Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Colwinston Childcare

St. David's Church In Wales Primary School, Colwinston, Cowbridge, CF71 7NL

01656656447

stdavidscwprimaryschool.co.uk

The inspection visit took place on 15/04/2026

Service Information:

Operated by:	St. David's CIW VA Primary Governing Body
Care Type:	Children's Day Care
Registered places:	20
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 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	Good
Environment	Good
Leadership & Management	Adequate

Summary:

Children have a clear voice within the setting and make many choices. They are confident to share their ideas as staff respond positively. As a result, children feel safe, happy and valued. They settle well, form secure relationships with staff and demonstrate a strong sense of belonging.

Staff deliver nurturing care and support children's development effectively. They understand their safeguarding responsibilities and follow policies and procedures consistently. Healthy lifestyles are promoted well through regular outdoor play, physical activity and the provision of healthy snacks. Interactions are calm and caring, with staff modelling positive behaviour and supporting children to manage emotions.

The environment supports children's safety, play and learning well. Premises are safe, secure and well maintained, with appropriate checks and risk assessments undertaken. Indoor and outdoor areas are welcoming, age appropriate and organised to promote independence.

Leadership and management provide a suitable level of oversight. Policies are in place and an

annual quality of care review is completed. However, systems are not yet fully effective, as some records and staff checks were incomplete. Leaders have identified these shortfalls and begun to make improvements to strengthen governance and oversight.

Findings:

Well-being — Good

Children's views are clearly represented within the setting. They make choices throughout the session, including choosing activities, where to play, and what to eat at snack time. We saw children move freely between areas and confidently lead their own play. Children willingly share ideas and take turns to speak during group times as they chat about their news and experiences. They feel heard and respected because staff respond positively and encourage their friends to ask questions.

Children feel safe, happy and valued. They settle well and show confidence separating from parents and engage readily with their play. Children are comfortable talking to staff and seek reassurance when needed. They have secure relationships with staff who know them well and provide consistent care. This helps children develop a strong sense of belonging, which meant they were not unsettled by our visit during the inspection.

Children interact well with each other and staff. They cooperate, share resources and begin to understand the needs and feelings of others. We saw children offering help, showing kindness, and comforting friends. Children follow simple rules, respect equipment and tidy away resources after use. They form friendships and enjoy social aspects of the session, including group activities, mealtimes and music sessions.

Children enjoy their play and learning. They are engaged, curious and motivated, and sustain interest in activities for appropriate periods of time. There is a good balance of freely chosen and adult-led activities, which children find interesting and stimulating. Children explore resources confidently and adapt their play. For example, they use natural materials, water, sand and role-play equipment in imaginative ways. They show pride in their achievements and are eager to talk about what they are doing with staff, friends and visitors.

Children develop well and gain independence. They confidently practise self-care skills such as washing hands, serving themselves at snack time, using the toilet and tidying up. Children are encouraged to solve simple problems, follow their interests and try new experiences. They show growing confidence, independence and motivation in their play and daily routines. Opportunities provided support children's emotional, social, physical and creative development. Children experience a positive, nurturing environment that supports their well-being and helps them feel secure, confident and ready to learn.

Care & Development — Good

Staff keep children safe and healthy and follow the setting's policies and procedures consistently. They understand safeguarding responsibilities and can explain the procedures they would follow if they had concerns about a child. The setting has a comprehensive child protection policy that links to Wales safeguarding procedures, and staff use a digital system to record concerns. Staff promote healthy lifestyles through daily access to outdoor play, regular physical activity and fresh air, including use of a sheltered outdoor area in all weathers. They provide healthy snacks in line with Welsh Government food and nutrition guidance, and dietary needs and allergies are recorded and followed. Staff carry out effective cleaning routines; they sanitise tables before and after food and complete an infection control audit tool. Fire drills are carried out regularly and recorded. Staff respond appropriately to minor injuries and maintain accident and medication records.

Staff manage interactions well and provide a calm, nurturing atmosphere. They are patient, kind and attentive, and engage actively in children's play and conversations throughout the session. Staff model positive behaviour and use consistent approaches in line with the behaviour management policy. We saw staff praise children's efforts, support turn-taking and sharing, and help children understand rules related to safety and respect. When children become upset or overly energetic, staff respond promptly and sensitively, offering comfort, clear explanations and gentle redirection. This supports children to manage their emotions calmly. Mealtimes and group activities are sociable and relaxed, with staff encouraging good manners and positive peer interactions.

Staff promote children's play, learning and development effectively and meet children's individual needs. Planning reflects children's interests, age and stage of development and shows a good balance of child-led and adult-led activities. Activities and play link to the Curriculum for Wales and provide opportunities across areas such as communication, physical development, creativity and wellbeing. Staff observe children and use this information to plan next steps and adapt activities. They maintain individual development records for each child, with a development book that shows a range of activities completed and documents their progress over time. They provide purposeful support that helps children remain engaged, develop confidence and enjoy a positive learning experience. Staff use Welsh language incidentally during activities and routines to support children's language development.

Environment — Good

Leaders ensure the environment is safe and secure for children. Staff carry out daily safety checks and remain vigilant throughout the session, for example they remove potential trip hazards as they arise. The premises are secure, with controlled access through locked doors and an enclosed outdoor play area. Risk assessments are reviewed regularly, updated when needed and electrical safety certificates are up to date. Cleaning procedures are effective and support good infection control, with all areas clean and well maintained. Staff follow policies and procedures consistently and demonstrate a clear understanding of their responsibilities in keeping children safe. During the inspection, we did not identify hazards that would place children at risk.

The environment is suitable and meets children's needs well. The indoor space is light, welcoming and organised to support children's independence. Furniture, toilets and sinks are child-sized, and resources are accessible at low level, allowing children to make choices and manage their own play. Clear labelling and photographs help children identify and return resources. The layout enables free movement between areas and supports free flow between indoors, outdoors and bathroom facilities. Children's work and photographs are displayed, helping create a sense of belonging. The outdoor space is used regularly and offers opportunities for physical play, exploration and creativity, including covered areas to support play in different weather conditions.

Leaders ensure children have access to a good range of resources and equipment. Furniture, toys and materials are age appropriate, clean and well maintained, with sufficient resources for the number of children attending. Children can access a range of play experiences, including construction, role play, mark making, creative activities and sensory play. We saw a purposeful mix of natural and manufactured materials, including loose parts, water, sand and real-life resources that support imaginative play. The outdoor area offers varied learning opportunities, with equipment and materials that encourage exploration and sustained play. Some resources promote sustainability through the use of recyclable and natural materials. Resources stimulate children's interest and imagination and are used well to support play, learning and development.

Leadership & Management — Adequate

Leaders have an adequate but clear understanding of their responsibilities and provide direction for the setting. They promote a positive ethos where children feel valued, and they encourage a culture that prioritises safety and children's well-being. The person in charge keeps the responsible individual informed about the day-to-day running of the setting. Most records contain required details; however, leaders had not ensured that children's registers record exact hours of attendance or that staff obtain parental signatures on accident and pre-existing injury forms. A statement of purpose is in place and broadly reflects the service provided. However, the document does not hold up to date address details for Care Inspectorate Wales (CIW), or information on CIW's role in dealing with complaints. Policies and procedures cover key areas such as safeguarding, behaviour management and health and safety, and staff are familiar with them. However, the medication policy does not refer to current Welsh Government guidance on administration of liquid paracetamol.

Leaders carry out self-evaluation and planning for improvement, which provides a sound starting point for development. An annual quality of care review is completed and includes feedback from parents, staff and children, as well as input from external partners. The review identifies strengths and areas for development, including plans to further enhance the outdoor environment and extend opportunities for literacy and exploration. Leaders consider advice from previous inspections and have addressed all previous recommendations.

Leaders manage staff and resources adequately, but systems are not yet fully effective. Recruitment checks are largely undertaken through the school's arrangements, and leaders explained that relevant checks are seen during recruitment. However, records held at the setting do not consistently confirm that the responsible individual has formally verified and recorded these checks. Outcomes for children require improvement as DBS certificates for some staff were out of date and staff do not receive formal supervisions. We expect the provider to make improvements. The person in charge has the required safeguarding and emergency paediatric first aid training. However, although other staff have some training in first aid and safeguarding, the training does not meet the requirements of the National Minimum Standards for Regulated Childcare. Leaders acknowledged these issues and have begun to plan improvements.

Partnership working supports children's experiences and is a strength of the setting. Leaders communicate regularly with parents through informal discussions, development records and planned opportunities such as stay and play sessions. At registration, staff gather information about children's needs, preferences and routines and share this with the team. The setting maintains positive links with the host school and other local services, supporting continuity for children and families. Parents provide positive feedback about their children's experiences and growing

confidence.

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 may be at risk of harm if checks are not carried out to ensure staff are suitable to work with children.	15/04/26
Outcomes for children require improvement because leaders do not carry out staff supervision, limiting their ability to monitor practice and support staff training and development.	15/04/26

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 5 - Records	Obtain parental signatures when completing accident/incident and pre-existing injury forms and record children's actual hours of attendance on register.
Standard 1 - Information	Update the statement of purpose to reflect up to date postal address for Care Inspectorate Wales (CIW) and information about CIW's role in the complaints process.
Standard 11 - Medication	Update the medication policy to reflect Welsh Government guidance on the administration of liquid paracetamol.
Standard 20 - Child protection	Staff should complete safeguarding training in line with the requirements of the National Minimum Standards for Regulated Childcare.
Standard 10 - Healthcare	Staff should complete first training in line with the requirements of the National Minimum Standards for Regulated Childcare.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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