

Gibbonsdown Children's Centre Limited



Jubilee Hall, Ramsey Road, Gibbonsdown, Barry, CF62 9DF



01446732692

The inspection visit took place on 22/10/2025

Service Information:

Operated by: Gibbonsdown Childrens Centre Ltd

Care Type: Children's Day Care

Registered places: 54

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

Good



Environment

Good



Leadership & Management

Good

Summary:

Children settle well and enjoy their time at the setting. Their opinions and interests are highly valued. Children receive a variety of interesting play opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form strong relationships with staff. They are developing their independence well.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children well and ensure they provide care that meets individual children's varying needs.

The environment is clean, safe, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning and is very attractive and accessible to children. A good range of indoor and outdoor resources promote children's learning and all-round development. Leaders are committed to providing safe, high quality affordable childcare that achieves the best

outcomes for children. They regularly review the care they provide. Staff are well-qualified, and relevant checks have been carried out to ensure they are suitable to work with children. Leaders have established good partnerships with parents who speak highly of the setting and the care their children receive.

Findings:



Well-being

Good

Children can make many choices at the setting. They move easily between the various inviting areas, transporting toys and resources to support their play. When the doors are open, they can choose to play inside or out. Children at varying stages of speech and language development express themselves confidently as they know their wants and needs are considered. For example, some children indicate that they want to join their friends in the hall and are responded to swiftly. Nearly all children chat happily to staff as they play and learn, knowing that staff listen to them and value what they say. Children's views and interests are considered when planning activities. For example, pumpkins are added to the vegetable cutting area following some children talking about their visits to a pumpkin patch at the weekend.

Children are happy, settled and cope well with separation from their parents. They form good bonds of affection and feel secure with staff who are kind, gentle, warm and know them well. Children greet staff by name and go to them for reassuring cuddles when they need them. They eagerly invite them into their play. For example, we saw children make an imaginary breakfast for staff in the home corner. Children are familiar with the routines of the setting, which they enjoy, and this adds to their sense of safety and belonging. For example, children eagerly sit down ready for story time.

Children play happily alongside each other or together, and are beginning to form friendships, in line with their age and stage of development. They are learning to co-operate, take turns and share with support from staff. Children sit calmly at the table at meals and enjoy chatting to their friends. They were happy to chat with us and were polite and welcoming.

Children enjoy their play and learning and concentrate for suitable amounts of time. They confidently engage with a variety of toys and activities. For example, we saw some children absorbed in their play outdoors, moving logs and stones searching for mini-beasts, whilst others gained a sense of achievement as they chopped vegetables successfully. Others enjoyed imaginative play in the home corner.

Children have good opportunities to develop their independence skills. We saw children using crockery and glass safely at snack time and being encouraged to pour their own milk. They are supported to develop their independence when toileting and washing their hands.



Care & Development

Good

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding issues, and the setting's procedures for recording concerns and making referrals. Staff work very well as a team to safeguard children. However, not all staff were clear on their own duty to report concerns to Social Services if the Designated Safeguarding Person were not to take action. Staff keep written records of safeguarding issues observed at the setting and any referrals made to the local authority safeguarding team. However, these did not always include full details of all outcomes and actions taken. Staff record accidents, incidents and pre-existing injuries well, and leaders monitor these records informally. There was not a formal monitoring system in place, although leaders began to develop a system for this during the course of the inspection. Staff promote health and hygiene at the setting. For example, we saw them encouraging and supporting children to wash their hands before food and encouraging healthy eating at snack time. The cook at the setting prepares fresh, tasty, homemade food daily, which we saw children eat with enjoyment. She ensures that children have opportunities to try a wide range of foods and flavours through using a seasonal healthy menu plan. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Information relating to children's allergies and medical conditions is shared and accessible to all staff.

Staff are consistently very warm, patient and kind in their interactions with the children. Their responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. Many staff are experienced and have a good understanding of children's development, varying needs and how these can impact on behaviour. They are observant about when children need support and intervene appropriately. For example, we saw staff support children to resolve a disagreement about resources and swiftly intervene to ensure children managed knives safely at the vegetable cutting area. Staff are good role models and use plenty of praise and encouragement.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps staff to plan activities that support children's continued learning and development. A good variety of activities and many opportunities for free play allow children to follow their own interests, which motivates them to learn. Staff naturally promote children's learning as they play. For example, we heard a staff member chatting with a child about animals as they played in the farm area. Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Children with additional learning needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children. The use of incidental Welsh is strong at the setting.



Environment

Good

Leaders ensure that the environment is safe and secure. Staff allow only authorised access to the setting and ensure that a record of all visitors is maintained. Leaders have systems in place to check that routine safety checks for the building are undertaken, and certificates are up to date. Useful risk assessments for nearly all areas and activities are in place and are followed by staff. They are updated and modified as situations change, or new risks emerge. Staff complete daily safety checks of the environment to identify and where possible, eliminate any risks to children's safety. Fire drill practices are undertaken from time to time to ensure staff and children present are aware of how to leave the building safely. However, not all children have had the opportunity to take part in an evacuation practice.

Leaders have created an indoor environment that is very welcoming and child friendly and provides ample space for children to play and learn. Staff organise the setting to provide interesting opportunities to stimulate children's curiosity, imagination, and development. For example, areas such as the 'home corner' and various activity tables are set up attractively and invite children to play. Toys and activities are at children's height enabling them to access what they want to play with freely. Leaders regularly consider how the children are using the space and resources and alter the environment when required to suit their needs. When the door to the garden is opened, children can access a varied, and attractive space to play and learn. Toilets and nappy changing facilities are clean, organised, and suitable in number.

Leaders provide a large quantity of high-quality toys and play resources, which support children's development and choice. There is a mix of natural and man-made materials with many attractive wooden resources. There are opportunities throughout the setting for children to practice literacy skills, and a selection of books. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition. Leaders and staff further expand the children's learning environment by arranging enjoyable and beneficial trips to other places. For example, in the past year children have had opportunities to visit a local seaside area and also to visit horses, expanding their knowledge and experience of the world.



Leadership & Management

Good

Leaders and staff have a clear vision to provide safe, high quality, affordable childcare that achieves the best outcomes for children. They work hard to create a warm, friendly and relaxed setting where children feel welcome and at home. Leaders organise the setting suitably and ensure there are systems in place to ensure the safe running of the setting. For example, insurances are up to date and there are well established systems to monitor and record children's sleep and nappy changing. Following discussions at the inspection, leaders designed a system to monitor the care of children who become unwell at the setting with a raised temperature. There is an up to date statement of purpose in place and leaders make the required notifications to Care inspectorate Wales (CIW).

Leaders seek ways to improve on the care they offer. For example, they secured grant funding to improve the outdoor facilities. They produce a quality of care review annually which is effective and identifies areas of strengths, as well as areas to develop. Leaders also benefit from the support and advice of Flying Start professionals. They have engaged fully in the inspection, acting swiftly on suggestions as part of their improvement process.

Leaders ensure that staff's Disclosure and Barring Service checks (DBS) are current, and the update service is checked regularly. Staff files contain evidence to show that all required checks have been carried out in a timely manner to ensure staff are suitable to work with children. Leaders ensure that tasks within the setting are shared between staff, with each staff member being aware of their roles for the week through clearly displayed rotas.

Leaders and staff work hard to develop positive relationships and strengthen links with parents and carers. For example, they organise stay and play events to build links with families and display attractive information and updates about the setting in their reception area. Parents spoke highly of the setting, how it supported their children's development and how relaxed both they and their children felt with the staff. Leaders have developed good working relationships with other professionals and agencies and have achieved various awards. For example, the Gold Standard Healthy Snack award.

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 20 - Child protection	Ensure information regarding safeguarding procedures is easily accessible and clear to all staff, and that records of all actions and outcomes are kept on file.
Standard 24 - Safety	Increase the frequency of fire drills to ensure all children have an opportunity to take part in evacuation practices.

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)
Ensure the new formal systems for monitoring accidents, incidents and pre-existing injuries becomes embedded in practice.

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