Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Childsplay Nursery at Marsh Street

Childsplay Nursery, Marsh Street, Llanelli, SA15 1AU

01554777936

www.childsplay-nursery.com

The inspection visit took place on 03/03/2026

Service Information:

Operated by:	Debra Jones
Care Type:	Children's Day Care
Registered places:	91
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 express themselves well. Nearly all children are settled and happy at setting, receiving comfort and reassurance. Children successfully interact with each other and adults, expressing enthusiasm and enjoyment. They are developing their independence skills, although this is an area which could be further embeded consistently.

Staff understand and mostly implement policies and procedures to promote the safety and well-being of children. They are calm, kind and caring, offering reassurance and encouragement to children. Staff provide a balanced approach, playing alongside children, and allowing children to take their own lead in play. Planning and children's next steps are developing and require time to become effective practice.

Leaders provide a secure, welcoming and supportive environment. They ensure that emergency procedures and safety checks are carried out regularly. Leaders offer large play space for children to use and explore. They provide a wide range of age-appropriate toys, resources and equipment which support children's play, learning and development.

Leaders provide a good, flexible service for families. They ensure that they gather, utilise and share information which supports children and their needs. Leaders engage positively with Care Inspectorate Wales and are reflective about their quality of care. They ensure that staff are well supported, suitable to work at the setting and are given opportunities to develop themselves in their work. Leaders have developed good relationships with parents and work positively with outside agencies.

Findings:

Well-being — Good

Children have opportunities to make choices, decisions and have their voice heard. They decide activities and resources they want to play with. For example, playing in the home corner, choosing songs and actively exploring play opportunities on offer. Children express how they are feeling verbally and non- verbally with their communication valued. We saw children request more food at mealtimes and younger children shake their heads. Older children confidently say, *"I have got a carrot"* and younger children babble successfully during play.

Nearly all children are settled and happy at the setting. Children offer their ideas. For example, requesting *"Bore da",* to sing with friends and staff. Children have positive relationships with each other and staff, receiving support when needed. Those who are settling are given reassurance and comforters, as needed. Children know routines very well. For example, at meal, hand washing and rest times. Children who arrive from school eagerly start their play. We saw children smiling and cheerful. Older children call one another and staff by their names. They say 'goodbye' and welcome friends with a wave. Children's achievements are recognised, promoting their self-worth. For example, when a child was mark making outside, staff commented *"I love it, it's beautiful"* with children smiling proudly.

Children express enthusiasm and enjoyment. Children confidently engage with, us, Care Inspectorate Wales (CIW) involving us in their play. Younger children play alongside one another, taking part in action and movement songs, whilst older children are learning to effectively cooperate. For example, engaging in an imaginative role play in the garden or playing sharing resources. Children excitedly tell one another and adults about a spider they found whilst playing outdoors. They are confident to ask for help from adults, whether this is in finding their friends or needing support to open a box whilst tidying away.

Children are interested in their play and learning. They move confidently to access resources and equipment of interest to them. Children competently engage in activities such as singing, small world and sensory play. Babies happily explore and engage in painting activities. Older children share achievements such as *"I can jump like a bunny!'* and proudly exclaim *"I did it"* when completing the climbing frame. They follow their own interest and engage in mostly child led play, with some planned adult led activities. Children show sustained interest whilst playing with blocks, building a 'house' and knocking it down, repeating the process several times.

Children are developing some independence skills. However, there are missed opportunities. Children access the bathrooms and wash their hands, with support from staff if needed. Many older children hang their coats and belongings on their pegs by themselves. Some children help to clean up after lunch, supporting staff to wipe the table and put their dishes on the side. Children help to support staff in tidying up when they transition to the next activity.

Care & Development — Good

Staff understand and mostly implement policies and procedures to promote the safety and well-being of children. They have a sound understanding of their role in protecting children, confidently answering child protection scenarios and actions they would take, if required. All staff have completed mandatory training, including, the appropriate level of safeguarding course. Nearly all staff hold paediatric first aid and food hygiene training, with plans in place to complete full team training in the future. Accident, incident, and medication records are complete and signed by parents. However, existing injuries are inconsistently recorded. Following our visit, these are now being implemented.

The setting provides healthy, home cooked meals, catering for allergy or dietary needs, as required. Detailed plans are in place for children with severe allergies. Following our visit, those with non-severe allergies or intolerances, now include more detailed information. There are mostly suitable cleaning and hygiene practices in place. Nappy changing and toileting is undertaken, although they do not consistently complete in line with their policy. Following our inspection visit, the nappy changing and toileting policy has been updated, alongside practices to support more effective organisation. Nearly all children and staff promote mostly effective hygiene practices. Staff undertake regular checks on sleeping children and have a sound awareness of how to promote safe sleep practices.

Staff understand the behaviour management policy and implement strategies successfully. They are calm, kind and caring. Staff use positive language regularly, encouraging and engaging with children through praise. For example, *“well done”, “da iawn”” and “good job”.* Staff listen and communicate well with children and one another. They reinforce good manners, encouraging children to say ‘please’ and ‘thank you’. Staff promote and support children to share, using distraction techniques well. We heard staff say to children *“Its ok, you can share”* when children take turns during song time. They offer reassurance and encouragement to children whilst undertaking activities. For example, whilst on stepping stones, staff asked *“would you like to hold my hand to try?”* When this is declined, they responded suitably, empowering children to make choices and manage risks independently.

Staff provide a suitable range of play and learning opportunities, implementing aspects of the Curriculum for Wales. Planning is in the early stages of development and loosely follows themes and includes children’s interests. Leaders recognise this as an area to develop, seeking help to further improve and embed at the setting. Staff integrate celebrations and events into planned creative activities. For example, St. Davids day and Mother’s Day. They monitor and record children’s progress, completing regular observations. Although, they do not always include children’s next steps. They recognise if children have emerging needs, with systems in place to support them. Staff know the children well and have strong relationships with them. They promote some aspects of the Welsh language, introducing basic words, songs and phrases.

Environment — Good

Leaders ensure that the environment is safe, secure and well maintained. They have a range of effective measures to ensure that everyone understands their responsibilities in relation to the safety and welfare of the children. There are evacuation procedures on display and staff ensure that all doors and gates are secured. Access to the premises is limited, with a visitors' book in place ensuring no-one can enter the building without staff allowing them. Leaders complete effective risk assessments, which are regularly reviewed. They identify risks within the environment and what steps they will take to reduce the risk to children's safety and wellbeing. Leaders provide evidence of regular safety checks including fire extinguisher checks, portable appliance testing (PAT) and heating checks. They carry out and record regular fire drills as well as ensuring that there are appropriate insurances in place.

Leaders ensure the environment has good indoor play space for children to move freely. They offer a variety of spaces including a base room, a sensory room, an outdoor area and a large indoor space for physical activities when the weather is not suitable for outdoor play. Leaders and staff organise the environment appropriately so that it provides a satisfactory range of play opportunities suitable for the children in their care. They offer low level storage which encourages children to explore the toys and resources on offer. Displays of children's work adds to their sense of belonging and the setting is in the process of using more neutral tones to support children's wellbeing. The premises are warm and welcoming, using bilingual elements in the environment and large windows to allow lots of natural light and a feeling of openness.

Leaders ensure that nearly all children can access good quality and a wide variety of age-appropriate furniture, toys and equipment. These include small world, creative, language and imaginative resources. There are some toys and books which help children develop their knowledge and understanding about diversity in our world. Outdoors, there are a wide range of resources which support children's physical development and including climbing apparatus, bikes and mark making opportunities. Leaders provide children with age-appropriate equipment and furniture to support children's development and independence. For example, there are potties and low-level sinks to support children's personal care skills.

Leadership & Management — Good

Leaders work positively to support and develop their setting. They maintain and share an up-to-date, effective statement of purpose which accurately reflects the service provided. This allows parents to make a clear decision about whether the setting is suitable for them and their family. Leaders have a range of policies in place. These are reviewed regularly and leaders ensure nearly all are implemented in practice. Leaders collect, record and confidentially store required records about the children. The information shared is reviewed by the setting and additional information is collected when necessary. For example, when dealing with allergies or additional learning needs. Leaders engage with Care Inspectorate Wales, ensuring that notifications are fully completed with the required timescales including changes to staffing or updates to the statement of purpose. They ensure that they complete their annual Self-Service Assessment Statement (SASS)

Leaders actively implement self-evaluation. They seek the views of children, staff, parents/carers and other interested partners. Leaders produce a quality of care report which responds to issues raised from feedback, highlights what the setting does well and how they want to improve going forwards. Leaders have a good process in place to deal with complaints and ensure that records are kept, showing the steps taken to respond to issues raised.

Leaders follow timely and robust recruitment processes to safeguard children. They ensure that pre-employment checks are carried out and that staff are suitable to work with children. However, the registered person's Disclosure and Barring Service (DBS) certificate has lapsed. Since the inspection visit, the registered person has taken quick action to get a new DBS certificate in place. Leaders ensure staff are appropriately qualified and complete mandatory training. The performance management process is good and encourages staff to attend a range of training and support them in achieving additional qualifications. For example, some staff have attended Welsh language training, belonging and wellbeing training and sign along training. Regular purposeful supervisions and appraisals are carried out which allow staff to be reflective on their work and to raise any issues or concerns they may have. Records seen show that leaders ensure that staff are deployed to meet or exceed recommended staffing ratios. This supports children's development and ensures their needs are met.

Leaders ensure that all communication and engagement systems with parents are good. They share information verbally and via the setting's app. They also organise and carry out community activities, inviting parents/carers to share and enjoy the children's activities. For instance, the setting organised a St David's Day concert and regularly carry out graduation ceremonies for children moving on from the setting. Parents told us that it is an excellent setting, their children are well cared for by observant, caring staff and they would recommend them to others. Leaders ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. They keep records of meetings and discussions and respond positively to information and advice given to improve children's well-being

and identified needs.

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)
	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)
Ensure children can access more opportunities to develop their independence skills.
Embed changes to nappy changing and toileting policy effectively.
Continue to develop and embed planning to link with the environment, observations and children's next steps.

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