Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Babinogion Day Nursery

Cae Llenor, Wellington Terrace, Caernarfon, LL55 2HH

01286672052

www.babinogion.co.uk

The inspection visit took place on 18/08/2026

Service Information:

Operated by:	Gwenan Evans
Care Type:	Children's Day Care
Registered places:	54
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, settled and confident. They make meaningful choices, form positive relationships, and enjoy their time at the setting. Children engage purposefully in experiences that interest them and develop good independence skills.

Staff promote children's health, safety and well-being. They know children well and provide nurturing care that supports children's emotional development. Positive interactions help children feel secure, valued and supported to make progress.

The environment is clean and welcoming to children. Leaders maintain suitable premises and resources and have made improvements to the safety of entrances and systems for managing risks since the previous inspection. Ongoing improvements to resources and play spaces support children's experiences at the setting.

Leaders have a clear vision for the setting and have made positive improvements since the previous inspection to address previously identified issues. They maintain effective systems, support staff development and work positively with families and professionals to promote good outcomes for children.

Findings:

Well-being — Good

Children have free choice of how they spend their time at the setting, accessing different activities and deciding who they wish to spend their time with. They are learning to sustain their engagement well by selecting resources that interest them. Children know their opinions are valued, helping them to develop confidence. For example, children help staff to choose a story to read together or confidently answer questions during discussions. When children choose not to participate in group sessions, they are supported to engage in alternative experiences.

Children are happy and settled. They are familiar with daily routines and confidently follow established expectations such as washing hands before meals and waiting patiently with their friends before lunch. Children have secure relationships with staff and seek comfort and reassurance when required. For example, children approach staff for cuddles when upset or tired and settle quickly. Many children happily involve staff in their play, asking them to watch their achievements or join in with what they are doing, and smile as staff respond enthusiastically.

Children are developing positive social skills. Younger children are beginning to share resources and take turns during activities, for example, passing glue sticks and craft materials to one another while creating artwork. Older children communicate well and enjoy working cooperatively, such as collaborating to build structures and beginning to consider the wants and needs of others. Children proudly share their achievements with visitors and are eager to talk about their work and creations.

Children are engaged, motivated and busy throughout the day. They are learning to use their imagination, and during role play activities, they pretend to telephone family members and hold conversations using toy phones. Outdoors, children make particularly good use of the environment, where they access a wide range of resources and opportunities for physical activity. They show good levels of concentration and perseverance. For example, children enjoy climbing and balancing, whilst others explore sand play with excitement and sustain interest when filling and emptying containers.

Children have valuable opportunities to develop good independence skills. They readily access drinking water throughout the day and manage personal care routines. Many children take responsibility for their belongings and manage tasks well for their age and stage of development. Mealtimes are sociable occasions where children engage in conversations with friends and staff, and most children feed themselves, helping them to develop practical life skills.

Care & Development — Good

Staff understand their responsibilities to promote healthy lifestyles and keep children safe. They provide nutritious meals and healthy snacks, communicate dietary information clearly and ensure children have regular opportunities for outdoor play. Staff complete accident and incident forms promptly and accurately, medication administration is recorded, and all records are acknowledged by parents through the setting's online communication system. They complete children's attendance records consistently, and improvements have been made since the previous inspection to strengthen staff attendance records and oversight of staffing arrangements. Most staff are secure in their understanding of the setting's safeguarding procedures. However, not all staff have a thorough understanding of their further responsibilities for reporting concerns to keep children safe. Staff follow effective hygiene and infection control procedures and manage personal care needs well. For example, they maintain children's dignity and promote their involvement during nappy changes.

Staff manage interactions well and are positive role models. They speak calmly and respectfully to children and consistently promote kindness, sharing and turn-taking. Staff use effective strategies to manage behaviours, helping children understand expectations in ways appropriate to their understanding. For example, they responded sensitively when a child became upset, offering reassurance and familiar strategies to support emotional regulation. Staff help children to resolve disagreements by encouraging them to consider the feelings of others.

Staff engage purposefully in children's experiences, model language and use questioning to encourage thinking and participation. For example, staff joined babies in their play, maintaining eye contact and encouraging them to explore the small world animals and interact with others. Many staff have an appropriate understanding of children's individual needs and explained how they work with external professionals to support development where possible. Since the previous inspection, staff have made improvements to recording observations and identifying children's next steps. However, systems are not yet used consistently to review developmental next steps for all children and information is not always shared regularly with parents. Planning throughout the setting does not clearly demonstrate how activities support children's identified learning needs. Staff promote the Welsh language consistently across the setting, reflecting the needs and backgrounds of children who attend.

Environment — Good

Leaders have effective procedures in place to ensure the environment is safe for children. Since the previous inspection, they have made improvements to strengthen safety arrangements, including the installation of a secure entry system at the external gate and repairs to previously identified hazards. Risk assessments are now detailed and reviewed regularly to identify and manage hazards. Daily checks and cleaning routines are completed consistently, and leaders maintain clear records relating to fire safety, building maintenance and health and safety requirements. Visitors are recorded appropriately and fire drills are undertaken regularly to ensure children benefit from frequent practice of emergency procedures. Staff encourage children to take appropriate risks during play whilst maintaining suitable supervision. For example, children are encouraged to challenge themselves physically when climbing and balancing, with staff available to support when needed.

Leaders ensure the environment is clean, welcoming and suitable for children's needs. Rooms are well maintained and provide sufficient space for children to play, learn and relax. Displays of children's artwork and photographs help create a sense of belonging and encourage children to take pride in their achievements. Children make particularly good use of outdoor environments and benefit from opportunities to access resources independently. Leaders and staff told us they make efforts to refresh some indoor experiences as children's interests change, including table-top resources. However, children do not consistently benefit from a varied range of play opportunities and activities that build on their natural curiosity and develop their skills across all areas of play, learning and development.

Leaders have made positive improvements to the quality and organisation of the provision since the previous inspection. They have invested in some additional open-ended resources and are continuing to develop the provision through planned improvements and grant funding opportunities. Resources are generally appropriate for children's ages and stages of development and support a range of experiences indoors and outdoors. For example, children readily access resources stored at their level and use them independently to support their play. However, there are limited resources that promote Welsh culture and local heritage or reflect diversity and equal opportunities across the provision.

Leadership & Management — Good

Leaders demonstrate commitment to improving outcomes for children, and since the previous inspection, they have focused on identified priorities and strengthening systems and processes. Policies and procedures are organised, reviewed regularly and reflect the service provided. The statement of purpose accurately describes the setting and supports parents to make informed choices. Leaders have also made improvements to ensure Care Inspectorate Wales (CIW) is informed of significant changes or events within the setting. In addition, they have strengthened communication and consistency across the staff team. However, the deployment of paediatric first aid trained staff on the day of inspection did not ensure suitable first aid cover was available in all areas where children are cared for.

Leaders have appropriate systems for reviewing the quality of the service. They complete annual self-assessments and quality of care review reports and are receptive to feedback from professionals and inspection findings. However, the quality of care review report does not clearly outline plans for future improvements to support ongoing development at the setting. Leaders explained that future projects include developing the indoor and outdoor provision, as well as seeking opportunities to further develop staff knowledge of children's observations and planning.

Leaders manage staff and resources effectively and paperwork is stored securely, organised and available for inspection. Children's files sampled contained the required information to support their care and welfare needs. Staff files sampled demonstrated appropriate recruitment procedures had been followed and contained key information, demonstrating improvements since the previous inspection. Leaders have made efforts to complete staff supervisions and acknowledge the importance of ensuring regular supervisions and annual appraisals take place to support staff development. Staff told us communication and team working have improved in recent months, particularly as room leaders have dedicated non-contact time to complete responsibilities. Leaders explained they have introduced dedicated staff and well-being days to support morale and strengthen working relationships.

Leaders provide some opportunities for children to access their local community, including walks to the local shop. However, they acknowledge that meaningful trips outside the setting and opportunities for visitors to attend have not been prioritised recently. This would further extend children's experiences beyond the setting and strengthen opportunities to learn about their local area. Leaders are committed to developing positive partnerships with families and professionals. Most feedback received from parents was positive and highlighted effective communication, genuine care for children and supportive relationships with staff.

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 7 - Opportunities for play and learning	Strengthen systems to ensure observations are completed regularly and used effectively to identify, plan and review next steps for all children.
Standard 20 - Safeguarding	Strengthen staff knowledge and understanding of safeguarding procedures and their responsibilities for reporting concerns.
Standard 23 - Equipment	Further develop and extend resources to support children's awareness of Welsh culture and local heritage, and to promote diversity and equal opportunities.
Standard 7 - Opportunities for play and learning	Continue to develop play opportunities and activities that build on children's natural curiosity and develop their skills in all areas of play, learning and development.
Standard 10 - Healthcare	Review the deployment of staff trained in full paediatric first aid to ensure suitable first aid cover is available in all areas where children are cared for.
Standard 18 - Quality assurance	To ensure the quality of care review report clearly outlines plans for future improvements.

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 strengthen existing partnerships by further developing links with the local community to enhance children's experiences and provide meaningful opportunities to learn about their local

area.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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