Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Busy Bees at Cardiff Gate

Greenwood Close, Cardiff Gate Business Park, Cardiff, CF23 8RD

02920541111

www.busybeeschildcare.co.uk/nursery/cardiff-gate

The inspection visits for this service took place between 12/01/2026 and 13/01/2026

Service Information:

Operated by:	Busy Bees Nurseries Limited
Care Type:	Children's Day Care
Registered places:	100
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Adequate

Summary:

Children are settled and enjoy spending time at the setting. They form close bonds with the staff who are kind and nurturing with them. Children can speak freely and share their ideas with staff who show interest in their views and opinions. They have many opportunities to develop different skills and become independent. Children are provided with a very good choice of freshly prepared, healthy meals and drinks.

In the main, staff pay good attention to health and safety matters and have good knowledge of the safeguarding procedure. Nearly all staff have a childcare qualification, and some have worked at the setting for many years. They are confident in their role and mostly follow the procedures in operation. They know the individual needs of children well and keep daily records updated.

Leaders provide an environment that is safe, clean, and well maintained providing a welcoming

space for children. Staff ensure that available play spaces both indoors and outdoors are set up well. The setting offers a good range of toys, equipment, and resources to support children's learning and development. Leaders manage risk and safety arrangements appropriately, ensuring the environment supports children's well-being and safety.

Many areas of leadership and management are effective, but some areas require further improvement. Leaders do not always deploy staff effectively therefore, on occasions, they are not meeting the regulations and national minimum standards. Leaders are receptive to feedback and started to take steps to make improvements. Therefore, we have not issued a priority action notice on this occasion but noted an area for improvement.

Findings:

Well-being — Good

Children make their wishes known through verbal and non-verbal communication. For example, during lunch children let staff know if they want extra food and at story sessions, they choose what book to read. Children have opportunities to make choices and decisions about what affects them, such as in the preschool room, where they choose whether to play inside or outside. Younger children are asked if they would like to participate in a play activity or whether they are ready to have their nappy changed. They hold their hands up to be picked up if they want a cuddle or if they are tired or upset. Babies sleep according to their individual routine, while others follow the setting's routine.

Nearly all children are happy and settled. They are active and express enthusiasm and enjoyment in their play. Children are happy joining in familiar routines such as preparing for sleep, going outside, and getting ready for circle and story time. They are forming trusting relationships with staff and other children. Children display pride and confidence as they are chosen to help to give out water beakers to their friends, smiling at staff and other adults around them. They display good bonds of affection, sitting on staff laps and snuggling in to listen to a story. They ask staff to take part in their play. For example, helping them to put glitter in a bottle.

Nearly all children interact well with their peers and staff. Children talk to staff about their play and interact well with others. Older children demonstrate good cooperation, supporting one another's play, such as when building towers or playing ball games together.

Children are learning to use good manners such as saying please and thank you at lunch time. They are developing strategies to manage their own behaviours such as recognising if they have accidentally upset anybody and saying sorry. Children are respectful of other children who are asleep in the playroom, quietly engaging themselves in their chosen activity.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting play opportunities, especially outside. Children show great excitement when staff kick a ball with them outside and play hide and seek. They have many opportunities to initiate their own play such as making cakes with sand in the home area and offering them to their friends. Children enjoy talking about stories in small group activities, sharing their learning. They recalled a story about crickets and told the group that there were toy crickets in the playroom they could look at.

Children have good opportunities to develop their independence skills, enabling them to do things for themselves. For example, they access the toilets in their area independently, with appropriate support, find their coats and put on wellingtons themselves before going outside. Children make

choices regarding their play and what activities they prefer, supporting them to think and make their own decisions.

Care & Development — Good

In the main, staff understand how to keep children safe and healthy and work well together to achieve this. They understand and implement most policies and procedures well. Staff follow a cleaning schedule consistently, as well as following good hygiene practices when changing nappies. For example, they wipe tables before serving lunch and use appropriate protective equipment when changing nappies. They support children to wash hands before food, explaining the importance of good hygiene. They support children to keep themselves safe, reminding them to sit on their chairs properly, encouraging them to blow on their food to cool it and asking them not to run inside. Staff do not always follow the setting's sleep procedure and leaders are reflecting on the policy to ensure the policy reflects current guidance. Staff have a good understanding of their responsibilities to protect children and confidently answered scenarios regarding if there was a child protection incident. Leaders are further reviewing the safeguarding procedure to ensure it reflects the legislation in Wales.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, they remind children about being kind and to share and take turns. Staff use distraction techniques when children have minor disagreements such as over a toy. They use storytelling and circle time activities to explore children's feelings and to discuss different moral scenarios. Staff act as good role models, promoting good manners and respect for each other and children. They are kind and nurturing in their interactions. Staff remind children to listen and share with their friends using a positive tone of voice.

Staff know the individual needs of the children well. They receive written information regarding children's key details before they start which is kept updated during their time at the setting. Staff are implementing an effective electronic method to monitor their development as they progress through the setting. Staff make activities such as story time and playdough modelling fun, and as a result children sustain interest and enjoy their play. Staff readily encourage children to share their ideas about activities and toys they like to play with and are responsive to children's needs.
Staff plan to celebrate some Welsh and other cultural events such as St David's day and Chinese New Year. However, there are minimal resources and wall displays that promote children's understanding of a diverse society. We heard a basic level of Welsh used through songs and simple instruction during play. Leaders told us about the plans they have to improve the levels of Welsh used at the setting, such as staff training.

Environment — Good

Leaders have effective measures in place to ensure the environment is welcoming and safe for children, staff, and visitors. Children's safety is well maintained through effective measures such as a secure entry system, adult-height door handles, and locked windows and external doors. Leaders manage fire safety arrangements effectively. An external agency carries out annual checks on fire-fighting equipment and smoke and carbon monoxide alarms. Staff and children practise fire drills regularly. Leaders maintain clear, comprehensive, and up-to-date risk assessments to identify and minimise potential hazards. Staff implement good hygiene routines and manage the upkeep of each room throughout the day. An external cleaning company completes a daily clean of the premises. Staff ensure toilet and nappy changing areas are well maintained and adhere to procedures that support good standards of hygiene. Leaders ensure hazardous substances are inaccessible to children by storing them in a secure, locked cupboard.

Leaders ensure the setting provides a range of age-appropriate opportunities for children. Rooms are light and airy with neutral colours that create a welcoming environment. Children benefit from spacious, well-resourced play spaces with appropriately sized furniture. Rooms are thoughtfully organised to enable children to independently access a wide range of activities, including role play, construction, arts and crafts, and reading areas. Most children benefit from access to an inviting outdoor play space, which provides a variety of resources to promote physical activity, such as a movable obstacle course, bikes, push-along toys, hula hoops, and an outdoor kitchen. Leaders ensure a free-flow approach between indoor and outdoor areas for pre-school children. At the setting, children access age-appropriate toilet and handwashing facilities that encourage independence and support good hygiene.

Leaders provide a wide range of age-appropriate play and learning equipment that support children's progress and development. Resources are well organised and accessible, enabling children to make independent choices about their play. Leaders ensure there are sufficient toys and equipment in each room to meet the needs of all children. Resources are well maintained, clean and kept in good condition, supporting children's safety. Staff offer a balance of child initiated and adult led activities. Younger children often choose to play independently with familiar resources, while some older children engage in adult led activities, such as drawing houses linked to their book of the moment 'Goldilocks and the Three Bears.'

Leadership & Management — Adequate

Leaders are motivated and committed to operate a service which provides good quality care for children. There is a statement of purpose that in the main, provides parents with good information about how the setting operates. Leaders provide staff with a range of policies, procedures, and documentation to support the operation of the setting. However, these are not effectively organised, and some require further review to ensure they reflect the current legislation in Wales. Staff complete daily records such as accident forms well. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Staff collect appropriate details to be able to care for children safely. Leaders are carrying out an audit of records as they transition to storing these electronically.

Leaders have internal systems in place to evaluate the quality of the setting. They regularly seek and consider the suggestions of children, their parents/carers, and staff. There is a quality assurance structure within the larger Company. Their annual report shows what they have achieved or done well, where they will improve and how they will measure this. They include areas to prioritise. For example, they have highlighted the need to increase Welsh language training for staff and support staff well-being. However, the evaluation has not always been effective in supporting the setting in keeping up to date in all areas. Leaders have a complaint/concern procedure in place and follow this in the event of any concerns being received. Leaders have not been able to access their online CIW portal since a recent change of responsible Individual. As a result, they have not submitted notifications to CIW appropriately. For example, changes to the person in charge. This matter must be addressed as a matter of urgency.

Leaders follow timely and robust recruitment processes to safeguard children. They operate effective performance management processes, with regular supervisions and appraisals. They have a good induction procedure in place and staff have regular opportunities to undertake training. Staff feel well supported in their role and get opportunities to get feedback about their performance through regular supervision and an annual appraisal. Leaders promote staff well-being by providing mental health support, team building events and giving staff access to vouchers for money off services, Leaders ensure the recommended ratio of adults to children is mostly maintained. However, on occasions, outcomes for children require improvement because leaders do not always ensure there are enough staff supervising children when they are sleeping. They have taken some action to minimise the impact on children and are further considering how ratios can be improved. We have noted this matter as an area for improvement that must be addressed. Also, leaders had not kept details of who is looking after the children during staff lunch breaks. They have however, implemented a new recording system during this inspection.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed via the setting's electronic app, including information about their children's activities, development, the food they have eaten as well as nappy changes. Parents

said they are very happy with the service, the staff are approachable and the children are excited to attend the setting. Leaders described having good links with a range of professionals, including accessing support for children with additional learning needs.

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's health, welfare and safety may be at risk if there is not a sufficient number of suitably qualified staff deployed effectively to look after children at all times.	12/01/26

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 15 - Staffing ratios	Staffing ratios that apply for full day care should be met for any activity

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)
Consider the arrangements during transitions to mealtimes to help maintain the smooth running of the room.
Review the children's sleep procedure and draw up a risk assessment covering lunch time, including the fire evacuation procedure
Consider how the setting can further promote the Welsh language and culture and expand resources to promote a diverse society
Review policies to ensure they reflect current best practice and Welsh legislation
Monitor the implementation and effectiveness of improvements made as a result of this inspection

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