Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Plantos Limited

Wern Fawr House, Eastern Business Park, Wern Fawr Lane, St Mellons, Cardiff, CF3 5XA

02920798333

https://www.plantos.co.uk

The inspection visits for this service took place between 10/06/2026 and 12/06/2026

Service Information:

Operated by:	Plantos Ltd
Care Type:	Children's Day Care
Registered places:	74
Main language(s):	Welsh and 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	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children are extremely happy, settled and confident at this setting. They benefit from warm, responsive care and form positive relationships with staff and their friends. Their views, interests and choices are valued highly, helping them take ownership of their play and learning. Children enjoy rich and purposeful experiences which support their curiosity, independence and progress very well.

Staff provide exceptional care and support children's safety, health and development effectively. They know children well, respond sensitively to individual needs and create nurturing, child-led opportunities. Staff use positive interactions, clear routines and responsive support to help children build confidence, develop important skills and make very good progress.

The environment is safe, clean, organised and welcoming. Children access high-quality resources easily and use calm, inviting spaces that encourage exploration, challenge and independent play. Indoor and outdoor areas provide varied opportunities for children.

Leaders provide strong, well-organised management and promote an inclusive workplace where staff's wellbeing is prioritised. They maintain clear policies and robust staff development. Partnerships with parents and professionals are supportive and productive, and leaders act on feedback to improve practice, ensuring children experience consistent, high-quality care and positive outcomes.

Findings:

Well-being — Excellent

Children have a very strong voice and make highly effective choices about what they do. They move confidently between areas and select from a wide range of activities. Younger children communicate their preferences clearly, for example a baby pointing to where they want to go in the garden. Children's ideas strongly influence their play and are followed through with purpose. For example, children suggested building rockets but developed their own ideas and created campervans instead. They also initiate their own play experiences, such as mixing soil and water to make paint, showing a high level of ownership and control over their play.

Children feel very secure, settled and confident. They arrive happily and engage quickly in play, showing they are comfortable in the setting. Children demonstrate a strong sense of belonging and move through familiar routines with ease, such as washing hands before snack and after outdoor play. They are relaxed and confident in their environment and readily approach others, including visitors. Children show trust in their surroundings and seek reassurance when needed. Visual displays, including photographs of children and their families, further strengthen children's sense of identity and belonging.

Children interact exceptionally well with each other and build strong relationships. They play cooperatively, sharing ideas and working together for sustained periods of time during activities such as potion making. Children consistently show kindness and awareness of others, for example greeting a child on arrival or bringing items for their friends. They manage turn-taking with increasing confidence. Children follow expectations naturally, including helping to tidy and care for their shared environment.

Children show very high levels of engagement in their play and learning. They become deeply absorbed in activities and sustain their interest over extended periods, particularly during open-ended experiences such as outdoor play and mud painting. They concentrate well when completing activities such as jigsaws and threading beads and take pride in what they are doing. Children are highly motivated and continue their play outdoors even when the weather changes, independently collecting coats so they can carry on.

Children develop independence to a consistently high level. They confidently access resources from labelled storage, help themselves to drinks and manage personal care routines such as washing hands and using the toilet. Older children make purposeful choices about equipment and use it to extend their play. They demonstrate strong problem-solving and creative skills when mixing materials, balancing and adapting obstacle courses. Younger children also develop independence successfully, for example, by feeding themselves and confidently accessing toys. This demonstrates very strong progress for their age and stage of development.

Care & Development — Excellent

Staff provide consistently robust care that safeguards children and promotes their health and well-being to an exceptional standard. They demonstrate a secure and confident understanding of safeguarding responsibilities, including recording and reporting concerns and sharing outcomes appropriately. Staff utilise thorough systems for recording accidents, incidents and pre-existing injuries, which are monitored regularly, enabling staff to identify patterns. They implement highly effective hygiene practices, such as cleaning tables and highchairs before and after use and supporting children to wash their hands before meals. Staff manage children's health needs effectively, including maintaining detailed information about dietary requirements, allergies and individual feeding routines, and ensuring food is prepared and served safely. They consistently promote healthy lifestyles through regular access to outdoor play.

Staff interactions are consistently warm, responsive and highly effective in supporting children's emotional security. They engage well in children's play, sitting at children's level, joining activities sensitively and responding positively to children's ideas, such as following children's interests in music. Staff model kindness and respect through calm, encouraging language, frequently praising children with comments such as "*Da iawn*" and "*Good trying*," which supports children's confidence and self-esteem. Staff manage behaviour effectively using clear, age-appropriate guidance and positive strategies, helping children to take turns, share resources and resolve conflicts. For example, staff support children to negotiate turns during ball play and help children understand that others contributing to a shared activity are helping. Staff encourage children to manage their own behaviour and develop an understanding of fairness, as seen when children use language such as "*you have one, then I have one*" to organise turn taking. Staff provide clear boundaries and expectations, supporting children to follow routines such as tidying up and hanging paintings to dry. As a result, children respond positively, and the atmosphere across the setting remains calm, respectful and purposeful.

Staff promote children's play, learning and development through responsive, child-centred practice. They know children well and use this knowledge to plan effectively for individual needs, including displaying next steps, completing observations and using an electronic system to share progress with parents. Staff gather comprehensive information when children start and work closely with external professionals to support children with additional or emerging needs. They encourage children to explore, investigate and develop their own ideas through rich, open-ended experiences. Planning is highly responsive and reflects children's interests. Staff use questioning effectively to extend thinking and encourage children to explain their ideas, while allowing them to lead their play. This approach enables children to develop creativity, problem-solving skills and independence to an extremely high standard.

Environment — Good

Leaders ensure the environment is safe and secure for children. Access to the premises is controlled through an intercom system and staff follow secure collection procedures, with children escorted to the gate and released to authorised adults after verification. Leaders ensure risk assessments are in place for all areas of the premises which are reviewed regularly. Staff carry out daily safety checks before children use the environment and complete additional checks prior to outdoor play. Leaders have well established fire safety arrangements with a clear evacuation policy in place. Staff undertake regular fire drills and keep detailed records showing evacuation times and any issues identified which are then addressed. Leaders ensure relevant safety certificates are up to date, including electrical, gas and fire safety checks.

Leaders provide an environment that is generally suitable for children's needs and supports their play and learning. The setting offers extensive indoor and outdoor spaces, including large play gardens and areas designed for different age groups. However, some of the outdoor areas are not currently maintained to a consistently good standard. Children were observed engaging in a wide range of activities, such as imaginative play and construction, indicating that the environment supports varied experiences. The premises include dedicated toileting and nappy changing facilities away from play areas, and appropriate sleeping arrangements. The layout promotes children's independence, with resources stored in labelled boxes at child height. Older children are able to move freely between indoor and outdoor spaces and independently select resources.

Leaders ensure that resources and equipment are suitable, varied and support children's development. They provide a range of age-appropriate furniture and equipment across all rooms, including highchairs, low tables and chairs, and areas for quiet play and relaxation. Children access a wide range of resources, including open-ended materials such as water, soil, brushes and loose parts, which support imaginative and exploratory play. Outdoors, children used climbing equipment, trikes, tyres, tunnels and natural materials, and were observed confidently creating and adapting obstacle courses. Resources are generally clean and maintained appropriately by staff. Leaders also provide resources that promote equality and diversity, including multicultural dolls, books and displays reflecting different cultures and Welsh language provision. There are sufficient resources available to meet children's needs.

Leadership & Management — Good

Leaders provide strong and effective oversight of the service. They have established clear structures, policies and procedures that support the smooth day-to-day running of the setting. Leaders present a Statement of Purpose that is detailed and reflects the service well. They share their vision confidently and ensure staff understand the priorities for children's well-being. Leaders provide clear policies and procedures which are regularly reviewed.

Leaders use a range of systems to review practice and plan for improvement. They complete a quality of care review which identifies priorities across the service, including improvements to the outdoor environment. This process draws on feedback from a range of stakeholders, including children, parents, staff and external professionals, and reflects previous inspection findings and sector guidance. Leaders also use a variety of quality assurance tools and audits to support ongoing development.

Leaders generally manage staff and resources effectively to support children's care and well-being. Recruitment arrangements are robust and staff files contain the required regulatory information. Staff are appropriately qualified and there are systems in place for supervision, appraisal and ongoing training. Leaders hold regular staff meetings where key messages, including safeguarding, are reinforced. However, not all staff consistently understand or follow procedures, and this means that expectations are not always implemented in a consistent way across the setting. Working relationships between the people who run the setting and the staff team are strong and a culture of openness and honesty is encouraged. Staff report they are happy in their roles, feel supported by leaders and can request training to support their development.

Leaders maintain links with external professionals and engage with the wider community. They work in partnership with parents to support children's care and development. Staff keep parents well informed about the care the children receive through an electronic application. Parents we spoke to value their relationship with the setting and told us they always feel able to approach staff. They expressed very high levels of satisfaction with the care their children receive.

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 22 - Environment	Ensure all accessible outdoor areas are enhanced and maintained to maximise children's opportunities for outdoor play, exploration and learning.
Standard 14 - Organisation	Strengthen the implementation and monitoring of policies and procedures to ensure all staff understand and consistently apply the setting's expectations.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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