Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bright Beginnings Nursery

St David`s Church Hall, Florence Street, Porthcawl, CF36 3PF

01656773864

http://www.bright-beginnings.biz/

The inspection visits for this service took place between 30/01/2026 and 09/02/2026

Service Information:

Operated by:	Sandra Long
Care Type:	Children's Day Care
Registered places:	48
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	Adequate
Leadership & Management	Good

Summary:

Children have many opportunities to express themselves at the service. They know staff will respond to their needs, preferences, and feelings and this gives them the reassurances they need to build good relationships with the staff and peers. They have good opportunities to develop their independence skills and follow their own interests.

Staff ensure children are safe and healthy. They are caring and responsive to children's needs and create a positive ethos whereby children feel valued. They act as good role models and encourage positive behaviour so that children learn to interact well and play happily together.

In the main, leaders ensure the environment is safe and secure. They ensure the premises are well maintained and risk assessment processes have been reviewed. Staff set up resources so children access a variety of play experiences that capture their interests. Leaders ensure children can relax, play, and develop their independence in both the indoor and outdoor environment.

Leaders are committed to operate a service which provides good quality care to children. There is an appropriate range of policies and procedures in place to employ and support staff. The recently appointed person in charge is in the process of reviewing and auditing documentation and records. Staff report feeling well supported and there are established effective partnerships with parents.

Findings:

Well-being — Good

Children are confident to express themselves and make their needs and feelings known. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely between different activities and choose whether to join in any adult led activities. Children engage positively in the sleep routine, moving to the designated area when they are ready and settling quickly with appropriate support from staff. Those children that do not want to sleep are able to continue with their play.

Children are settled and happy. They enter the setting happily and seek out their chosen activity. They are learning to form positive relationships with the staff and other children. A child greeted a 'friend' enthusiastically as they arrived after school, chatting with them and waiting for them to eat their lunch before playing happily together. Children seek comfort and reassurance from staff if they are upset, knowing they will receive the attention they need. For example, when a child became unsettled the staff member spoke gently with them and listened to the child's reasoning. Soon the child was reassured and went back to play.

Children interact very positively with staff and other children. They co-operate well for their age and are actively interested and engaged in the play opportunities available to them. Children have a sense of belonging and are beginning to form friendships with each other. They are learning to share resources when playing together such as rolling cars down a ramp. Children are developing listening skills and follow instructions. For example, children line up nicely when moving from inside to outside. Children play together in the mud kitchen, collecting natural resources in the garden to make food for the foxes.

Children are motivated and engaged in their play and learning. They confidently participate in self-directed activities. During a circle time, children listen attentively to their chosen story, asking questions as the staff read it to them. Children in the home area make tea and offer it to their friends and staff. Outside, a group of children seek out natural resources to make food for animals in the mud kitchen.

Children have worthwhile opportunities to develop their skills and independence in line with their age and stage of development. This enables them to do most things for themselves successfully, for example, older children self-serve at mealtimes, wash their hands, help to identify their coats and access toys. They are learning to become independent when using the toilet, with varying degrees of support. Younger children make good attempts at feeding themselves. Children gain a sense of achievement from what they do and are proud of themselves.

Care & Development — Good

Staff understand their responsibilities to keep children safe and healthy and implement the settings procedures appropriately. They know the safeguarding procedures well and what their responsibilities are in reporting any child protection concerns they may identify. They are proactive in promoting children's health, hygiene and encouraging children to develop healthy lifestyle habits. During snack staff spoke about healthy foods with the children and encouraged them to drink water or milk. They understand the allergy procedures and know children's specific dietary needs. Staff follow procedures such as sleep and accident reporting well and they maintain accident and incident records appropriately. They undertake cleaning and hygiene procedures effectively and encourage children to wash their hands regularly. Leaders are reviewing the toileting procedure to minimise disruption to children's play. Staff accurately record the arrival and departure times of children and staff and registers show that the recommended staff to child ratio is maintained.

Staff follow the behaviour management policy and know the children well, implementing strategies according to the children's age and understanding. They are clear in their expectations of behaviour, providing children with consistent boundaries and messages. Staff use positive reinforcement as they deal with minor disagreements such as over a toy. They encourage children to wait their turn and to be kind to their friends. Staff are positive role models, treating children with kindness and care. They praise children for their efforts and accomplishments which promotes their confidence and self-esteem, *"Good job! Di Iawn!"* They encourage the children to say *"Please"* and *"Thank you"* and engage with them in a warm and nurturing way.

Staff support children's learning well by planning and providing appropriate activities for them. They assess children's progress frequently and monitor their learning and development using appropriate records. These help them set up the environment so children can follow their interests. Staff have built good relationships with parents and other services so that they can seek appropriate support if children may be presenting with any emerging additional needs. Staff use basic Welsh words during songs and greetings and celebrate the Welsh culture and other cultural festivals as they arise. They recognise the importance of children's physical development through being outdoors and regularly take the children into the outdoor play area.

Environment — Adequate

Leaders provide a suitable environment to meet the needs of the children attending. Staff implement safety procedures that ensure the areas used by children are secure. For example, all entrances are locked and visitors sign in and are accounted for. Leaders liaise with the owners of the premises to ensure it is maintained appropriately, and systems such as gas and electric are serviced regularly. Leaders have a range of useful risk assessments in place to minimise risks in the environment and many activities are also risk assessed. Staff complete daily checklists and visual assessments to help identify emerging risks. However, this process has not always successfully identified all risks. For example, the pipes leading to the radiators were extremely hot and posed a risk to children. Leaders took immediate action to minimise the risk and the pipes were covered promptly. We have therefore, not issued a Priority Action Notice, but noted an Area for Improvement to make the risk assessment process more robust. As a result of this inspection, the risk assessment process has been reviewed and further areas have been included in written risk assessments, such as the school run. These matters will be followed up at the next inspection. Staff carry out regular fire evacuation drills in line with their procedures, and this ensures that everyone knows what to do to evacuate the building quickly and safely.

Staff organise the environment so that they appropriately support children's play, learning and development. They are further considering the use of some areas to maximise the effectiveness of the play environment. Leaders have plans in place for times when not all play areas are available as other groups use one room occasionally. Children use suitable furniture and equipment, most of which support's children's independence. Staff support children to use the toilet facilities that are located near each playroom. They also provide portable handwashing units where children can wash their hands between activities. Children access sleep areas that are set up after lunch for those that need it. Staff ensure that there are plenty of opportunities for children to continue to play if they do not sleep. All areas are clean and organised. Children benefit from areas that are well resourced and organised and where they can relax and undertake quieter activities, such as looking at books and listening to stories. The outside area is secure, spacious, and stimulating for the children, with many opportunities to explore the natural environment. It has equipment to promote children's physical activity and development. Leaders told us that they have plans to further develop the outside area, for example, so that very young children can use it easily.

Leaders ensure that furniture, equipment and toys are suitable and appropriate for children. There is a basic selection of multi-cultural toys and books available for the children to use. This helps to reflect the wider society in which we live and promotes diversity and equality. Staff have a procedure in place that ensures that any real-life items are suitable for children. Leaders are further considering how to safely introduce use of natural and real-life resources, to enhance children's play. Staff implement robust cleaning procedures to ensure good hygiene standards.

Leadership & Management — Good

Leaders are committed to providing a quality service and respond positively to recommendations for improvement. There is a clear statement of purpose which provides parents with the relevant information about the setting, so they can make an informed choice. Leaders provide staff with a beneficial range of policies, procedures, and documentation to support the operation of the setting. However, a few policies required updating in line with changes to recent legislation and practice, such as the additional learning needs and medication policies. Leaders updated these during the inspection process. The person in charge on a day-to-day basis is relatively new to the setting and is in the process of carrying out an audit of policies, procedures and documentation.

Leaders have appropriate self-evaluation procedures in place. They conduct an annual review of the service they provide, consulting with parents, staff, children, and professionals. Leaders include a summary of their findings in the completed report. Leaders submit their Self-Assessment of Service Statement (SASS) when requested by Care Inspectorate Wales (CIW). They provide places for the Flying Start service and are working with the service to identify and plan for further improvements. Leaders have worked co-operatively and transparently with CIW throughout the inspection process.

Leaders employ a suitable number of appropriately qualified and experienced staff. They follow safe recruitment procedures and in the main, evidence this well within their staff files. Leaders maintain a staff matrix evidencing all staff have a current Disclosure and Barring Safety (DBS) check. They have systems in place to monitor these are updated appropriately. All staff have an appropriate level of training in safeguarding. Nearly all have training in first aid and food hygiene. They also attend additional training to support them with various other aspects of their role such as behaviour management and health and safety. Staff have regular opportunities to discuss their needs with leaders through the supervision and appraisal system.

Leaders understand the importance of working in partnership with parents to consistently meet children's individual needs. At collection time, staff give parents an update about their child's experience at the setting and share written records which require signatures such as accident records. Leaders have developed useful relationships with local schools where some children also attend. They have good links with the local authority Flying Start service as well as other professionals that may be needed to support children's individual needs such as the speech and language.

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
The Registered Person must ensure that hazards to children are effectively identified and minimised to protect children's well-being	30/01/26

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)
Consider how the setting can further promote the Welsh language and culture and expand resources to promote a diverse society.
Continue to review policies to ensure they reflect current best practice and legislation.
Monitor the implementation and effectiveness of improvements made as a result of this inspection.

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