Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Nightingales Pre School

15 Albert Crescent, Penarth, CF64 1DA

02920 701074

NIGHTINGALES NURSERY . CO.UK

Date(s) of inspection visit(s): 11/07/2025, 18/07/2025

Service Information:

Operated by:	Nightingales Pre School Ltd
Care Type:	Children's Day Care
Registered places:	46
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Adequate

Summary:

Children make purposeful choices and confidently express themselves. They feel safe, settled and form strong emotional bonds with staff. Children enjoy meaningful play, show kindness to others and develop positive relationships. They engage well in activities, build independence through routines and benefit from a supportive, well-organised learning environment.

Staff keep children safe, healthy and happy. They promote independence through routines like handwashing and self-serving at mealtimes. Children enjoy nutritious meals and regular outdoor play. Staff know children well, respond warmly to their needs and support learning through engaging, child-led activities. They create a nurturing, inclusive and stimulating environment.

The environment is safe, secure and well maintained. Indoor and outdoor spaces are well organised and promote play, learning and independence. Resources are age-appropriate and inclusive. Leaders monitor safety effectively, and staff support children's wellbeing through

thoughtful use of space, equipment and routines that meet their developmental needs.

Leadership is adequate and meets acceptable standards. The statement of purpose is clear, and most policies support daily operations. However, not all policies are consistently followed, which affects outcomes for children. Partnerships with parents are strong, and communication helps children feel supported.

Findings:

Well-being — Good

Children's voice is strong and used well across the setting. They make purposeful choices and confidently express their needs. Babies choose to sit with staff and play with wooden dinosaurs. Older children dress teddies, play with cars and take part in craft activities. Outdoors, children ride trikes, dig in the garden and explore freely. They ask for more food and non-verbal children point to items they want. Staff respond effectively, supporting children's choices. At snack time, children choose their fruit and return for more.

Children settle well and follow familiar routines. They wash hands before lunch and line up after tidying the garden. They join in circle time and concentrate on stories. When upset, children seek comfort from staff, who respond with warmth and reassurance. For example, a child told staff they felt sad and was comforted with a cuddle. Children show strong emotional attachments and respond positively to the environment. These experiences support a consistently good sense of safety and belonging.

Children interact in consistently good and purposeful ways. They show strong awareness of others' feelings and respond with kindness. For example, one child returned a spade to a peer who had thrown it aside. Children co-operate, share and take turns effectively. We saw a child persuaded by a friend to share a fire truck, showing positive peer influence. Children's behaviour is managed well, and their interactions promote emotional understanding.

Children show strong enjoyment in their play and learning. They concentrate for long periods and engage in purposeful, worthwhile activities. We saw children take part in a shape hunt, explore bugs in the garden and create patterns. These experiences are consistently good and used well to support learning. Children choose freely but often prefer adult-led tasks, showing positive relationships with staff. They confidently share their play, asking for help and showing dressing-up clothes. Circle time is effective and beneficial, with even the youngest children listening attentively.

Children develop strong independence skills through consistently good routines. They wash hands, tidy toys and access resources with ease. We saw children serve themselves food and explore the garden confidently. Staff support younger children effectively, while older ones act independently under supervision. Children know where to find toys and ask if they need help. They show positive attitudes and growing confidence in managing tasks. Opportunities to practise independence are beneficial and used well, helping children become successful learners.

Care & Development — Good

Staff follow clear and consistent procedures to promote children's safety and wellbeing. They encourage handwashing before meals and use individual cloths for each child after eating. Staff wear aprons during food preparation and support children to serve themselves, helping them develop independence and confidence. Meals are homemade using fresh, locally sourced ingredients. Children enjoy a variety of nutritious options. Staff check if children want more and record what they eat to share with parents. Staff understand and consistently follow clear allergy procedures. Outdoor play is a regular part of the day and takes place in shaded areas, supporting children's physical health and wellbeing. Staff ensure children wear sunhats and apply sun cream when needed. They supervise closely and encourage active play, helping children build strength and coordination. Staff have strong safeguarding knowledge and confidently follow procedures. They understand their responsibilities and know how to report concerns. Staff complete registers, and accident and incident forms accurately. Leaders have agreed to review medication records to ensure all required information is recorded. Leaders review records monthly to identify patterns and take action where necessary. This creates a safe and secure environment for children.

Staff know children well and respond to individual needs with care and sensitivity. They offer quiet time or space when children need it. We saw a child comforted after hurting their ankle, showing strong emotional support. Staff sit with children at mealtimes, creating a sociable and relaxed atmosphere. They promote children's development through purposeful and engaging interactions. Staff join in play, ask open-ended questions and encourage children to explore their ideas. Behaviour is managed calmly and consistently. Staff praise good behaviour and use stickers to celebrate achievements, boosting children's self-esteem. Staff use gentle reminders and show warmth and patience. Their role modelling is strong and helps children learn how to treat others with kindness and respect.

Staff plan activities that support development and reflect children's interests. Babies enjoy sensory water play, while older children take part in shape hunts and gardening activities. Staff support outdoor learning well, discussing planting, and counting objects when using stencils to paint with water. These activities help children develop curiosity and creativity. Staff evaluate activities and use observations to track progress and plan next steps. They support children with additional learning needs effectively, using tailored resources and positive interactions. Staff use Welsh naturally, singing and naming colours and shapes during play.

Environment — Good

Leaders ensure the environment is safe, secure and well maintained. Access to the premises is controlled through a locked gate and intercom system. Staff monitor entry and only allow access to authorised individuals. Outdoor areas are fully enclosed and used effectively to support safe and active play. Staff demonstrate good risk awareness, such as moving equipment to prevent tripping hazards and ensuring clear walkways. Daily safety checks are completed, and fire drills are carried out regularly. However, detailed records of fire drills are not always completed. Safety certificates for gas, electrical and fire equipment are in place and up to date. Risk assessments are used consistently across the setting. Vehicle documentation is current and suitable for business use. Food hygiene procedures are followed, and kitchen areas are clean and well organised.

Leaders provide a purposeful and welcoming environment that supports children's play, learning and development. The nursery is based in a spacious Victorian house with secure, split-level outdoor areas. Indoors, rooms are well organised with labelled resources, child-sized furniture and colourful displays. These features help children feel settled and promote a strong sense of belonging. Safety gates and sleep rooms offer comfort and protection, particularly for younger children. The baby room includes a milk steriliser, soft toys and sensory materials, encouraging exploration and supporting physical development. Staff maintain privacy during nappy changes and record sleep checks clearly and consistently. Outdoor areas are well equipped with trikes, scooters and a climbing frame. These are used effectively to promote physical activity and coordination.

Leaders ensure the quality of resources and equipment through good planning and oversight. Children access a wide range of age-appropriate furniture and materials, including highchairs, cots, low-level tables and child-sized toilets. Resources are varied and used well to support play, learning and independence. Staff follow a clear procedure for maintaining equipment, and most items appear clean, safe and in good condition. Resources are inclusive and support children with additional learning needs. Staff adapt materials where necessary to ensure all children can take part fully in activities.

Leadership & Management — Adequate

Leadership at the setting is reasonable and meets acceptable standards. The statement of purpose provides a clear and accurate overview of the service. Most policies are suitable and support the day-to-day running of the setting. However, not all policies reflect current and relevant legislation. Leaders have appropriate procedures in place to guide staff practice. However, outcomes for children require improvement because leaders do not ensure all staff understand and follow procedures and we expect the provider to make improvements. Leaders maintain sufficient records, and children's documentation is sound. Insurance is valid and up to date.

Leaders complete an annual Quality of Care review, which includes feedback from parents and children. This helps to capture some views of those using the service. However, staff are not consulted as part of the review process and the review does not clearly identify or prioritise areas for development. This limits its effectiveness as a tool for driving improvement and planning for the future.

Management of staff and resources is reasonable but inconsistent. Staff files viewed contain the necessary information to meet regulatory requirements. However, supervision and appraisal records lack detail and do not support staff development effectively. These records do not identify training needs or provide opportunities for staff to reflect on their practice. This limits the setting's ability to improve outcomes for children through continuous professional development.

Partnerships with parents are sound and support children's wellbeing and development in a positive way. Leaders maintain regular communication with families through verbal feedback, daily diaries and monthly newsletters. Staff also share updates and examples of children's activities via social media, with valid parental consent. Parents speak warmly about the care their children receive. Feedback highlights strong relationships with staff and consistent information sharing. These partnerships help children feel secure, valued and well supported.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Children are at risk of cross infection because the Responsible Individual has not ensured that staff follow hygiene procedures consistently.	11/07/25

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 11 - Medication	Review medication records to ensure all required information is recorded.
Standard 13 (Day Care) - Suitable Person	Provide staff with regular, meaningful opportunities during one-to-one supervision to reflect on the quality of their practice and raise any safeguarding concerns.
Standard 18 - Quality assurance	Use the quality of care review to identify and prioritise improvements in order to improve outcomes for people using the service ensuring the views of children and their parents, staff and other practitioners/professionals are taken into account.

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)
Maintain detailed records of fire drills including the number of children and staff taking part.
Review policies and procedures to ensure they reflect current and relevant legislation and are implemented and embedded in practice.

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