Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Noah`s Ark Childcare Limited

21 High Street, Gorseinon, Swansea, SA4 4BX

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www.noahsarkchildcare.info

The inspection visit took place on 17/06/2026

Service Information:

Operated by:	Noah`s Ark Childcare Ltd
Care Type:	Children's Day Care
Registered places:	31
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	Adequate
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, confident and settled in the setting. They make choices about their play and activities, enjoy positive relationships with staff and peers, and demonstrate good social skills. Children engage well in activities and are developing independence through daily routines, although opportunities to further promote independence could be enhanced.

Staff promote children's health, safety and well-being through effective routines, safeguarding practices and appropriate record-keeping. They support children's play and learning through positive interactions and planned activities, although practice is not always consistent across the setting. Children's progress is monitored and shared with families. We have noted one area for improvement relating to recording of timings on the staff register.

Leaders provide a safe, welcoming environment with suitable resources that support children's play, learning and well-being. Effective arrangements are in place for health, safety and hygiene, and children have access to a range of resources that encourage choice and engagement. Some resources could be made more accessible for younger children.

Leaders provide effective leadership and promote a positive culture that values children and staff. They have appropriate systems for quality assurance, recruitment and partnership working, and are committed to continuous improvement.

Findings:

Well-being — Good

Children have a good voice and make meaningful choices about their daily experiences. They independently select resources during free play and can access most items from clearly labelled storage boxes, which helps them identify what is available. Older children returning from school decide how they spend their time and confidently express their preferences. For example, children choose alternative food options if they do not want the main meal and ask for additional food when required. Staff respect children's views and respond sensitively to their individual preferences. Children are confident communicators because their wants, moods and needs are considered and acted upon.

Children are settled, happy and comfortable at the setting. They separate from parents without difficulty and settle well following school runs. Children clearly feel secure and have formed positive relationships with staff, who know them well. They are familiar with daily routines, such as washing their hands before lunch, which helps them feel confident and safe. Children are relaxed, self-assured and comfortable expressing themselves, discussing their interests and making choices about their play.

Children interact positively with one another and demonstrate good social skills. They share resources, take turns and cooperate well during activities. For example, children worked together when building structures with small and large stones. They show respect for toys and resources and engage positively in daily routines. Children also show empathy and consideration for others. During story time, one child comforted another who had become upset by gently stroking their hand. This demonstrated growing awareness of the feelings and needs of others. Staff provide calm and caring support, which helps maintain a positive atmosphere throughout the setting.

Children enjoy their play and learning opportunities. Nearly all children engage in activities and show sustained interest in their chosen experiences. They participate enthusiastically during story sessions, interacting throughout and maintaining concentration for appropriate periods. Activities are organised well and reflect children's interests, helping them remain engaged and gain enjoyment from their experiences.

Children develop independence through daily routines and play opportunities. They are encouraged to feed themselves at snack and lunch times and receive appropriate support to build their self-help skills. Children are developing confidence in doing things for themselves, although there are opportunities to strengthen independence further during daily routines and mealtimes. Overall, children experience positive outcomes that support their well-being and development.

Care & Development — Adequate

Staff promote children's health, safety and well-being through generally appropriate day-to-day practices. Staff record children's attendance and follow established routines that support healthy habits, such as encouraging children to wash their hands before meals and maintaining suitable hygiene standards during food preparation and mealtimes. For example, staff replaced a spoon immediately after it fell on the floor and cleaned tables after use. They encourage children to eat their lunch while respecting individual preferences and choices. Staff also make important health information readily available by displaying details of children's allergies in relevant areas of the setting. Accident, incident and medication records are completed appropriately and stored securely. Staff understand their safeguarding responsibilities and records demonstrate suitable communication with parents and agencies, together with appropriate action when safeguarding concerns arise. However, staff attendance records were not consistently maintained at the time of inspection because arrival and departure times were not recorded. We found outcomes for children require improvement because staff registers were not accurately and consistently maintained and we expect the provider to make improvements. Leaders have since addressed this issue and now use an amended staff register to record staff attendance times appropriately.

Staff manage interactions appropriately and support children in a caring and respectful manner. Children are comfortable with staff and confidently approach them for support, reassurance and assistance. Staff respond to children's needs, interests and requests, helping them feel valued and secure. We observed positive interactions throughout the inspection, with staff offering praise and encouragement to support children's confidence and self-esteem. For example, staff celebrated the achievements of a group of children who had worked together to build towers using stones. Staff generally act as positive role models and promote a calm atmosphere within the setting. However, the quality of interactions is not consistent across all rooms and children do not always benefit from the same level of engagement from staff. As a result, opportunities to extend children's learning and support their development are variable.

Staff promote children's play and learning through planned activities and by recording children's progress. Planning takes place on a termly basis and is linked to the Curriculum for Wales areas of learning. Children take part in activities delivered in Welsh, including smaller group and one-to-one sessions with a key member of staff. A member of staff records observations, learning evidence and next steps for children. However, not all members of staff are consistently involved in observations and progression steps. Staff share children's work with families at the end of each term, and stickers on completed work identify the areas of learning covered. With youngest children, staff complete individual scrapbooks that link activities to areas of development. These include photographs of children taking part in activities such as water play, painting, playing with ice cubes, chopping fruit, finger painting, and gluing and sticking.

Environment — Good

Leaders ensure the environment is safe through effective security arrangements, regular monitoring and clear safety procedures. Access to the setting is controlled through a camera and microphone system at the entrance, and visitors sign in and out using the visitors' book. Risk assessments are in place and followed by staff. Leaders maintain clear cleaning procedures, including a toilet cleaning rota which identifies responsibilities, methods used and completed checks. Fire safety arrangements are thorough. We saw a fire risk assessment, records of monthly fire drills, weekly fire alarm tests and a reviewed fire safety risk assessment. Leaders also maintain records for gas safety and emergency lighting inspections. The kitchen is clean and organised, and the setting holds a food hygiene rating of 5. Children benefit from a healthy four-week rolling menu, which people who run the setting review to reflect children's preferences. Systems are clearly established to meet children's dietary and allergy needs.

Leaders provide a suitable environment that supports children's play and daily routines. Children benefit from designated areas within the setting, including a quiet area under the stairs, a separate sleeping area created using barriers in the afternoon, private office space and suitable toilet facilities. The environment is welcoming and reflects children's experiences through colourful displays of their work. For example, displays included activities linked to the life cycle of a chicken and an under the sea theme. Children have opportunities to make choices independently and access a range of toys and resources during free play. Although these resources were not always easily accessible for younger children. The outdoor area contains a range of resources and equipment to support children's play and learning, although it was not used during the inspection visit.

Leaders provide children with access to a good range of resources that support their play and learning. Children benefit from a selection of Welsh and English books, which helps promote language and literacy opportunities within daily play. A wooden teepee offers a quiet space where children can relax or spend time away from more active play. Children also have access to a home corner and small world resources, which encourage imaginative play and allow them to explore experiences and ideas through role play. The resources available are appropriate for the age range of children attending and support a variety of play experiences. Leaders ensure resources are organised to promote children's choice and engagement. The range of materials available indoors and outdoors provides worthwhile opportunities for children to develop their interests and extend their learning through play.

Leadership & Management — Good

Leaders provide effective direction for the setting and create a positive culture where children and staff are valued. They demonstrate a clear commitment to delivering good quality childcare and place a strong emphasis on staff well-being. Staff benefit from leaders who are approachable, supportive and committed to maintaining a positive working environment. Leaders encourage open communication and recognise the importance of supporting staff to carry out their roles effectively. They provide a range of staff benefits and regularly show appreciation through thoughtful gestures that help staff feel valued. Leaders also take a flexible approach where possible to support staff with family commitments and work-life balance. Leaders are passionate about the service they provide and work to ensure children's needs remain at the centre of their practice.

Leaders have completed the Self-Assessment of Service Statement (SASS) and a quality of care report that considers the views of children, parents, carers and staff. Positive feedback from parents and children is noted and some areas for improvement within the environment are planned. Leaders implemented safe, robust and timely recruitment processes to help ensure children were cared for by suitable staff. Roles and responsibilities were clearly defined, and staff understood and fulfilled their duties in line with the service's aims. Evidence of supervision and appraisal arrangements were seen, and leaders have recently started to use an online application to make sure they are done in a regular and timely manner. The service maintained sufficient qualified and experienced staff to meet the needs of children, with staff deployed effectively throughout the day. However, leaders should ensure safeguarding training is fully compliant with Social Care Wales National Safeguarding Training, Learning and Development Standards.

Staff work effectively with parents, carers and the school to support children's well-being and development. Information about children's daily activities is shared through an online application and ongoing discussions with parents. Leaders ensure they have clear communications with numerous agencies and are currently working towards becoming a Flying Start setting.

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
We found outcomes for children require improvement because staff registers are not accurately and consistently maintained.	17/06/26

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)
Standard 20 - Safeguarding	The provider should ensure safeguarding training is fully compliant with Social Care Wales National Safeguarding Training, Learning and Development Standards.
Standard 13 (Day Care) - Suitable Person	Consistently record supervisions.
Standard 7 - Opportunities for play and learning	Enhance opportunities for children to develop independence and confidence during lunch times by enabling them to make choices and undertake appropriate tasks independently.
Standard 7 - Opportunities for play and learning	Prioritise opportunities for play, supporting children’s interests effectively linking to observations, planning and next steps.

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