

## Two Counties Creche CIC



The Old School, The Highway, Croesceiliog, Cwmbran, NP44 2HF



01633489966



[twocountiesnursery.co.uk](http://twocountiesnursery.co.uk)

The inspection visit took place on 11/03/2026

## Service Information:

Operated by:	Two Counties Creche CIC
Care Type:	Children's Day Care
Registered places:	39
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 feel safe, secure and content. They express themselves well and can make choices about their activities. Children share warm, trusting relationships with staff. They thoroughly enjoy their play experiences and make good progress.

Staff follow the setting's policies and procedures effectively to promote children's safety and well-being. They show kindness and care in their interactions, helping children feel valued and happy. Staff plan a range of fun and exciting play opportunities that reflect children's interests.

The environment is a safe and secure space for children to play and learn. Leaders and staff manage hazards effectively. The indoor and outdoor areas are utilised well to give children a good range of play opportunities.

Leaders are dedicated and committed to providing quality childcare. They have a good self-

evaluation procedure that supports improvement. Positive relationships are developed with parents and outside agencies which benefit the children.

## Findings:



### Well-being

Good

Children have a strong voice at the setting. They make choices about what to play with, where to play and how long to stay at each activity. Children are confident to express their ideas and opinions as they know staff listen to and value what they say. During snack time, older children confidently discussed their favourite fruits and chatted with staff about their home experiences. In the role play area, children created imaginative scenarios together and clearly felt comfortable expressing themselves.

Children are relaxed, settled and confident in their surroundings. For example, babies sought comfort and cuddles from staff with ease, sitting on their laps to look at books or enjoy action songs. Toddlers explored their environment freely, moving between activities such as coloured water play, painting and role play. Older children confidently shared their ideas during group story sessions, answered questions enthusiastically and chose from a wide range of activities that reflected their interests.

Children interact positively with one another and are developing social skills in line with their age and stage of development. They play happily together or alongside each other. For example, during water play, children supported one another by holding funnels, sharing jugs and helping pour water into containers. Children are developing lovely friendships, and show kindness, cooperation and enjoyment when playing together. They enjoy chatting with each other at mealtimes and listen and respond well to staff.

Children enjoy their play and learning. There is a good balance of free choice and adult led activities. We saw babies and toddlers delight in a printing activity using paint and loofahs. Older children used their imaginations during a junk modelling activity and proudly showed us their creations. Children learn effectively from fun and exciting opportunities and experiences which support their all-round development.

Children have many opportunities to develop their independence. They wash and dry their hands independently, help prepare and serve their own snack, and put toys away at tidy up time. Babies explore freely and choose toys and resources from low level shelving. Routines in place help children develop confidence, practical skills and a sense of belonging.



## Care & Development

Good

Staff promote children's safety and health effectively. Safeguarding practice has strengthened since the previous inspection. All staff have safeguarding training and follow procedures consistently. They are confident about their individual responsibility to report child protection concerns to children social services. Records relating to accidents, incidents and pre-existing injuries are detailed and reviewed regularly. These improvements provide assurance that children are kept safe. Staff implement good hygiene practices in relation to nappy changing and food preparation. They ensure children wash their hands before food and after using the toilet. The setting manages children's allergies effectively, and staff are informed about individual children who have specific dietary requirements. Staff have paediatric first aid training which enables them to manage accidents confidently.

Staff interact warmly and respectfully with children and create a calm, nurturing atmosphere. They are attentive to children's needs, offering comfort, reassurance and encouragement. This consistent approach supports children's emotional well-being and helps them feel secure. There is a behaviour management policy in place. However, the policy does not fully reflect staff practice and include information on how staff implement individual behaviour plans to support children if needed. Staff manage children's behaviour appropriately, using positive reinforcement and modelling gentle, respectful communication. They adapt their interactions depending on children's developmental needs, supporting turn-taking, sharing and emotional expression.

Staff know the children very well and support them to develop new skills. They promote children's learning and development effectively through a wide range of stimulating activities linked to their interests and developmental stages. Staff use observations to plan purposeful learning opportunities. For example, pre-school children engaged well with story sessions, creative activities and problem-solving tasks in the outdoor area. Toddlers explored sensory materials, music and imaginative play. Babies benefited from rich sensory experiences and warm one-to-one interactions. Staff keep development files for children which evidence children's progress during their time at the setting. They support children with additional learning needs appropriately and ensure they receive care which meets their individual requirements. We heard some staff use the Welsh language with children using simple phrases such as '*diolch*' and '*bore da*'.



## Environment

**Good**

Leaders ensure the environment is safe, secure and well maintained. Staff lock the entrance door, and parents and visitors cannot enter the site unless authorised by a member of staff. Leaders keep a written record of all visitors to the setting. The outdoor play area is secure, ensuring children cannot leave. A suitable range of risk assessments for all areas of the setting and some activities further support staff in keeping everyone safe. Required safety certificates are current, including gas and electrical. Staff undertake daily safety checks and are risk aware throughout the day and follow procedures to minimise hazards. Leaders and staff undertake regular fire drills to ensure all know how to evacuate safely in case of an emergency. Staff carry out daily and monthly cleaning duties and leaders employ cleaners to deep clean the setting each weekend.

Leaders have made improvements to ensure the environment provides children with stimulating, varied and safe spaces that support their play, learning and well-being. Rooms are thoughtfully set up to support children's choice and independence. The baby room includes soft furnishings and a range of age-appropriate resources that encourage early exploration; there is a separate cot room for babies to sleep. The toddler room provides opportunities for imaginative play, mark-making and construction. The pre-school role play area with many real-life items is very popular with children and we saw some rich imaginative play. There is a writing area with writing materials and set tasks for children to try. Thematic displays and photographs of children playing reflect their current interests. The outdoor environment offers children a range of fun and stimulating opportunities for play. Children access mud kitchens, construction resources, bikes, balancing equipment and natural materials. Resources and equipment encourage physical development, problem solving and imaginative play, enabling children to extend their play and develop new skills.

Resources across the setting are of good quality, well maintained and suitable for the range of ages attending. Leaders have invested in many new resources and adapted room layouts to improve learning opportunities. Throughout the setting, resources are stored within children's reach and furniture is child-sized, helping children play safely and independently.



## Leadership & Management

Good

Leadership at the setting is effective and has resulted in sustained improvements. Leaders demonstrate a clear understanding of the National Minimum Standards and relevant regulations. Since the previous inspection, they have strengthened record keeping, safeguarding systems and staff deployment procedures. Accurate registers and well-maintained documentation provide assurance that children are supervised safely throughout the day and child to staff ratios are always kept. Policies and procedures are comprehensive and reviewed regularly, although a small number require further information. For example, the lost and missing child and uncollected child policies do not state that Care Inspectorate Wales (CIW) and the local safeguarding board would be informed of any such events. There is a detailed statement of purpose which informs parents clearly about the care the setting offers. However, the document does not have the current postal address for CIW or outline how many flying start places are offered.

Self-evaluation processes are in place, and an annual Quality of Care report is completed. Leaders gather feedback from parents, staff, children and partner agencies which informs the report. The report recognises areas of strength and includes an action plan identifying areas to develop further. Leaders are keen to continually improve their setting and have met all recommendations and areas for improvement made at the last inspection. In addition, the setting has achieved highly commended in an early year's quality assurance scheme recognising their positive practice in nurture groups and outdoor environments.

Staff feel well supported. Supervision and appraisal records show meaningful discussions that focus on professional development and well-being. Leaders encourage reflective practice and create an open culture where staff can raise concerns and share ideas. Training opportunities, including adverse childhood experiences, block play, nutrition, family links and early years development, help staff keep up to date with current best practice. Newly qualified and less experienced staff have not yet accessed behaviour management training.

Partnerships with parents are positive and based on open communication. Records show that leaders respond appropriately to concerns, follow correct procedures and provide updates to families. Parents are informed about children's progress and involved in discussions about development and routines.

## 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)
Increase the use of incidental Welsh language.
Update the behaviour management policy to reflect the use of individual behaviour plans and ensure staff access behaviour management training.
Update the lost/missing child and uncollected child policies to include information about notifying safeguarding and CIW of any such events.
Update the statement of purpose to reflect the number of flying start places offered and up to date address for CIW.

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