Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Blossom Tree Nursery

2a, Waun-y-groes Avenue, Cardiff, CF14 4SY

02920616734

https://www.blossomtreenursery.com/

The inspection visit took place on 04/02/2026

Service Information:

Operated by:	BLOSSOM TREE NURSERY RHIWBINA LTD
Care Type:	Children's Day Care
Registered places:	40
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	Excellent
Care & Development	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children settle extremely well and enjoy their time at the setting. Their opinions and interests are highly valued, giving them many meaningful choices during play. They receive exciting opportunities that support them to progress very well in their learning and development. Most children interact confidently with their friends and staff, and they benefit from warm, responsive care that promotes their well-being.

Staff give exceptional care that promotes children's safety, health and development. Staff demonstrate highly effective practice, forming warm, respectful relationships and providing nurturing, responsive support. They follow robust procedures, tailor care to individual needs, and create rich, child-led learning experiences that build confidence, independence and curiosity.

Staff ensure the environment is safe, clean and well organised. They maintain the environment well, offering high-quality resources and creating calm, inviting spaces that promote independence.

Staff plan indoor and outdoor areas well, offering varied opportunities for exploration, challenge and play. Leaders respond promptly to improvements when needed.

Leaders provide strong, well-organised management and promote an inclusive workplace where staff's wellbeing is prioritised. They maintain clear policies, effective oversight and robust staff development. Partnerships with parents and professionals are supportive and productive, and leaders act on feedback to improve practice, ensuring children experience consistent, high-quality care and positive outcomes.

Findings:

Well-being — Excellent

Children experience exceptional opportunities to express themselves and shape their play. They move freely across the inviting play spaces and access an extensive range of high-quality activities. Children make meaningful choices throughout the day, such as selecting songs at snack time and choosing which foods to try. They are confident to express themselves both verbally and non-verbally, with even the youngest nodding to make choices or babbling as an attempt at communication. Children know that staff understand and will respond sensitively. Their ideas are respected and strongly influence activity planning. We saw children proudly choosing books to share during story time.

Children show very high levels of emotional security, demonstrated by their relaxed posture, enthusiasm, and eagerness to engage. They enjoy warm, nurturing interactions, such as babies sitting closely with staff during stories, and toddlers eagerly sharing items of interest. Children benefit from trusting relationships and a strong sense of belonging. They understand the familiar routines and move smoothly between activities. Children experience thoughtful transition processes which support them particularly when transitioning to a new playroom promoting a sense of belonging and security.

Children interact positively with staff and each other. They cooperate during shared activities such as story time, outdoor play, and creative tasks. For example, children engage together at the play tray, sharing sand and responding to staff's warm encouragement. Children are gently encouraged to share and take turns and succeed at managing their behaviour. For example, when two children are interested in the same doll, they continue playing calmly with gentle staff guidance. Children imitate peers, join in with others' play, and take turns successfully, such as when navigating the outdoor stepping structure. They are developing high-quality social skills within this supportive environment.

Children are consistently motivated, engaged in their play, and enthusiastic when accessing the activities on offer. They enjoy a good balance between adult-led opportunities and the freedom to take play in the direction of their choosing. Younger children enjoy planned activities using scarves and water but extend their play by freely selecting shapes that match the colour. Children concentrate for lengthening periods and focus on self-chosen activities. For example, mixing paint and exclaiming *"it's making pink!", or* exploring sensory materials like oats and water. They enthusiastically invite their friends and members of staff into their play, and very proudly show us their pictures on the learning tree wall in the older children's room.

Children develop independence exceptionally well through thoughtfully designed routines. They

wash their hands before snack, collect their labelled water bottles, and attempt to wipe their faces with individual cloths after feeding themselves. Children remove outdoor clothing independently and manage transitions smoothly. They also demonstrate strong emerging problem-solving skills, such as sorting colours or using tools like hole punches, supported by staff who encourage exploration, curiosity, and self-sufficiency.

Care & Development — Excellent

Staff provide exemplary care that nurtures children's well-being and promotes their safety, health and development. They follow robust policies and procedures with consistency and confidence. Staff carry out highly effective infection control practices. They model excellent hygiene habits and encourage thorough handwashing. Staff provide dignified, calm nappy changing routines. They speak to children warmly throughout, offering reassurance and explanations that foster trust and emotional security. Staff ensure all intimate care respects children's privacy, including supporting older children to change discreetly behind screens.

Staff promote healthy lifestyles extremely well. They ensure every child benefits from regular access to fresh air, using an efficient outdoor timetable. Staff follow high standards of food hygiene and demonstrate a detailed understanding of dietary needs, allergies and preferences; a colour-coded crockery system strengthens their practice. Staff ensure that children enjoy a varied and nutritious menu and are encouraged to try new foods. They see that mealtimes are calm, social occasions where staff support independence sensitively. Staff make sure that fresh drinking water is always available.

Staff carry out and record regular fire drills and know evacuation procedures well. They demonstrate excellent safeguarding knowledge and follow clear procedures for reporting concerns. Staff maintain an effective system for monitoring existing injuries. They ensure medication is stored securely and administered safely. Staff gather rich information during the settling-in process, capturing key details that inform individual routines such as sleep preferences, comfort needs and communication styles.

Staff enable warm, respectful and wholly child-centred relationships. They are excellent role models, using gentle voices and promote kindness and cooperation. Staff celebrate achievements with genuine enthusiasm and provide thoughtful praise that boosts confidence. They join children's play with sensitivity, supporting turn taking and problem-solving while allowing play to develop naturally. Staff respond patiently and consistently to individual needs. For example, staff supported a child who was reluctant to return indoors by enabling them to take the item they were playing with into the playroom. This supported a smooth transition. Staff enable children to participate at their own pace, respecting choices during group activities.

Staff know children exceptionally well and use this understanding to guide learning and development. They maintain detailed individual care and development plans and work effectively with external services, including Additional Learning Needs (ALN) specialists. Staff are establishing an effective monitoring system to track progress against developmental milestones, ensuring timely and tailored support. Staff create rich learning experiences through responsive, child-led interactions. They follow children's interests, for example, following a child's lead when they wanted to make mashed potato in the role play area. Staff encourage independence during daily routines,

and foster curiosity through stimulating activities. They promote cultural diversity and language development, including Welsh and Makaton communication programmes, offering a “word of the month” to enhance communication and cultural awareness.

Environment — Good

Leaders ensure that the is safe, clean and well-maintained. Staff carry out daily health and safety checks in each playroom, reviewing fire exits to ensure they are free from clutter, fridge locks are secure and noting any potential hazards. Leaders ensure that safety measures such as finger guards, radiator covers and appropriate nappy-changing equipment are in place and used consistently. They see that doors are secured with high-level release buttons and gates are positioned effectively to support children's safety. Leaders ensure that fire extinguishers are tested annually, emergency lighting is checked monthly and smoke alarms are tested weekly. Leaders maintain clear Control of Substances Hazardous to Health (COSHH) files, supporting staff to follow safe cleaning schedules and use hazard reporting systems effectively. Staff carry hygiene bags to the outdoor play area, containing gloves, tissues and antibacterial gel so they can respond quickly to children's needs.

Leaders routinely assess risks across the environment. They consider the suitability of resources, first aid arrangements and specific activities, such as making playdough. However, during the inspection, a small number of risks had not been fully considered. Leaders responded promptly, updating the risk assessment and adding reminders to planning documents to support staff awareness.

Leaders see that the indoor environment is calm, well organised and welcoming. They use neutral colours, natural materials, soft furnishings and warm lighting to create inviting spaces that support children's sense of security and belonging. Children enjoy seeing photographs of themselves and their families and take pride in their work displayed on the walls. Leaders have chosen low-level furniture and accessible storage to help children select resources independently. There are sufficient toilets, and changing facilities are appropriate for the ages cared for. Staff are aware of the procedures to follow when children sleep/rest during the day. They ensure children have individual bedding and close monitoring takes place. Sleep rooms include low lighting and individual cots.

Staff arrange resources thoughtfully at child height. They encourage children to explore open-ended materials such as natural items, wooden blocks, dry foods and loose parts. Staff offer real-life objects that enrich learning and deepen play. They organise the outdoor area well, providing varied opportunities for physical exploration, with chalkboards and mud kitchens offering purposeful challenge and appropriate risk. Leaders ensure that each room is resourced in line with children's developmental needs; for example, hole punches in the older children's room, sensory soft play in the baby room and dish washing in the toddler areas. Staff and children take shared ownership of the environment, selecting additional resources from local charity shops and deciding together how best to use them. They ensure that equipment is kept clean, safe and well maintained, and drinking water stations indoors and outdoors support children's independence.

Leadership & Management — Good

Leaders provide strong and effective oversight of the service. They have established clear structures, policies and procedures that support the smooth day-to-day running of the setting. Leaders present a Statement of Purpose that is detailed, accurate and reflects the service well. They share their vision confidently and ensure staff understand the priorities for children's well-being. Leaders provide a wide range of beneficial policies and procedures which effectively guide staff in their roles. They maintain communication with Care Inspectorate Wales (CIW); however, they do not consistently report all significant events as required by regulations. Leaders have undertaken prompt measures to improve their systems for informing CIW of such events.

Leaders complete a thorough quality of care review each year. They gather the views of children, parents and staff and act on feedback to improve the service. This is comprehensively documented in a written report. Leaders promote a positive ethos where children, parents and staff feel valued, and they work purposefully to secure good outcomes for children.

Leaders gather views routinely through questionnaires, daily handovers, parent and grandparent events, and reflective staff meetings. They meet weekly to review room-level observations and agree improvements. Leaders are developing their environment and practice to promote calm, child-led, curiosity-based play and have recently renewed their Gold Standard Healthy Snack award, demonstrating a commitment to ongoing development.

Leaders offer effective processes for recruitment, induction and staff development. They provide regular information and training sessions, including after-work meetings, weekend workshops and monthly Makaton training. A mentoring programme and regular check-ins help new staff settle in, and ongoing reviews support staff confidence and consistency. Leaders value diversity within the team and promote a supportive and inclusive workplace culture ensuring that every staff member feels valued and that their contribution is recognised.

Leaders have a well-structured supervision and appraisal system in place which support staff to reflect on their own practices and contribute to service wide improvements. They promote a positive learning culture through policy-of-the-month reviews, quizzes and discussions to help reinforce understanding. Leaders plan rotas to maintain appropriate ratios and to ensure children are cared for by appropriately trained and familiar staff, although current records do not clearly show staff movement between rooms. Staff report a strong sense of well-being and belonging, supported by initiatives such as peer to peer well-being monitors, breakfast baskets, drop-in support sessions and team-building events. This focus on staff well-being supports staff retention and ensures they feel better equipped to provide high quality care. This ensures that children are cared for by engaged and dedicated staff further supporting their development and wellbeing.

Leaders maintain strong relationships with parents, external professionals and the wider community. They provide daily communication, both virtually and face-to-face, and make changes based on parental feedback, such as improving room transition processes. Leaders work closely with external agencies, such as inclusion services and health professionals, to enrich training and support children with ALN. Parents speak positively about the warm relationships, developmental support and family-focused ethos. Leaders foster trusting, responsive partnerships that promote children's care, well-being and development.

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 24 - Safety	Ensure regular evaluation takes place which considers any emerging risks to children during their play and experiences, ensuring that safety remains a continuous priority.
Standard 21 - Notifications of significant events	Ensure CIW are kept informed of significant events.
Standard 5 - Records	Ensure records are maintained to identify which staff are working with which children at any given time.

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