Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Twinkle Tots

Twinkle Tots, Old Garnlydan Primary School, Commonwealth Road, Garnlydan, NP23 5ER

01495369731

N/A

The inspection visits for this service took place between 24/09/2026 and 06/10/2026

Service Information:

Operated by:	Blaenau Gwent County Borough Council Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	28
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 promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

Summary:

Children thoroughly enjoy their time at the setting. They have a strong voice, and they are curious learners. They consistently make choices about what they do and how they spend their time at the setting whilst engaging in purposeful play-based activities. They form very positive relationships with their friends and staff, and they experience varied play and activities.

Staff provide a very warm and nurturing child-centred setting. They have an excellent understanding of children's individual needs and development. Staff have formed excellent caring and warm relationships with the children. They are well informed about current developments in childcare and use this knowledge, together with their skills and caring approach to enhance outcomes for children.

Staff care for children in a well thought out environment which is spacious, clean and secure. The play areas are extremely welcoming and friendly and provide a rich environment for play and learning. There are extensive indoor and outdoor play spaces that facilitate and meet the needs of the children. Staff are extremely skilful at identifying any unnecessary risks to children and eliminate them as much as possible.

People who run the setting have an excellent vision and sense of purpose which sustains improvements and promotes strong outcomes for children. They comply with all regulations and

exceed the National Minimum Standards. People who run the setting value staff and provide effective and regular support, ensuring they receive excellent developmental opportunities and supervision. People who run the setting have good partnerships with parents who speak very highly of the setting and staff.

Findings:

Well-being — Excellent

Children are confident when making their own choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon. They express themselves confidently and know they will be listened to. For example, a child asked a member of staff if they could brush their teeth after they had eaten their snack, and the member of staff acknowledged this and invited them to sit at the table with their brush. Throughout the session children move freely between the main playroom and the outdoor area and play with activities that interest them. For example, some children chose to stay indoors and play in the role play area while others chose to play outside with the sand.

Children are very happy, settled and relaxed and obviously enjoy attending the setting. They settle quickly and cope well with separation from their parents. Children benefit from consistent staff who know them very well. They join in with activities and greet each other with smiles and hugs. Children benefit from very strong bonds of affection with each other and staff. We saw how children's faces lit up when chatting to staff and when they joined them in their play. Children receive lots of attention from staff and they interact extremely well with them. Children are familiar with the routines and the environment. For example, they know that they sit at the table ready for snack once they have washed their hands. They clearly have a strong sense of belonging, forming strong relationships and making friends.

Children learn how to play together, share, and make friends at the setting. Interactions are consistently good; they arrive at the setting excited, and their behaviour is very good. Children confidently approached us and were happy to tell us about their play. They interact positively with staff and with each other. The children were excited to show us and staff what they were playing with and what they had created and smiled when they were praised. Staff interactions support children's sense of achievement and high self-esteem.

Children are extremely motivated and engaged in their play and learning. For example, they responded enthusiastically during song time. Children enjoy interesting and stimulating opportunities. They move independently between tasks to the different defined areas within the room. Children make their own choices and staff welcome them when they want to join an activity. They take part in activities confidently and feel a sense of achievement. Children are excited to talk about what they have been doing.

Children enjoy a wide variety of purposeful activities as well as the resources on offer, which are suitable for their age and stage of development. They have many free play opportunities as well as directed activities. Children have extensive opportunities to develop their independence skills, enabling them to do things for themselves successfully. For example, they wash their hands and pour their own drinks independently, with support available it needed. Children make excellent

progress and are confident to try new activities.

Care & Development — Excellent

Staff have an excellent understanding of their roles and their duty to keep children safe and healthy. They fully understand and consistently implement their policies, promoting healthy lifestyles, physical activities, and wellbeing. Staff have up to date safeguarding training and have a clear understanding of their responsibilities in keeping children safe. They are confident in knowing how to report any concerns to the relevant people and authorities. They have a strong knowledge of children's allergies, dietary requirements, and health needs. Staff confidently and thoroughly record pre-existing injuries, accidents and incidents. They keep up to date and accurate registers of children's attendance. Staff prepare and provide healthy snacks and ensure children wash their hands before sitting down to eat.

Staff carry out regular cleaning and follow good hygiene procedures; for example, in preparation for snack time, staff ensure that they wear the appropriate Personal Protective Equipment (PPE) and wipe down the table in readiness for children to sit. They work effectively to keep children safe; frequently moving around the setting interacting with children or supporting them.

Staff create extremely positive relationships with children. Their interactions are consistently engaging, demonstrating warmth and kindness; they respect and listen to children's views. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting "*please*" and "*thank you*" when appropriate and sitting with them at snack time to support their social skills. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They speak softly to the children and use positive reinforcement as well as stickers. Staff have recently attended training which gives them an awareness of children's backgrounds and personal circumstances and ensures that they are knowledgeable in adapting their communication to each individual child. Their awareness of trauma informed practice means they interact with children in an exceptionally sensitive way.

Staff ensure children are at the heart of what they do. They consider children's likes, dislike and interests when planning activities; supporting their choices and allowing them endless opportunities to explore and experiment by following their own interests. Staff make observations of children during activities to help them develop. They are committed to providing and planning a wide range of play and learning activities, which ensures they successfully follow the children's lead. Staff support and provide for children with additional learning needs. They effectively use language that is appropriate for each child's individual needs and stage of development. Staff use of the Welsh language is excellent. We heard staff use a wide range of incidental Welsh used throughout the session including songs and phrases.

Environment — Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and extremely well maintained indoors and outdoors. There is plenty of room for children to play and learn with free flow supported between the indoor and outdoor spaces. People who run the setting effectively organise consistent cleaning routines that reflect good hygiene practices. They have appropriate infection control practices which successfully minimise the risk to children's health and safety. The door from the main playroom to the corridor is kept locked at all times with fob access required to gain entry into the room. Staff and visitors sign in and out of the setting with times recorded. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. They complete comprehensive risk assessments that cover all aspects of the environment, which they regularly review and take appropriate action if needed. Fire drills are practised frequently, and people who run the setting maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency.

The premises are light and airy, very welcoming, and accessible to all. People who run the setting use the space effectively, both indoors and outdoors. They ensure the environment meets children's needs and helps to build their confidence by ensuring they can move around freely and explore. The door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play. People who run the setting support the children to use the outside area frequently. They care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently. People who run the setting extend children's knowledge and development by offering a wide range of resources and interesting spaces which challenge and consistently stimulate their curiosity and interest. The outside, enclosed area provides a very large area for children to explore a variety of outdoor play experiences, which includes a sand area, forestry area and a large space to run and ride bikes and scooters.

People who run the setting ensure the environment is natural, warm and provides real life experiences to children. Children access an excellent variety of authentic resources and equipment. They provide high quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their snacks. The toilets and hand basins are child sized and support children to develop their independence skills.

Leadership & Management — Excellent

Leadership and management of the service is excellent. People who run the setting have an excellent vision that they communicate successfully to their staff creating a very positive ethos. They ensure the setting achieves very high standards, delivers high quality childcare and provides learning and development opportunities for children and staff. They maintain and share an up-to-date, informative statement of purpose that accurately reflects the service provided. They have a comprehensive set of policies that are reviewed annually. People who run the setting ensure they collect, record and monitor the required information. We looked at a sample of records including registers, staff files, children's records and accident forms, which were all well maintained to a very high standard.

People who run the setting complete a thorough quality of care review each year and consider the views of staff, parents, children and outside agencies. The review highlights their strengths and areas of improvement.

People who run the setting follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Regular meaningful supervisions and annual appraisals are integral to their practice and drive improvement. The key worker system enables children to settle with familiar staff who understand their individual needs. Staff told us that they feel very well supported by the setting leader and the higher management team and they are very happy in their work. People who run the setting deploy staff effectively to ensure they meet staffing ratios and children's needs fully.

People who run the setting ensure all communication with parents is valuable and promotes positive outcomes for children. Parents said they are extremely happy with the setting and feel staff support and care about them as well as their children. People who run the setting have positive links with a wide range of professionals and the community. They ensure when there are concerns about children's progress or development that there are clear and effective procedures in place for sharing information. Transitions in and out of the setting are strong. Prior to starting at the setting, staff work closely with the health visitor and relevant professionals to share information. In preparation for transition to school, meetings are held with local schools to share information relevant to the children moving on. This supports successful transitions and promotes positive outcomes for children.

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

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