Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Messy Monsters Day Nursery

Gifach Goch Community Association, Cambrian Avenue, Gilfach Goch, Porth, CF39 8TG

01443 675 004

www.ggca.org.uk

The inspection visit took place on 23/03/2026

Service Information:

Operated by:	Gilfach Goch Community Association Ltd
Care Type:	Children's Day Care
Registered places:	34
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children are happy, settled, and confident in making choices about their play. They feel listened to and valued, form positive relationships, and interact well with others. Through engaging play experiences, children develop creativity, imagination, and independence.

Staff create a warm and nurturing environment in which children feel safe, valued, and content. Established routines and effective practices support children's health and well-being across all aspects of the service. Staff interact positively with children and offer activities that build confidence and support individual development.

Leaders have effective systems in place to ensure a safe and secure environment. The setting offers a range of adequate, age-appropriate resources that provide children with choice and variety.

Leaders have a clear statement of purpose, which details the setting well. They follow safe and

thorough recruitment processes to ensure there are enough qualified and experienced staff for the age range of children cared for. Leaders have developed positive relationships with parents and local schools.

Findings:

Well-being — Good

Children have a strong voice and are encouraged to make decisions about how they use their time. Babies are given many opportunities to explore their surroundings and access a variety of resources. Older children make choices from a good range of activities and materials. All forms of communication are respected, and children are confident that they will be heard. For example, babies who are not yet using words communicate their needs through sounds, facial expressions, and gestures, which are responded to warmly.

Children feel safe and valued within the setting. Those who require reassurance throughout the day confidently approach staff for comfort and affection. Children are familiar with the daily routines, which helps them feel settled and secure. For example, when the 'tidy-up' music came on, most children knew to stop their play and help clear away. Staff consistently follow babies' individual routines to support their sense of security and well-being. We saw a wall display that shared the individual needs of every child in the Baby Room. For example, details include 'uses a dummy, feeds themselves with a spoon, has a comforter for naps'.

Children interact well and mostly play cooperatively with one another. Children of all ages happily share their space and resources with support. For example, when the babies came to the garden to enjoy some fresh air, many of the older children were happy to see them. Children enjoy chatting to one another at mealtimes and nearly always listen and respond to staff.

Children are engaged in their play and learning. They follow their own interests and enjoy both free play and adult led activities. We saw one child having fun at the water tray for an extended period, playing with the animals that were frozen in ice. A child at the craft table beamed *"Look at my Mammy's picture!"* whilst showing us the collage she had made. Children smile, laugh and chat as they play.

Children have opportunities to develop their independence skills and manage simple tasks by themselves. Children serve themselves snack and pour their drink from a jug. They clear their plate away once finished, with minimal prompting. Most children use the toilet and wash their hands independently and we heard a younger child tell a staff member that their nappy needed to be changed. Children use child-sized brooms to sweep sand off the floor and help to tidy away resources at the end of the session.

Care & Development — Good

Staff have a clear understanding of their roles and responsibilities and consistently put policies and procedures into practice. They maintain up to date safeguarding training and are aware of the correct steps to take should they have concerns about a child. Staff record their own and children's attendance times on a daily register. However, staff breaks are not recorded, so supervision of children during these times is unclear. Fire evacuation procedures are practised regularly, demonstrating that both staff and children are familiar with what to do in the event of an emergency. The well-stocked first aid kit is accessible to staff members, and its contents are within the expiry dates. Staff complete records of accidents and incidents accurately and obtain signatures from parents/carers. Medication records are consistently completed, however the administration of medication is not always acknowledged with a parent/carer signature. Staff implement good hygiene practices in relation to nappy changing and food preparation. Children's allergies are managed effectively, with clear information displayed for those with specific dietary requirements. Staff communicate well to ensure that ratios are always maintained appropriately and that children are supervised in all areas of the setting.

Staff manage children's interactions effectively, offering clear, calm, and gentle reminders about expectations and boundaries. Children are developing respect for their peers and resources, which staff acknowledge and encourage. For example, children worked together to build a block tower and received praise for their teamwork; *"That's it – and another one! Keep going!"* Staff act as positive role models, sitting alongside children during play to encourage conversation and respond thoughtfully to their actions and communication. These warm and nurturing interactions help children feel secure and confident to explore their environment.

Staff have a good understanding of the children and are knowledgeable about their individual needs and interests. They adapt their care approaches and behaviour management strategies accordingly and work with parents and external agencies when required. Staff incorporate some Welsh words and phrases into their practice, however these were not heard being used consistently during our visit. Staff make observations and assessments of children's progress and development. They use a speech and language assessment tool to develop children's language further. Staff are enthusiastic about supporting children's learning and play. They plan engaging and appropriate activities that children clearly enjoy. Staff offer these activities as either freely chosen experiences or adult-led opportunities and they plan them in line with the Welsh curriculum. Staff produce termly progress reports for each child and share them with parents.

Environment — Good

Leaders create a warm and welcoming atmosphere where children feel happy, safe, and ready to play. They have systems in place to ensure the environment is safe and secure. Staff accurately record arrival and departure times for both visitors and children. Leaders ensure that indoor and outdoor environments are organised and arranged to allow children to access resources independently and safely. Staff carry out daily checks to identify any concerns requiring immediate action. However, dynamic risk assessment is not consistently embedded throughout the session, which means some emerging risks are not always identified promptly. Leaders ensure that required gas and electricity safety checks are completed in line with required timescales, although we were unable to view the electrical installation report during our visit. The Responsible Individual was able to share a copy with us soon after which identified that not all actions had been rectified in a timely manner. The baby room has a separate sleep area with a pull-out divider that restricts access to children while allowing staff clear supervision of safe sleep.

The environment is suitable and supports children's play, exploration and care needs. Staff organise rooms well and ensure children can free flow between the indoors and outdoors at all times. The baby room is a calm and welcoming space which allows babies to move and explore freely. Staff store most resources at children's level, which supports independence and choice. In the base room, furniture such as tables, chairs and shelving is an appropriate size for children and supports safe movement and play. The outdoor area is small but enclosed and secure. Leaders make effective use of the space and provide a range of play opportunities. The nappy changing table is in the toilet area and staff communicate well to protect children's privacy and dignity. Soap and hand drying facilities are easily accessible to staff and children.

Leaders make sure resources and equipment are maintained to an adequate standard. They provide children with a satisfactory range of age-appropriate, toys and equipment for use both indoors and outdoors. Children have access to a home corner, a reading tent, water and sand play and wooden blocks, amongst others. Although these learning areas were available, the resources did not consistently encourage curiosity or independent engagement. There are some resources that promote cultural awareness and diversity. A wall display in the snack area highlighted how the setting had used foods and celebrations to promote and explore other cultures.

Leadership & Management — Good

Leaders work hard and are clearly committed to the setting and achieving better outcomes for children. They engage positively with Care Inspectorate Wales (CIW), notifying us of staff changes and any events that may affect children's welfare. Leaders support each other well and work together to manage the setting. However, they do not always clearly set out individual roles and responsibilities, which can reduce clarity about who is accountable for specific tasks. Leaders ensure the statement of purpose reflects the setting and includes all required information. They maintain a comprehensive range of useful policies and procedures, which they review and update regularly. Leaders collect essential information about children, including personal details, medical information, permissions, and details of any additional needs.

Leaders implement systems to support self-evaluation and plan for improvement, which they use to support their quality-of-care review. The quality-of-care report describes what they do well and identifies areas for development. For example, leaders intend to keep parents/carers up to date with their child's development via their online app. Leaders are open and responsive when receiving advice and support with how they can improve and develop the service.

Leadership is effective in ensuring safe and suitable staffing arrangements. They follow appropriate recruitment processes to safeguard children, with suitability checks in place. Staff working in the setting have current and up-to-date Disclosure and Barring Service checks. Leaders support staff's professional development through their process of supervisions. However, outcomes for children require improvement because staff are not provided with an annual appraisal. We expect the provider to make improvements. Leaders provide new staff with an induction process that helps them understand their role and the expectations of the setting.

Leadership is effective and supports positive outcomes for children and their families. Leaders build and maintain positive relationships, including strong links with local schools. They meet with teachers and share information to support children when they move on. Leaders also engage well with the wider community. Children visit the local café and allotments, and the setting supports local food banks. Community involvement adds value to children's experiences, with a local 'Knit and Natter' group making blankets for the setting. Leaders keep parents well informed through a secure, online app, alongside brief verbal discussions at the start and end of the day. This ensures regular communication. Feedback gathered from parents during the inspection was positive, reflecting confidence in how leaders run the setting.

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
Leaders must ensure that all staff receive a formal annual appraisal.	23/03/26

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 5 - Records	Ensure staff sign in and out on the register during break periods.
Standard 11 - Medication	Ensure all medication forms are signed by the parent/carer.
Standard 23 - Equipment	Develop and improve the quality of equipment in both the indoor and outdoor environment.
Standard 14 - Organisation	To review the operational plan and the organisational structure, including roles and responsibilities.
Standard 24 - Safety	Ensure that all required safety certificates are ready and available so that leaders can have oversight at all times.

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)
Develop the use of incidental Welsh within the setting.
Ensure staff consistently apply dynamic risk assessment to identify, evaluate and manage risks as they emerge.

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.