Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Baby Bug Day Nursery

42A Gorwydd Road, Gowerton, Swansea, SA4 3AQ

01792875550

The inspection visit took place on 27/04/2026

Service Information:

Operated by:	Sara Sedgwick
Care Type:	Children's Day Care
Registered places:	37
Main language(s):	English
Flying Start service:	No
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 are happy and confident and feel settled and safe. They are developing good relationships and friendships. Children have good choices and have opportunities to be independent and make decisions about what they wish to do.

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities and keep children safe. They are kind and caring towards children and provide positive interactions to ensure children feel happy and valued. Staff are continuing to develop their planning and practice to support children's learning and development.

Leaders continue to develop aspects of the environment in order to provide better opportunities for children's play and learning experiences. They have safety measures and risk assessments in place and ensure nearly all resources are accessible to children.

Leaders manage a setting which is organised and they have a good understanding of regulations and requirements. They are committed to ongoing improvements. Leaders support staff with clear recruitment and induction processes and provide continuous training. They build on partnerships with schools and the community and parents praise leaders and staff for the experiences their children receive.

Findings:

Well-being — Good

Children communicate their wishes effectively, and staff respond positively to their individual needs. They have meaningful opportunities to make choices and decisions, and their views and interests are respected. For example, children choose where they would like to play and who they would like to play with. They enjoy spending time outdoors and move confidently between different play areas. Babies who are not yet verbal are supported well to communicate through babbling, gestures and non-verbal cues, which staff recognise and respond to sensitively.

Children are settled, feel safe and move confidently through daily routines such as preparing for mealtimes and school runs. Children who are new to the setting are supported sensitively to help them settle, and those arriving after school runs join activities quickly and with enthusiasm. Children readily included us in their play, showing they feel secure and valued. In the baby room, children showed secure attachments to staff and sought reassurance from familiar adults when needed.

Children interact well and enjoy socialising through play. They chat happily, share resources and play cooperatively. For example, they helped each other to fill resources in the sand pit and laughed openly while chasing bubbles outdoors. At lunchtime, older children chatted confidently with each other and with us, showing they feel secure and valued. Interactions between children and staff are warm and respectful, and children are confident to seek reassurance or ask questions when needed. Children show a clear sense of belonging, form positive friendships and are familiar with routines such as joining the daily movement and dance activity with enthusiasm.

Children are engaged in their play and participate with interest. During our inspection visit, we saw how children benefitted from the outdoor play opportunities, including using small trampolines, trikes and water play. Older children initiate their own play confidently and make good use of the time and space available to explore their environment. For example, children created games with hoops and sound resources, sharing and taking turns well. In the sand area, children worked together imaginatively to make a train track, showing they are active and involved in their play. Indoors, children enjoy role play, small world resources and show an interest in books as they sit and look at these together.

Children have good opportunities to develop their independence and manage their own self-care. Older children use the toilet independently, wash and dry their hands, and help themselves to their drinking flasks throughout the day. They make simple choices at mealtimes, such as asking for more food or indicating when they have had enough. Children also take responsibility for tasks such as brushing their teeth, changing their clothing before and after school, and tidying away resources.

Care & Development — Good

Staff understand their responsibilities and follow appropriate policies and procedures to promote children's health, safety and well-being. They encourage healthy habits, such as drinking water and wearing sun hats, and demonstrate a good understanding of the setting's safeguarding arrangements as well as current national procedures. Staff consistently implement hygiene routines around food preparation, during mealtimes and nappy changing. They ensure children are provided with healthy meals and snacks, and staff manage allergies and dietary needs effectively through clear and visual systems. Staff ensure records for medication, accidents and personal care are completed appropriately. They also support children's additional learning needs well, including providing and allowing for suitable alternatives where required.

Interactions between staff and children are warm, responsive and support children's well-being effectively. Staff offer reassurance and comfort when needed, for example, when a child fell, a staff member said, *"Are you alright? Do you need a cuddle?"* Staff use praise and encouragement consistently to build children's confidence and independence, such as, *"Look how clean that plate is. Do you want more?"* and *"You can do it, I've seen you do it."* Communication between staff is clear and purposeful, helping routines run smoothly and ensuring children remain well supported throughout the session.

Staff know children well and respond appropriately to their individual needs, preferences and routines. They support children's play effectively, for example by encouraging turn-taking during sand play and adapting resources to ensure younger children can participate fully. For instance, staff recognised the water trough was too high for a younger child and moved the trough to the floor, resulting in full group play. Staff carry out personal care sensitively and maintain useful daily books for babies and younger children to share information with parents. Key workers keep organised developmental records for children and have clear planning systems in place. However, whilst these focus on themes and activities, they do not record detailed observations to show how children's progress feeds into their planning for children's next steps of learning.

Environment — Adequate

Leaders have suitable arrangements in place to support children's safety and security. Entry to the setting is controlled through the main front door where visitors are required to sign in. They keep registers where children's and staff members' attendance are recorded, including movements linked to school runs and staff breaks. Leaders maintain and review risk assessments for the indoor and outdoor areas, and records show that fire drills, evacuation procedures and equipment checks are carried out. Required safety certificates are current, and first aid boxes are available around the setting. Staff information boards provide useful guidance on routines, cleanliness and infection control. However, information for parents and visitors in the main entrance is limited and does not include key safeguarding information, such as the policy, flow chart and designated safeguarding persons.

Leaders have made some improvements to the environment, including new windows, fencing and recent changes to the baby room and kitchen. Indoors, rooms are organised by age and provide suitable space for babies and younger children to move around, explore and develop some independence. The layout allows staff to supervise children and communicate with each other appropriately, which supports safety and transitions between areas. Play areas include role play and dressing-up and sleep mats are available for younger children who need rest or sleep. However, the room for older children, which also serves as a dining area, is underdeveloped and does not provide enough stimulating opportunities for play and learning. Leaders provide a purpose-built kitchen, which has received a food hygiene rating of 5, as well as children's toilets, nappy changing areas and an office for confidential records. The outdoor area is secure and offers partial shade and some resources for physical play, such as a mud kitchen and ride-on toys. Equipment in areas around the setting which were identified during inspection, as potentially hazardous to children were discussed with leaders. They confirmed these have been assessed fully, as well as providing evidence of improvements since the inspection visit.

Leaders provide a suitable range of resources that are mostly age appropriate and offer children acceptable opportunities for play. For example, jigsaws, sorters, small world resources, animals, transport toys and blocks, as well as newer outdoor items such as foam tubes for water play. Most resources are stored at a level children can reach, which supports choice and some independence. Leaders ensure children's work is displayed around the setting, helping to promote a sense of belonging. Some displays and activities reflect language, culture, faith and diversity, for example through seasonal themes and crafts. Leaders told us, during holiday club, children choose countries to learn about and try associated foods, including shopping for items such as baklava in a local world food store.

Leadership & Management — Good

Leaders understand their regulatory responsibilities and manage the setting appropriately. They keep an up-to-date statement of purpose and provide new families with a comprehensive welcome pack. Policies and procedures are reviewed regularly and staff understand these well. Records such as children's files are organised and contain the required information, including permissions, school run arrangements and correspondence logs. Records such as Disclosure and Barring Service checks for staff are in place. The setting provides transport to and from local schools, and practices are in place to promote children's safety, including vehicle checks and suitable car seats. The setting's insurance certificate is current and was verified following the inspection.

Leaders prepare an annual quality of care report that evaluates current practice and identifies areas for improvement. They take account of parents' views and use this feedback to inform the setting's plans for ongoing development. Leaders have set clear priorities for the year ahead, including further refurbishment and staff development.

Leaders support the team who work enthusiastically to ensure children are kept safe. Staff ratios are maintained, including on the day of the inspection visit, and leaders and staff work collaboratively to address previous recommendations. However, on the day of the inspection visit, the deployment of sufficient staff with appropriate qualifications was less effective around school run periods. Staff spoke confidently about their roles. Long-standing staff described their enjoyment of their responsibilities, while newer staff spoke positively about their induction and the support of mentors. Leaders ensure staff files are organised and confirmed after the inspection that outstanding documents for new staff had been received. Supervision and appraisal arrangements are established, and mandatory training, including safeguarding, paediatric first aid and food hygiene, is updated appropriately as part of the setting's ongoing training programme.

Partnerships include working closely with schools and the community resulting in positive outcomes for children. Leaders work well with umbrella organisations to keep up to date with practices and staff embrace new ideas. They work with health professionals to promote children's health and well-being such as children's tooth brushing. Leaders told us of their links with the community such as the local library and shared how a local farmer had visited the setting with their tractor highlighting the benefits to children. They organise safe walks along local footpaths, resulting in memorable learning experiences for children such as blackberry picking. Leaders, staff and parents alike told us of a recent family event where they had gathered at a local woodland to participate in an Easter egg hunt, enabling families, old and new to form new bonds. Parents are very supportive and complimentary. They praise the support of leaders and staff and expressed how happy their children are. They feel well informed and enjoy events which are organised for them as families.

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 14 - Organisation	Deploy staff effectively within the setting to ensure they and children are fully supported to develop.
Standard 7 - Opportunities for play and learning	Through effective and purposeful observations, continue to develop practices to evidence children's individual development, progress and next steps.
Standard 22 - Environment	Further develop the environment's areas of play to provide opportunities and experiences where children's curiosity and problem solving can be extended for all age groups.

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)
Further develop the setting's information boards for parents/visitors to include safeguarding policy, flow chart and setting's Designated Safeguarding Officers.

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