Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pebbles Day Nursery

Campion Gardens, Swansea, SA3 3JB

01792235320

www.pebbles-daynursery.com

The inspection visit took place on 22/01/2026

Service Information:

Operated by:	C.E.O Nursery Ltd
Care Type:	Children's Day Care
Registered places:	62
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 is not promoting 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, settled and confident in expressing their needs and forming positive relationships with staff and each other. They engage well in their play and are developing independence through routines such as handwashing, choosing resources and managing their belongings.

Staff understand their responsibilities to ensure children are protected and communicate well with each other as part of an effective team. They demonstrate a good understanding of health, hygiene and behaviour management policies and implement these practices effectively. Staff engage with children in a warm and nurturing manner.

Leaders have clear measures in place to ensure the environment is safe for children. They offer a welcoming indoor environment which enables children to explore and be independent. Leaders ensure risk assessments are purposeful and provide a high standard outdoor play space which is

well maintained. They offer a good range of developmentally appropriate play and learning resources.

Leaders are committed to driving improvement and understand their responsibilities to comply with relevant regulations and the National Minimum Standards (NMS). They have a clear vision they effectively share and support their staff well with appropriate training and supervision practices. Parent feedback is very positive, and leaders ensure children get opportunities to be involved in the community.

Findings:

Well-being — Good

Children are happy and enjoy their time at the setting. Children express themselves confidently and communicate their needs, making choices about their play. For example, they move between areas and select resources independently. Some children are becoming confident communicators and engage with us in their play and chatter. For example, younger children were keen to involve us in their play passing us items from the multi- sensory activity and then taking them back when they wanted to.

Most children are settled and content. They are familiar with each other and are starting to make friends. Children are eager to involve staff in their games and have fun with them, displaying clear bonds of affection. For example, during outside play, children laughed as they pushed staff who had fitted themselves into the children's bikes, delighting in this gentle and playful activity. Children are becoming aware of the setting's routines. For example, upon arrival, children smile as they are welcomed by staff. They are also becoming familiar with what happens next such as, knowing they need to tidy up and wash hands before snack time. We saw how the children cheered happily as snack was served.

Interactions between children and with staff are warm and encouraging and they are offered comfort, praise and reassurance as needed. For example, younger children are happy to approach staff for a cuddle when this type of interaction is sought. Many children interact well with each other and are beginning to develop friendships. For example, older children worked collaboratively to build a tower in the construction area, sharing well and chatting as they played. Children talk to each other and engage well over their lunch. Younger children are confident to ask for help, such as to put on a coat and during activities, children are confident to ask for a drink.

Most children are engaged in their play and learning. They enjoy a reasonable selection of opportunities indoors and outdoors. Sometimes children initiate their own play, and this is well supported by staff. For example, children worked together to build a house with giant building blocks. *"I can help you",* they told each other, *"I'm a fireman."* Children enjoy and are engaged in planned activities such as a Santes Dwynwen activity using rice and oats.

Children are developing their independence skills appropriately. For example, younger children make their way to the bathroom to wash their hands in readiness for mealtimes whilst older children are starting to take care of their belongings, hanging up coats and bags on arrival. They also dress themselves independently in their outdoor clothing as they prepare to play outside. Children access toys and resources freely and choose where to sit at lunch time. They know where resources belong and tidy up effectively and enthusiastically such as the musical instruments.

Care & Development — Good

Staff understand their roles and responsibilities to promote children's safety, well-being and learning effectively. They have grown in confidence and understand their responsibilities to protect children. They can explain the setting's safeguarding procedures and how to make referrals to appropriate external agencies. Staff implement effective cleaning and hygiene practices throughout the day and actively encourage children to consider their own hygiene. For example, staff wipe down tables before and after mealtimes and encourage children to wash their hands before these routines, supporting them to use soap, dry their hands and dispose of paper towels independently. Staff understand the setting's nappy changing policy. They wear aprons and gloves, and ensure dignity and privacy are maintained as well as providing gentle reassurance during these practices. They are knowledgeable regarding the setting's procedures when dealing with allergies and are fully aware of children's individual needs. Staff ensure information on accidents, incidents and illnesses are recorded and we saw evidence of these processes on the setting's digital platform. They provide healthy and nutritious snacks, and we saw children enjoying pancakes and raisins as well as being provided with a choice of water or milk. Staff supervise children well and communicate openly with each other around children's individual needs, the sharing of key information and preparation of activities. Sleep practices are much improved since the last inspection. However, on the day of the inspection sleeping children were not checked thoroughly, in line with guidance. The ethos of collaborative teamwork is evident.

Interactions between staff and children are consistently positive and staff are kind, gentle and nurturing. Staff are good role models and communicate openly and politely with each other ensuring children hear respectful interactions. They are animated and engage well with children providing continual opportunities for children to answer open questions and extend their thinking. For example, during a story, staff asked, *"what happens next?"* Staff are attentive to children's individual needs and abilities such as supporting children to wipe their noses. They remind children about good manners such as *"thank you"* and encourage children to consider their behaviour in effective ways such as, *"kind hands"* and *"be gentle,"* resulting in a happy environment.

Staff are confident to explain their roles and responsibilities and welcome opportunities to share examples of good practice. They have a clear understanding of child development and take pride in the opportunities they provide for children's play and the activities they plan. Staff know the children well, and they chat confidently and with delight about children's development and emerging personalities. For example, although a focused task had been prepared, staff followed the children's interests and adapted the activity to include the trains they had taken an interest in. Their planning process is clear and displayed openly enabling all staff to contribute and add theirs and the children's ideas, to the current theme, *"All around the World."* We heard a few staff using incidental Welsh such as praise, and vocabulary such as colours in the Welsh language, but overall, we found these practices to be limited.

Environment — Good

Leaders offer an environment which is safe for children and staff understand their responsibilities to follow the setting's safety measures, policies and procedures. They have made significant improvement to the environment since the last inspection with clear evidence of investment and refurbishment. Leaders offer a setting which is secure with a locked external entrance door and a secure garden area. Visitors are asked to sign the visitor book upon arrival and departure, and staff and children are signed in and out of the building on daily registers. Leaders keep a range of purposeful risk assessments which are reviewed at least annually. However, during the inspection visit, we drew attention to some potential hazards such as sharp corners and leaders acknowledged a plan was in place to address these areas. We also saw evidence of effective cleaning routines, demonstrating leaders ensure the environment is clean. Leaders practice regular emergency fire drills at varying times, and their fire safety equipment and risk assessment are serviced and reviewed appropriately.

Leaders offer a bright and welcoming indoor environment which provides space in which children can roam and explore freely. They provide stimulating and inviting areas of learning which enable children to make choices in their play. For example, children enjoy accessing the tuff tray area, role play, construction, creative, small world and mark making areas. They spend time enjoying books and stories in the den area as well as having opportunities to explore music. However, aspects of some rooms were not as well equipped as the others, and leaders shared, they have plans in place to further develop these areas to support children's play, learning and comfort. Leaders offer an exciting outdoor play area which is safe and well maintained. They have invested carefully in this area offering secure and interesting age-appropriate spaces. The outdoors also provides opportunities for children to further develop their physical skills by accessing equipment such as slides and ride on toys.

Leaders provide a good range of age-appropriate resources, which support children in their play and learning. They ensure children can access these with ease as they are stored within reach offering choice and enabling children to follow their own interests. For instance, sensory toys, books, a home corner filled with authentic, real-life resources, blocks, bricks and loose parts. Leaders offer a range of purposeful displays within the environment such as a self-portrait board, a learning journey display and an area where children's photographs and their own artwork are displayed on the wall, promoting their sense of identity and belonging.

Leadership & Management — Good

Leaders have a clear vision for this setting and understand their regulatory responsibilities to ensure they comply with relevant regulations and meet the National Minimum Standards. They are committed to ongoing improvements and ensure the setting's policies are purposeful, reviewed annually and understood by their team of staff. Leaders offer a statement of purpose which provides a clear reflection of their setting, ensuring up to date information is always available to current and prospective parents and carers. They keep Care Inspectorate Wales (CIW) up to date with any changes to the setting and strive to address recommendations from the last CIW inspection. Other aspects of the setting's documentation demonstrate leaders keep up to date records such as children's files and relevant annual requirements such as insurances, data protection and vehicle renewal documents which are essential for their successful pick-up services.

Leaders complete an annual quality of care review and demonstrate clearly how they carry out their self-evaluation of the service. They share an account of the improvements made at the setting, such as the outdoor area and the nappy changing area as well as planned improvements to the bathroom area.

Leaders manage staff well. They have effective recruitment procedures in place and ensure children at the setting are safeguarded. We saw records to evidence staff to children's ratios are correct, enabling children to be supervised well. Leaders ensure all relevant documentation is organised within their staff files and stored confidentially. Staff told us they are settled, happy and feel very supported. Staff explained they love their job roles and enjoy the experience of working as part of a team. They attend monthly staff meetings and can contribute to ideas which impact on their practices and on children's experiences. Leaders ensure all staff receive regular supervisions and purposeful annual appraisals, which enables them to work towards targets and fulfil training needs. They ensure mandatory training such as relevant safeguarding training, paediatric first aid and food hygiene are up to date.

Leaders have established strong partnerships with parents and carers. They ensure communication with them is consistent through effective systems which keep them well informed about their child's time at the setting. Parents provided very positive feedback and told us, *"The entire team always take the time to really get to know your child." "Lots of well-planned activities and regular feedback to parents on what the children have been doing and how they are doing." "They have gone out of their way to ensure their environment is inclusive, supportive and caring." "My child is very happy at Pebbles, and I trust that the staff do everything they can to make it a fun and safe environment." "The outdoor space is excellent and clearly well used, which we really value."* Further feedback shared with CIW demonstrated how parents and carers value consistent care and how staff are approachable and professional. Leaders strive to ensure the children have

opportunities to learn outside of the setting and plan purposeful visits to local areas and sites within the community such as a care home for the elderly. Parents shared how they value these opportunities and believe their children benefit from such visits.

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 sleeping babies are frequently checked by a member of staff, in line with guidance on sleeping babies.
Standard 24 - Safety	Ensure the environment is sufficiently assessed and address any sharp corners in order to eliminate potential hazards.
Standard 23 - Equipment	Further develop areas of play to support children's learning and comfort.

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)
Further develop the use of Welsh within the setting.

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