Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Buttercups Day Nursery

Buttercups Nursery, Unit C1, Lakeview Business Park Lamby Way, Cardiff, CF3 2EP

02921154285

www.buttercupsdaynurseryltd.co.uk

The inspection visit took place on 20/08/2026

Service Information:

Operated by:	Buttercups Day Nursery UK Ltd
Care Type:	Children's Day Care
Registered places:	80
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	Good
Care & Development	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, settled and confident in the nursery. They make choices throughout the day, build positive relationships with staff and peers, and enjoy a wide range of play and learning experiences. Children feel safe, valued and supported to develop their independence and confidence.

Staff place children's safety, health and wellbeing at the centre of their practice. They provide warm, nurturing care, promote positive interactions and know children well. Staff plan effectively, use observations to support individual progress and work closely with other professionals to help meet children's needs.

Leaders provide a safe, secure and welcoming environment. Children access good quality resources and benefit from a range of indoor and outdoor experiences that encourage exploration, creativity and independence. The environment supports children's learning, development and

sense of belonging.

Leaders manage the service well and maintain effective systems to support its operation. They review the quality of the service, support staff through supervision and professional development, and work closely with parents and other professionals. Positive partnerships contribute to children's wellbeing, care and learning, and parents speak highly of the service and the care their children receive.

Findings:

Well-being — Good

Children have a meaningful voice within the service and make choices throughout the day. Babies and older children communicate their needs and preferences through words, gestures and actions. For example, a baby reaches for their cup to indicate they would like a drink and staff provide this in response. Children choose between milk and water at snack times and communicate their preferences during daily routines. They move freely around the play environment and independently choose how they spend their time. Children select resources independently and engage in activities that reflect their interests, including imaginative play, creative experiences and construction activities.

Children feel safe, happy and valued. They form secure attachments with familiar adults and readily seek comfort, reassurance and support when needed. Children feel secure in their surroundings and settle well into daily routines. They demonstrate positive emotional well-being and are comfortable expressing their feelings and preferences.

Children interact well with their peers and the adults who care for them. They show appropriate social skills for their stage of development, including using polite language, following positive examples from adults and engaging cooperatively with others. Children greet familiar adults, follow one another during outdoor play, take turns using equipment and play alongside one another in imaginative games. They share their achievements and creations with others and engage confidently in conversations during play. Older children support younger children during play, for example by showing them how to use resources.

Children enjoy their play and learning experiences. They show interest in the opportunities available to them and remain engaged throughout the day. Children explore their environment confidently, share items they find interesting and become absorbed in their chosen activities. Children actively involve others in their play and appear relaxed, content and absorbed in their experiences.

Children develop skills that support their learning and independence. They feed themselves with support if required, help to pour drinks, tidy resources and push chairs under tables. However, independence could be further developed during mealtime routines, especially for younger children. Children select resources independently, move confidently between activities and participate in everyday routines. Older children willingly take responsibility for simple tasks and routines within the nursery.

Care & Development — Excellent

Staff place children's safety, health and wellbeing at the centre of their practice. They demonstrate strong safeguarding knowledge and understanding, supported by comprehensive policies, well-established reporting procedures and effective monitoring systems. Staff maintain detailed records of accidents, incidents and pre-existing injuries, which managers review regularly to identify any patterns. Staff implement highly effective procedures that promote children's health and safety throughout the day. They follow robust hygiene routines, supporting toileting, nappy changing and handwashing before meals. Leaders provide nutritious meals and snacks through carefully planned seasonal menus and staff manage dietary requirements exceptionally well. Staff communicate allergy information effectively between rooms, the office and kitchen and carry out thorough checks before serving food. They also maintain effective infection prevention measures, complete daily cleaning checks and carry out regular fire safety procedures, helping to ensure children remain safe, healthy and protected at all times.

Staff manage interactions exceptionally well and create a calm, nurturing and respectful atmosphere throughout the service. They build warm, meaningful relationships with children and respond sensitively to individual needs. Staff engage children in purposeful conversations throughout daily routines and play experiences, helping to extend communication and language development. They respond positively to babies' babbling by introducing language naturally through discussions about food and everyday experiences. Staff use praise exceptionally well to encourage participation, celebrate achievements and build confidence. They provide gentle guidance that promotes positive behaviour and social skills, encouraging children to use good manners and interact respectfully with others. Staff offer reassurance when children need comfort, patiently support developing skills and celebrate successes enthusiastically. This highly responsive approach creates a secure and emotionally nurturing environment where children feel valued and supported.

Staff promote children's play, learning and development effectively through responsive, child-centred practice. They use observations, assessments and key worker knowledge to identify next steps and support individual progress. Staff plan experiences around children's interests and choices, adapting opportunities to reflect current interests, for example, dinosaur-themed play. They actively participate in children's play and use skilful questioning and encouragement to extend learning, communication and problem-solving. For example, a member of staff effectively engaged a group of children in searching for a missing fire engine, encouraging participation and sustained engagement. Staff promote Welsh language development through the regular use of incidental Welsh including phrases such as '*da iawn*' and '*diolch*', to promote children's understanding and use of the Welsh language. They work effectively with health visitors and speech and language therapists to support individual needs.

Environment — Good

Leaders provide a safe, secure and well-kept environment for children. Staff complete daily safety checks throughout the setting and take an active role in maintaining safety by picking up resources and monitoring play areas during the day. They remain vigilant as children move between activities and ensure the environment stays suitable for play and learning. Staff provide opportunities for children to develop confidence, independence and physical skills through appropriately challenging play opportunities in the garden. They support babies to take manageable physical challenges and supervise children sensitively as they explore and learn. Leaders monitor access to the premises effectively through secure arrangements, helping to ensure children remain safe while attending the service. Leaders use regular infection control audits to inform cleaning practices, and staff maintain high standards of cleanliness throughout the setting.

Leaders provide an environment that suits children's ages and stages of development well. They organise dedicated areas for babies, toddlers and pre-school children to support individual needs and daily routines. This helps children access experiences that are appropriate for their stage of development and supports their daily care and learning. Leaders provide low tables and chairs that help children use the environment independently and move around their surroundings with confidence. Staff display photographs of children at work and play to celebrate children's experiences and promote a sense of belonging. They arrange spaces thoughtfully to support play, learning and relaxation, ensuring children have opportunities to engage in a variety of experiences throughout the day. Leaders also use bilingual signage to promote awareness of the Welsh language throughout the setting.

Leaders provide a range of good quality resources that support children's learning and development. They store resources at a low level and make them readily accessible, which enables children to make independent choices and direct their own play. Leaders provide some resources, including books and dolls, that help children learn about different cultures. However, opportunities for children to explore a broader range of backgrounds, cultures and life experiences are more limited. Children enjoy opportunities to be physically active outdoors and creative indoors, which supports a balanced range of experiences across the setting. Staff offer natural, open-ended and real-life materials that encourage children to explore, investigate, construct and use their imagination. These resources support curiosity and allow children to use materials in different ways during their play. As a result, children access resources that remain engaging, purposeful and relevant to their development.

Leadership & Management — Good

The service has clear arrangements in place to support its day-to-day operation. The statement of purpose provides families with an accurate overview of the nursery and the care it provides. Leaders maintain a suitable range of policies and procedures, including those relating to equal opportunities and confidentiality. Staff know about these policies and acknowledge them, which helps promote a consistent approach across the service. Leaders maintain key records appropriately, including children's records and contracts, complaints records, public liability insurance and Information Commissioner's Office registration. The person in charge keeps the responsible individual informed about the progress of the service.

The nursery uses a range of methods to gather views and review the quality of the service. Leaders seek feedback from children, parents and professionals through questionnaires, meetings, observations and discussions. Leaders use this information to produce a quality of care review that recognises strengths and identifies areas for development. Leaders make use of recognised quality tools and programmes when reviewing practice.

Staff receive effective support to carry out their roles. Leaders maintain staff files containing the required regulatory information and keep records of Disclosure and Barring Service update checks for staff. They provide regular supervision and annual appraisals, which give staff opportunities to reflect on their practice, discuss training needs and identify professional development opportunities. Leaders also record staff meetings and use them to share information and promote a consistent approach across the nursery. Together, these arrangements help staff understand their responsibilities and contribute to the smooth running of the service.

Partnership working is a strength of the service. Leaders communicate regularly with parents about their children's experiences and development. Parents provided highly positive feedback and described staff as warm, welcoming, friendly and supportive. They told us their children are happy attending the nursery and spoke positively about the support staff provide for individual needs, the activities available and the overall quality of care. Leaders also work closely with local schools, the early years inclusion team and other professionals. These partnerships help meet children's individual needs and support continuity in their care and learning.

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)
	No NMS Recommendations were identified at this inspection

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)
Provide more opportunities for younger children to practise independent skills during mealtimes.
Continue to develop resources and displays that help children learn about and value different backgrounds, cultures and life experiences.

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