Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Learn About Childcare

19 Tynewydd Road, Barry, CF62 8SZ

07922160207

The inspection visit took place on 12/03/2026

Service Information:

Operated by:	Karen Simick
Care Type:	Children's Day Care
Registered places:	23
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	Adequate

Summary:

Children have opportunities to make choices, decisions and have their voice heard. Nearly all children are settled and happy. They have mostly positive relationships with each other and staff and know one another well. Children express enthusiasm and enjoyment and are developing independence skills suitably.

Staff are confident in their role to safeguard children. However, they inconsistently implement policies and procedures, particularly in relation to hygiene. We, Care Inspectorate Wales, (CIW) have noted this as an area for improvement. Staff are calm, kind and caring. They use positive language regularly, encouraging and engaging with children through praise.

Leaders ensure the indoor and outdoor environment is suitably safe, secure, and overall, well maintained. There are continuing improvements within the environment. Leaders provide a suitable range of developmentally appropriate play and learning resources. Much of the equipment is freely available to children, allowing them to choose their interests independently.

Leaders show a suitable awareness and understanding of the regulations and National Minimum Standards (NMS). They have acted promptly to respond to actions and recommendations following our visit. However, consistency is required to embed and sustain improvements at the setting. Feedback we have received as part of this inspection, from parents and staff, is mostly positive.

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 and exploring the outdoor environment. Children express how they are feeling verbally and non-verbally. We saw children request more food at mealtimes and younger children respond to their preferences when choosing fruit at snack time. Older children confidently say, *"I want a drink"* and competently help the self to water from the dispenser. They positively tell us what they enjoy at the setting.

Nearly all children are settled and happy. They have mostly positive relationships with each other, staff and know one another well. Children who are new and settling are given reassurance by staff and comforters, as needed. Children know routines well. For example, at meal, rest and transition times. Children arrive from school eager to start their lunch and engage in activities with their friends. Staff ask how their morning has been, promoting a sense of self-worth. We saw children smiling and cheerful. They call one another and staff by their names. Children welcome and say 'goodbye' to friends. They excitedly share *"that's my daddy",* when looking at the 'family tree', engaging in conversations about where photographs were taken.

Children express enthusiasm and enjoyment. They confidently engage, involving us in their play. Younger children play alongside one another, taking part in colouring and older children learn to effectively cooperate. For example, taking turns during small group time activities and sharing whilst playing in the sand. Children excitedly build towers with blocks, and name colours they recognise. They confidently say to adults *"I want to be your helper too",* which is recognised and they help to give out cutlery and plates at lunch time. Children effectively use good manners, with little prompting.

Children are interested in their play and learning. They confidently access resources and equipment of interest to them. Children engage in activities such as musical instruments, singing, story time and creative play. Older children share and take turns, developing fine motor skills with pincers to take part in the activity. They follow their own interest and engage in child led play, with some adult led 'quiet time' activities.

Children are developing independence skills suitably. Older children access the bathrooms and wash their hands, with support from staff, if needed. Some children help to lay the table and access their own drinks at mealtimes. Children change into their school uniforms and are provided with encouragement from staff. They help to tidy up when transitioning to the next activity.

Care & Development — Adequate

Staff understand and mostly implement policies and procedures to promote the well-being of children. The staff spoken to have a sound understanding of their role in protecting children. Confidently answering child protection scenarios and actions they would take, if required. Nearly all staff have completed mandatory training, including, the appropriate level safeguarding course. However, not all have completed the correct level in relation to their role and are booked on up-coming courses. Nearly all staff hold paediatric first aid and food hygiene training. Accident, incident, existing injuries and medication records are complete and signed by parents. There are systems in place to review documents monthly to recognise any trends or patterns. The setting provides snacks, light lunch and a cooked tea, catering for allergy or dietary needs, as required. Plans are in place for children with severe allergies. Information for those with non-severe allergies or intolerances has been updated following our inspection visit. There are inconsistent cleaning and hygiene practices. This was a recommendation at the last inspection, and irregularities remain. Older children use bathroom facilities independently and competently wash hands prior to meals, with staff monitoring practice. However, younger children do not wash hands prior to meals. Nappy changing does not consistently follow the policy. Staff inconsistently promote hygiene practices. They wear gloves and aprons when handling food and nappy changing. However, they do not wash hands or sanitise tables regularly, and some snacks were not provided on plates. We have highlighted this as an Area for Improvement. They undertake regular checks on sleeping children and have a developing awareness of how to promote safe sleep practices, instigating changes to practices following our visit.

Staff understand the behaviour management policy and implement strategies suitably. They are calm, kind and caring. Staff use positive language regularly, encouraging and engaging with children through praise. They support children to share, use distraction techniques well and encourage children to use ‘kind hands’. Staff deal with any disagreements well, talking calmly to children. They offer reassurance and encouragement to children whilst undertaking activities. For example, whilst engaging in puzzles, supporting children to manoeuvre pieces until they fit.

Staff provide a suitable range of play and learning opportunities, implementing aspects of the Curriculum for Wales. Planning and observations are developing, following invitations to play and include children’s interests. Leaders recognise this as an area they are changing, seeking help to further improve and embed at the setting. They monitor and record children’s progress, completing observations. Although, they have not been completed regularly and do not always include children’s next steps. Staff integrate celebrations and events into planned creative activities. For example, St. Davids and Mother’s Day. 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 know their likes and dislikes. They promote some aspects of the Welsh language, introducing basic words, songs and phrases.

Environment — Good

Leaders ensure the environment and outside area is suitably safe, secure, and overall, well maintained. There have been several improvements following the past inspection, which are continuing. For example, a newly fitted kitchen and upgraded bathrooms. The main entrance is secure with a doorbell and impending code lock system. Visitors sign in appropriately. Risk assessments are in place, as well daily risk assessment check lists. However, they do not always accurately reflect on-going changes or improvements at the setting. They complete fire drills regularly, at different times of day to ensure all children have an opportunity to practice the procedure. Following our visit, the records provide more detailed information. Appropriate gas, fire and boiler safety checks remain current.

Leaders provide a variety of opportunities for children. The nursery has designated playrooms for the age groups attending, with older children having direct access into the secure garden. The outdoors is split into areas, providing differing play opportunities. There are areas which offer shelter, allowing for outdoor play in all weathers. They provide space for sensory play, physical development, rest/reading and a vegetable garden.

Within the nursery, the downstairs rooms provide space for older children to play, promoting free flow between activities. With bathroom facilities, a messy room and a newly constructed ‘cwtch’ area. Whilst upstairs, the baby and quiet room provides further play opportunities and a space to relax. Children store their belongings in the hallways and information boards are displayed on walls. Some displays promote the Welsh language, providing prompts to support children and staff in their Welsh development. Leaders are in the process of improving and developing a more natural environment. Photographs of the children and their families within the environment develop a sense of self-worth and belonging.

Leaders provide a suitable range of developmentally appropriate play and learning resources. Much of the equipment is freely available to children, allowing them to choose their interests independently. Leaders are beginning to develop resources to be more authentic. They provide a range of learning opportunities. For example, through role play, construction play, sensory and creative activities. There are some resources and learning opportunities which promote children’s curiosity about the wider society, celebrating equality and cultural awareness.

Leadership & Management — Adequate

Leaders show a suitable awareness and understanding of the regulations and National Minimum Standards (NMS). They recognise improvement is required, and act promptly to address issues raised at inspection. Leaders engage positively with CIW and generally keep us up to date with any changes at the setting. Following our inspection visit, a current statement of purpose and reviewed staff matrix has been provided. Leaders ensure regulatory records are in place. Following our inspection visit, they have further developed staff registers, to include lunch breaks and when staff are covering in different rooms. Leaders maintain the correct staff to child ratio. They have contingency plans in place, if required, to ensure ratios are maintained. Leaders review policies regularly and make the necessary adjustments. They have appropriate public liability insurances, car documents and are registered with the Information Commissioners Office (ICO).

Leaders have suitable self-evaluation systems in place. They seek the views of parents and children, with basic information including generic plans and achievements over the last year. They ably discuss current plans, recognising changes, challenges and improvements at the setting, although this is not reflected within the quality-of-care report.

Leaders follow recruitment processes to safeguard children with suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Leaders generally support staff, with basic regular supervisions and appraisals. Team meetings take place, to share information and keep up to date. Leaders provide opportunities for staff to undertake training and continual professional development. They are members of professional associations, allowing them to seek support and further training.

Leaders tell us they have strong partnerships. Linking with local schools, family information service and flying start. Parents are kept up to date through verbal discussions, text messaging and daily diaries for younger children. Verbal discussions take place at the start and end of the day. As part of the inspection process, we gained feedback from parents and staff which was mostly positive.

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
Children are at potential risk of harm because effective and consistent hygiene practices are not implemented across the nursery.	12/03/26

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 - Child protection	Ensure staff complete the appropriate safeguarding training in relation to their role in a timely manner.

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)
Continue to develop and embed planning, observations and children's next steps at the setting.
Regularly revise written risk assessments to be reflective of improvements and changes at the setting.
Continue to embed improvements made as part of the inspection.

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