

A Bright Start Nursery Rumney



A Bright Start Day Nursery Ltd, Springmeadow Business Park, Rumney, Cardiff, CF3 2ES



02920795183



www.abrightstartnurseryrumney.co.uk

Date(s) of inspection visit(s): The inspection visits for this service took place between 03/09/2025 and 05/09/2025

Service Information:

Operated by:

A Bright Start Nursery (Rumney) Ltd

Care Type:

Children's Day Care

Registered places:

48

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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy and enjoy their time at the setting. They develop positive relationships with staff and other children, so they feel safe and secure. Children have opportunities to be independent and enhance their skills through a good range of play experiences.

Staff are patient, kind and caring towards the children. They support children's learning and development through a wide range of planned activities led by the children's interests and developmental needs. Staff keep effective records of children's progress and track their development well.

Leaders and staff make sure the indoor and outdoor play environments are safe, clean, and well kept. They ensure toys, resources and equipment are of good quality and accessible to children. The outdoor play area has ample equipment and resources to develop children's physical skills well.

Leaders have a clear statement of purpose, which details the setting well. They follow safe and thorough recruitment processes to ensure there are enough qualified and experienced staff for the age range of children cared for. Leaders have developed positive relationships with parents and local schools.

Findings:



Well-being

Good

Children are confident to express themselves as they know staff will respond attentively. For example, when tired or upset they readily seek comfort and cuddles from staff. They know staff respect, value, and act upon their ideas. For example, their choices feed into the daily planning of activities. Children make decisions about their play moving freely between activities which capture their interest. Babies follow their individual sleep and feeding routines.

Children feel safe, happy, and relaxed at the setting. They cope well with separation from their parents as they form positive bonds of affection with staff who are kind and caring. We saw children arrive keenly at the setting eager to join in with the activities and play with their friends. Children are familiar with the daily routines, which helps them feel settled and at ease in their surroundings. For example, children started to tidy up and wash their hands when staff said it was snack time.

Children are developing lovely friendships and interact well with staff. They are learning to take turns and share resources and toys. We saw children patiently take turns to use the trikes and scooters outdoors and share the craft materials well when making their book markers. Children are quickly developing an understanding of the rules of behaviour and are learning to cooperate successfully.

Children are enthusiastic and interested in their play and learning. They thoroughly enjoy exploring what is on offer and staff support their choices. Children concentrate on activities for age-appropriate lengths of time. For instance, children carefully built a 'rainbow snake' with different coloured connecting shapes developing their mathematical skills as they made a pattern and counted. We saw a group of children develop their fine motor skills and gain a lot of satisfaction from using glue, glitter, and small collage materials during a craft activity. They were clearly very proud of their completed bookmarks as they held them up for staff to see. Children enjoy a good range of interesting outdoor activities such as using water spray bottles to mark make and filling and emptying a variety of containers in the sand pit. We heard one child gleefully say, '*this is so much fun*' as they enjoyed riding a trike.

Children develop a wide range of skills as they play and develop their independence. They have opportunities to help prepare their tea by making sandwiches, pizzas, or chopping vegetables for a special nursery soup. Staff encourage and give children the confidence to do things independently before they intervene. For example, they encourage children to pour their own milk or water at snack time.



Staff understand their roles and responsibilities to promote children's safety and well-being, implementing policies and procedures consistently. They are professional and supervise children appropriately. Staff have a good knowledge of potential safeguarding issues, understand the safeguarding policy and their duty to report concerns. They have attended paediatric first aid training enabling them to deal with minor accidents confidently. Staff keep digital records of accidents and incidents and ensure parents receive a copy and acknowledge these records. They promote healthy eating habits at snack times and water is always available to ensure children stay hydrated. The setting has achieved a healthy eating award which recognises their efforts to provide nutritious snacks and develop a positive foundation for children's health and wellbeing. There are suitable procedures in place to manage children's allergies and dietary requirements. Staff promote children's oral health with daily toothbrushing in line with the Welsh government 'Designed to Smile programme.' They encourage outdoor play to ensure children get fresh air during the day, even when weather conditions are cold, wet, or windy.

Staff know children well and have a warm, friendly, and caring approach. They speak to the children affectionately, developing a positive rapport. We saw children readily go to staff for a cuddle or happily ask them to join in with their play. Staff manage interactions and behaviour well. They are patient, calm and clear when supporting children to manage more challenging feelings and emotions. For example, offering explanations as to 'why' they should take turns and providing children with enough time to prepare them for transitions. They praise children consistently for their efforts and celebrate their achievements, which reinforces positive behaviour and enhances children's self esteem. Staff encourage children to be kind and polite. They sit with children at lunchtime, when eating snacks and during circle time to promote their language and social skills.

Staff ensure children have many opportunities to direct their own play and learning as well as taking part in adult led activities if interested. They support children's learning and development effectively, engaging positively to help children learn naturally and in the moment. For example, they ask children to name colours, sea creatures, and count in English and Welsh whilst playing with a variety of resources. Staff undertake regular observations of children's development, recording their activities and achievements. They identify children's next steps in development and ensure that they revisit this information when conducting their next observation. However, observations and planning for their next steps does not always cover all areas of children's learning and development equally. A few staff use some incidental Welsh with the children, such as 'da iawn' (well done).



Environment

Good

Leaders have systems in place to ensure the environment is safe and secure. Leaders and staff keep the main door to the foyer area locked and an electronic fob key ensures only authorised access to the children's play areas. Leaders keep a log for any visitors attending. Registers for staff and children accurately reflect arrival and departure times to help safeguard children in case of an emergency or safeguarding incident. Leaders conduct effective maintenance checks for the building and appliances; ensuring they are all up to date. They practice fire drills often and keep suitable records to ensure that all staff and children can evacuate the building in an emergency. Leaders complete daily checks of the premises and review their detailed risk assessments annually. In addition, there are suitable risk assessments in place for outings and school runs. Leaders make sure staff supervise children well across all areas of the setting.

The environment is clean, bright, welcoming, and well kept. The layout and arrangement of the premises meet's children's needs well and allows them to access resources with ease. Toilet and kitchen facilities are clean and fresh. Nappy changing facilities promote children's privacy, dignity, and respect. Clearly defined areas, both indoors and outdoors ensure fun learning experiences where children can learn, explore and play imaginatively. Displays of children's photographs and their artwork give them a sense of belonging and celebrate their achievements. Bilingual displays and signage ensure children see written Welsh language. Leaders have made significant improvements to the outdoor area since the last inspection. Improvements include the construction of a shelter to enable children to access the outdoors during wet weather and good quality wooden resources such as child sized table and stools, mud kitchen, chalk boards and large wooden storage shed.

Resources are plentiful and are readily available to support children's independence and choice. For example, resources stored at low level, in boxes or on shelves to allow children to access things themselves. Leaders have recently bought new, high quality wooden child sized tables and chairs for children to complete tabletop activities. The nose wiping station complete with mirror and bin, handwashing station, and drinking station further promote children's independence enabling them to complete simple self care tasks themselves. There are some real-life resources such as cooking utensils, kettle, lamp and phone in the home corner which enhance children's experience during role play. However, we saw few resources to promote children's curiosity about wider society, equality, and cultural awareness.



Leadership & Management

Good

Leaders are hardworking and committed to driving improvements to create better outcomes for children. They engage positively with Care Inspectorate Wales (CIW) and manage the setting effectively. Leaders ensure they let CIW know about staff changes and events which may affect the welfare of children. The statement of purpose provides a good reflection of the setting and includes all information required by the regulations and National Minimum Standards. Leaders have a comprehensive range of beneficial policies and procedures which they regularly review and update. They gather important and useful information about children including personal details, medical information, permissions, and any other needs.

Leaders have a suitable system in place to reflect on and evaluate the service they offer. They gather feedback from staff, parents and carers, children, and other professionals. Feedback collected is very positive. For example, parents say, *“The staff at Bright Start have gone over and above to ensure my child has settled in well.”* A local nursery teacher commented, *“A Bright Start staff are caring and attentive, consistently seeking feedback about children that attend morning nursery here.”* The quality of care report describes what they do well and areas for development. For example, leaders intend to make further improvements to the environment such as investing in mud kitchen equipment, new reading corner resources and furniture, improved flooring, and added storage.

Leaders manage staff effectively. Staff files have the required documentation and are very well organised. Staff are suitably qualified and well supported by the management team. Leaders offer training to ensure staff have the relevant qualifications to conduct their role, including first aid and safeguarding. They complete regular supervision and appraisals to support staff in their professional development. There is a strong ethos of teamwork amongst staff, those spoken to said they are very happy in their work and appreciate the relationships they have with one another and the management team. The quality of care also reflects this sentiment, *“I love working with my work family,” and “It’s great to come to work and you are valued as an individual.”*

Leaders and staff develop strong partnerships with parents. They keep parents well informed of their child’s time at the setting providing opportunities to chat when dropping off or collecting their child. Leaders and staff also use a digital app to communicate with parents, which enables parents to reach out to staff. For example, if children arrive a little upset parents can message to check if children have settled and staff send a reassuring photograph of their child playing happily. Partnerships with other professionals are positive and benefit outcomes for children. For example, leaders have worked closely with the local children’s safeguarding board to ensure their policies and procedures are robust and effective.

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) |
|---|
| Increase the use of incidental Welsh language. |
| Review the Early childhood play, learning and care: developmental pathways 0 to 3 document with staff to ensure they observe and plan for progression in all areas of children's development. |
| Provide further resources to promote children's curiosity about the wider society, equality and cultural awareness. |

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