Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cwtsh Nursery Limited

Ty Seren, Ashfield Road, Newbridge, Newport, NP11 4RA

01495246768

Date(s) of inspection visit(s): The inspection visits for this service took place between 05/11/2025 and 10/11/2025

Service Information:

Operated by:	Cwtsh Nursery Limited
Care Type:	Children's Day Care
Registered places:	56
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	Adequate

Summary:

Children are happy, confident and move freely around the playroom, choosing activities that interest them. They communicate well, knowing they will be listened to, and younger children use simple words or gestures to share their needs. Children form positive relationships, cope well with separation and settle quickly because routines are familiar and consistent.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children. They have a good understanding of how to keep children safe and healthy. Staff manage interactions positively and communicate warmly with children, creating calm, sociable routines that support early language and self-esteem.

The environment is safe, secure and well maintained. Daily safety checks are completed, and spaces are clean and organised to support children's needs. Resources across all rooms are varied, good quality and accessible, including outdoor areas that offer physical play and

exploration.

Leaders have a satisfactory understanding of the National Minimum Standards (NMS) and Regulations. There are a suitable range of policies, procedures, and documentation to support staff in their roles. Leaders are motivated to further develop the setting and are keen to make improvements to benefit children and their families. Relationships with parents are good.

Findings:

Well-being — Good

Children make choices about what they do and move around the playroom with ease. They select activities that interest them, such as puzzles, blocks, water play and outdoor exploration. Babies choose whether to join group activities or continue with preferred play. Children communicate confidently as they know they will be listened and responded to appropriately by staff. Older children talk comfortably about themselves and their friends, and younger children communicate through gestures or simple words.

Children are happy, settled and cope well with separation from their parents or carers. They have good bonds of affection with staff who are kind, gentle and warm. For example, children who are upset or unsettled seek comfort from staff, who are very familiar to them which helps them settle quickly. Many children show confidence in routines, moving from indoor to outdoor activities without hesitation and joining group moments calmly. Children recognise familiar transitions, such as preparing to go outdoors or coming in for snack, and this supports a sense of security. They show comfort in the environment by laughing, exploring and seeking out familiar peers.

Children interact with one another in mostly positive and cooperative ways. Many show an interest in what others are doing and join shared play, for example taking turns rolling conkers or exploring outdoor resources together. Babies often watch or mirror the actions of other children, showing early social awareness. Younger children are beginning to understand simple boundaries, such as helping to tidy away books or waiting briefly during shared activities.

Children show interest and enjoyment in a variety of play experiences. Babies focus on simple puzzles or sensory activities, while toddlers explore movement, water and imaginative play with curiosity. Children repeat actions to test what happens and often show clear enjoyment in the outcome, such as cars travelling down a slide or splashing in water. They join adult-led moments, including craft and singing, but spend much of their time following their own play ideas. Children often show pride in their achievements by approaching adults to share what they have done.

Children develop independence at a steady pace. They attempt tasks such as pouring drinks, self-serving food with tongs, carrying chairs and placing cups at sinks. However, opportunities during mealtimes could be further developed. Babies practise early self-care skills, such as toothbrushing or managing simple equipment, and early walkers enjoy testing their mobility with push-along toys.

Care & Development — Good

Staff follow practices that promote children's health and safety. They ensure children wash their hands after outdoor play, and clean tables before and after mealtimes with appropriate materials. Hygiene routines implemented by staff are mostly consistent. However, some practices require improvement to reduce the risk of cross-contamination. Staff monitor sleep routines consistently. They complete detailed records relating to accidents, incidents and pre-existing injuries and share these with parents. There are appropriate child protection and safeguarding procedures in place. However, not all staff demonstrate confidence in reporting processes. Since the inspection, the provider has taken steps to address this. Staff complete registers which reflect correct times in and out, giving clear oversight of supervision. They ensure children of all age groups spend time outdoors, promoting regular access to fresh air and physical play.

Staff manage interactions well and provide a calm and friendly atmosphere. They model positive language and encourage children to communicate and take part in conversations about their play. Staff give children gentle reminders about safe behaviour and guide them away from hazards in age-appropriate ways. They recognise children's efforts, acknowledge turn-taking and celebrate cooperation, which supports children to understand simple boundaries. Staff make mealtimes and playtimes sociable and relaxed. They chat with children about their experiences, interests and recent events, helping to build confidence and support language development. Staff interactions include the use of Welsh and English, and staff encourage children to copy familiar words, actions and phrases. They handle disagreements between children promptly and calmly, helping children return to play without prolonged disruption. Across age groups, staff engage in ways that help children feel secure, valued and able to express themselves.

Staff provide care that supports children's individual needs and their all-round development. They implement a clear key worker system which helps them observe children's progress, identify next steps and record valuable information about children's interests. Staff plan activities that reflect children's ages and developmental stages, and a variety of approaches inform the setting's play-based model. Children influence planning through their interests; for example, herbs used in baby play or extending outdoor activities based on children's engagement. Staff encourage children to develop independence through everyday routines, such as putting on coats and shoes and putting away belongings. Children benefit from nurturing interactions with staff, purposeful play opportunities and developmentally appropriate experiences that support good outcomes.

Environment — Good

Leaders ensure the environment is safe, secure and generally well organised to support children's daily routines. Staff complete daily safety checks and remain alert to hazards as they work. For example, staff move resources to clear safe walking space for babies, and store cleaning materials out of children's reach. All areas in use are clean, well maintained and secure, with locked entrance doors and enclosed outdoor spaces. There are risk assessments in place for all areas of the setting. However, risk assessments could be further developed to include individual activities and play opportunities. Leaders ensure safety certification is up to date, including gas and electrical checks, fire-fighting equipment tests, and regular alarm testing.

The premises provide a welcoming space that meets children's needs across all age groups. Leaders ensure rooms are well maintained and decorated, and children's photographs, artwork and 'family tree' displays help create a sense of belonging. There is sufficient space for play, rest and personal care, including clearly defined nappy-changing areas, accessible toilets and dedicated sleep spaces. Children move comfortably between areas and benefit from layouts that allow for a variety of play experiences. Outdoor areas for babies, toddlers and pre-schoolers are enclosed and equipped to support physical development, offering shade, seating and age-appropriate equipment. Leaders continue to develop the outdoor. The environment as a whole is organised to help children feel settled and confident, with calm, child-centred areas available throughout the day.

Resources across the setting are of good quality, well maintained and suitable for the range of ages attending. The baby room offers a calm and inviting atmosphere, with natural materials, sensory lighting and a mix of wooden toys, real-world items and comfortable seating. Outdoor provision for babies includes climbing equipment, swings, a shaded play space and a range of push-along toys. The toddler room provides varied opportunities for imaginative and creative play, including themed role-play corners, musical instruments, tuff-tray exploration and accessible shelving. The pre-school area includes wooden blocks, small-world resources, loose parts, mark-making opportunities and a mud kitchen equipped with real utensils. Children can access multicultural materials, bilingual displays and books that celebrate diversity and Welsh culture. Throughout the setting, resources are stored within children's reach and furniture is child-sized, helping children play safely and independently.

Leadership & Management — Adequate

Leaders manage the setting to a satisfactory standard. The statement of purpose has been reviewed however we found that some details were missing. The Responsible Individual (RI) immediately rectified this. Overall, leaders have good procedures in place paying attention to the Regulations and NMS for Regulated Childcare to ensure the smooth running of the setting. However, leaders have not informed us of staff changes. While no immediate action is required, this is an Area for Improvement and we expect the provider to take action. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Leaders are working towards the Active Offer of the Welsh language, and bilingual signage and incidental Welsh were evident across the setting.

The Self-Assessment Service Statement (SASS) has been submitted. Leaders plan appropriately for improvement and there are systems in place to monitor the care provided. A quality of care report is completed which considers the views of staff, parents/carers, children and management. The report identifies strengths and areas for development. Leaders draw upon advice and feedback from external agencies.

Leaders understand their responsibilities to ensure staff are recruited safely and suitability checks are completed. Staff have up to date job descriptions and contracts defining their roles and responsibilities. Staff are suitably qualified, and nearly all staff have completed the required mandatory training, including safeguarding and paediatric first aid. Leaders ensure minimum required staffing ratios are met each day, including during break times. We saw evidence of supervisions and appraisals in some records. However, current supervision arrangements do not always enable staff to share feedback on matters that may need attention.

Leaders have established positive relationships with parents. Staff communicate with parents through daily diaries, scrapbooks, email and social media, and families feel well informed about their children's care and learning. Many parents expressed high levels of satisfaction. One parent described the setting as *"a wonderful nurturing environment that's safe and fun,"* while another said, *"My child loves going to nursery and has never once been worried or unhappy."* Several parents praised the enthusiasm and friendliness of staff, including comments such as *"nothing is ever too much"* and *"the staff really care and go above and beyond."* Leaders work well with external agencies, including speech and language services and Welsh language programmes. These partnerships contribute positively to children's well-being and learning.

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
CIW have not been notified of staff changes. CIW are unaware of a new member of staff and additional employees who have started and left employment at the setting. CIW must be routinely informed of any changes in order to make informed decisions as to the frequency of inspections or action required. The impact on people using the service is they may potentially be put at risk and not be cared for by suitable staff.	17/01/22

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 - Child protection	Ensure all staff are aware of their individual responsibility to report safeguarding matters to the local safeguarding board.
Standard 10 - Healthcare	All staff are informed and aware of the importance of good hygiene practice to prevent the spread of infection.
Standard 13 (Day Care) - Suitable Person	Develop supervision arrangements to enable staff to share feedback on matters that may need attention.

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)
To further develop snack time to promote children's independence skills.
Risk assess individual activities and play opportunities to ensure all staff understand their role when supervising children.

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