, comfort and guidance when needed. Staff are good role models and responsive to children's needs.

Staff support children's play well. They take opportunities to support and extend learning such as when discussing with children how to make homes for their toys out of blocks or providing a recipe card for children to follow when they help make playdough. Staff plan some activities around themes. They consistently evaluate their planned activities in relation to outcomes for children in line with the aims of the Curriculum for Wales. However, on occasions adult led activities do not provide children with enough challenge or open-ended resources to maximise their learning potential. Staff miss some opportunities to help children develop self-help skills such as pouring their own drinks or serving themselves snack. The use of the Welsh language by staff and children was very limited during our visit. Staff know children well. They track their progress and keep detailed records. Staff follow good procedures should children have any additional learning needs and seek help and support from outside agencies when the need arises.

Environment — Adequate

Leaders ensure the premises are safe and secure both inside and outside. They ensure external doors are locked when children are present and record visitors to the pre-school. Leaders have adequate risk assessments in place, but they have not reviewed these recently and as a result they are not fully reflective of current operating practice. They consistently carry out daily safety checks including for the kitchen and food handling. The pre-school operates from a church hall, and the hall management committee is responsible for general maintenance of the building. Leaders have access to the records for relevant building safety checks such as for electrical safety and annual boiler servicing, although records were not readily available for inspection. The hall is suitably clean and well maintained. Leaders carry out and record fire evacuation drills at suitable intervals to ensure children and staff know what to do in an emergency.

The pre-school is a setting which sets up and packs away each day. The church hall is large and bright giving children lots of space to move around freely and play. Leaders and staff organise toys and resources into distinct areas such as a home corner and craft or construction areas which children can access independently. If something they want is not set out, children know they can ask for it. There are ample tables and chairs for tabletop activities and for children to eat at. Additionally, there is a small adjoining quiet room with a small sofa and books. An entrance foyer provides space for children to store their belongings. This contributes to their developing self-help skills as they collect their lunch boxes or coats. Children can access toilet facilities directly from the playroom which allows them to begin to manage their own personal care as they get older. Adequate nappy changing facilities enable staff to protect the privacy and dignity of children when changing them. Children access an outdoor play area at the side of the building directly from the playroom which offers some additional play opportunities such as riding trikes or sand play. During the summer months they also benefit from a much larger grass area.

Leaders provide a range of furniture, toys and equipment that are suitable for the children using them. They enable children to develop skills and are sufficient in quantity for them to play together and share. Some resources and equipment are of natural materials. For example, children thoroughly enjoyed building houses with a lovely set of large wooden blocks and a trolley holds natural resources such as sticks and pinecones. A few resources help promote diversity and cultural awareness. The outdoor play area had limited resources during our visit, however, leaders explained they have other resources which they use at different times.

Leadership & Management — Adequate

Overall, leaders operate the pre-school within the regulations and National Minimum Standards. They ensure they have relevant policies and procedures in place which support the smooth and safe running of the setting. Leaders maintain a Statement of Purpose which reflects the service they offer and provides parents with useful information. Leaders are involved with the day to day running of the pre-school and work well with staff to ensure children are safe and well cared for.

Leaders have suitable procedures in place for self-evaluation. They review the quality of their care annually and seek the views of parents, children and staff to inform this process. They produce a report of the review which offers some evaluation of outcomes for children and identifies relevant areas for improvement or development.

Leaders follow safe recruitment procedures and staff files contain all the information and checks necessary to ensure staff are suitable to work with children. They ensure mandatory training such as paediatric first aid is kept up to date. However, they have not ensured other mandatory training such as safeguarding is updated in a timely manner. Leaders have not provided staff with regular supervision or appraisal meetings in recent years to enable them to reflect on their practice and consider safeguarding matters. Outcomes for children require improvement because staff do not always have relevant up to date training or opportunities for focused discussion about their role and we expect the provider to make improvements.

Leaders develop positive relationships with parents. They collect all relevant information and permissions before children start at the pre-school to ensure they can provide appropriate care for each individual child. They keep parents informed about their child's day through verbal feedback, text and email. Leaders work well in partnership with outside agencies and seek additional support for children when needed.

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 may be at risk of harm because leaders and staff do not undertake regular, relevant safeguarding training and staff do not have opportunities for regular supervision and appraisal meetings to discuss their role and continuous professional development.	14/01/26

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 20 - Child protection	Ensure existing injuries children may have when they arrive at the setting are recorded and monitored for patterns.
Standard 24 - Safety	Keep risk assessments under review.
Standard 23 - Equipment	Further develop resources to promote diversity and cultural awareness.

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)
Reconsider the provision of activities, including those outdoors, to further enhance the experiences and outcomes for children's learning and development.
Further develop the use of the Welsh language.
Develop a system to evidence building safety check certificates.

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