Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Blue Door Out of School Childcare

140 Whitchurch Road, Cardiff, CF14 3LZ

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The inspection visits for this service took place between 19/01/2026 and 21/01/2026

Service Information:

Operated by:	Out of School Childcare Limited
Care Type:	Children's Day Care
Registered places:	40
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 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 have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from good opportunities for play and learning and develop independence.

Staff are professional, well qualified and highly motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. A range of toys, equipment and resources both indoors and outdoors promote children's play. People who run the setting have thoughtfully designed the layout of rooms to create an inviting space for children.

People who run the setting have a clear vision, which they share with staff. They are motivated and regularly review the setting. They seek to continuously increase the quality of care offered. There is a strong staff team who are well supported. People who run the setting have established good partnerships with parents and outside agencies.

Findings:

Well-being — Good

Children have many opportunities to make decisions about how they spend their time at the setting. They choose what to play with and move freely between areas transporting toys and resources to support their play. They can make choices throughout their day. For example, we saw children choosing what stories they wanted to read. Children of all ages and stages of development express themselves confidently. They know staff listen to their needs and wants and show an interest in their play. Children's voices are strong at the setting. Their interests are considered when planning future activities.

Children are very happy, settled, confident and enjoy attending the setting. They cope well with separation from their parents/carers and form positive emotional attachments with staff who know them well. We saw younger children readily approach staff for reassurance and cuddles when needed. Children across the setting confidently ask for help and support. They eagerly invite staff into their play and smile happily as they chat to them. Children are familiar with the routines which adds to their sense of safety and belonging. For example, we saw children happily getting ready for snack time.

Children play well alongside each other according to their age and stage of development. They are building friendships, and we saw them chatting happily to each other at lunch time. Older children are self-disciplined and understand the rules of socially acceptable behaviour. They show respect for people and take care of equipment and resources around the setting. Younger children are learning to take turns and share with support from staff when needed.

Children are highly motivated and engaged in their play and learning. They enjoy a good range of interesting opportunities. For example, we saw older children concentrating as they played a board game together, younger children enjoying role playing in the home corner and other children enjoying testing their balancing skills in the garden. There is a good balance between child led and adult led activities. Children have many opportunities to initiate their own play.

Children have good opportunities to develop their independence skills. We saw young children independently feeding themselves and accessing their drinks throughout the day. Older children learn to serve themselves with tongs, pour their own drinks and learn to clear away after their meal. Children are encouraged to put their coats and shoes on independently.

Care & Development — Good

Staff have a good understanding of how to keep children safe and healthy. They have up to date mandatory training including paediatric first aid, food hygiene and safeguarding. Safeguarding is prioritised and people who run the setting ensure staff's knowledge is regularly tested and refreshed. They have a good understanding of their responsibilities to protect children. Health and hygiene are strongly promoted at the setting. There are daily opportunities for children to play and learn outdoors. The cook makes healthy home-cooked meals from fresh ingredients using a seasonal menu he has created. He chats to children about what he is cooking, naturally promoting healthy choices and encouraging children's interest in food. He and the staff eat together with the children creating a very warm social atmosphere where positive attitudes to food are role modelled. We saw many children eating their meals with relish as they enjoyed chatting to their friends and staff. Staff are sensitive and patient and children who are less confident with new foods are gently supported. Leaders with the cook ensure there are strong systems in place to safely manage allergies and intolerances. Staff record accidents and incidents in detail and share this information with parents. Leaders review this information regularly to monitor for any patterns or trends. Leaders have put systems in place to ensure staff are clear on the policies and procedures at the setting and follow these closely.

Staff manage interactions and behaviour at the setting effectively. They demonstrate warmth, patience and kindness towards children. We heard staff encouraging children regularly with positive phrases and gently reminding children to share, take turns and be gentle when playing. Staff are nurturing, sensitive, and alert to the needs of all children in their care. They work hard to ensure a child centred approach across the setting. Staff role model positive communication to children and promote a positive, calm, cheery atmosphere with plenty of laughter and smiles. This sets the tone for the setting.

Staff support children's learning and development effectively. They regularly observe children to track their progress and development and plan for how they can support their next steps. Staff naturally extend children's learning in their play and throughout the day by chatting to them about what they are doing. The setting has a dedicated Additional Learning Needs Co-ordinator who ensures staff at the setting work well with parents and other agencies to support children with additional needs. Staff know children well and naturally adjust the care they give to suit each child.

Environment — Good

The premises are warm and well maintained. Leaders and staff ensure the entrance is secure and authorise access to the setting. Routine safety checks and certificates for the building, fire safety equipment and appliances are in place. The setting is registered with the food safety department at the local authority. There are a range of suitable risk assessments in place. Leaders ensure that staff and children undertake fire drills to ensure they know how to evacuate in an emergency. The setting is well placed to offer pick up and drop offs at local schools, and we saw how the short walks to these schools are managed safely by staff.

The environment is light and welcoming and child friendly. It is appealing to children and has a relaxed and homely feel. Rooms are laid out in an interesting manner to stimulate children's curiosity, exploration and development. There is a good range of purposeful resources and books, most of which are easily accessible to children encouraging their independence. The outdoor area has been developed to provide an attractive all weather space where children can make choices whilst they play and learn. Within the setting, boards displaying photos of children taking part in activities and examples of their artwork increases children's sense of belonging. Leaders at the setting told us how they expand the children's environment for play and learning by taking them to local community spaces and events such as parks and the library, giving children opportunities for new experiences and increasing their sense of belonging to the local area. We saw photos of children enjoying these experiences and of trips further afield for example, the beach and local museums, giving children further opportunities for play and learning in other environments.

Toys, resources, furniture and equipment at the nursery are in good condition, well maintained and checked regularly to ensure safety. There is a wide range of resources, ensuring all children can find something that interests them. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of children in all rooms within the setting. There are a suitable number of children's toilets and nappy changing facilities available.

Leadership & Management — Good

Leaders are well qualified, experienced, and place a high priority on creating a warm, caring, home from home setting for children. This vision is shared with staff, giving a consistently positive feel across the setting. There is a clear and up to date statement of purpose enabling parents and carers to decide if the setting is right for their child. There are clear policies and procedures in place which are regularly reviewed.

Leaders carry out self-evaluation and plan for improvements. They have systems in place to obtain feedback from parents, children and staff and thoroughly reflect on practice to produce a Quality of Care report annually. This is a meaningful process which seeks to drive improvement across the setting. Leaders told us that due to unusual logistical pressures, the previous year's report had not been as detailed as they would like, and we saw they had preparations in place to create a much more detailed report this year. For example, leaders ensure the Quality of Care Review is discussed and updated at their three monthly management meetings. Leaders make good use of opportunities to work with other organisations to plan for improvements. For example, they work with the Local Authority to provide Flying Start care, are part of the Welsh promise scheme seeking to continue to expand the use of Welsh across the setting and have worked well with Care Inspectorate Wales (CIW) as part of the inspection, valuing it as part of their own audit process.

Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Staff we spoke to told us they felt happy and supported and valued the commitment of leaders to providing them with plenty of opportunities to receive training which supports their practice. Leaders ensure staff receive regular supervision and appraisals, and records of these meetings show meaningful discussions between leaders and staff to support good practice and a strong staff team. They have established a number of positive initiatives to support staff wellbeing. Working relationships between the person in charge and the responsible individual are consistently strong and supportive and there is regular and effective communication.

Leaders and staff have established positive relationships with parents and carers who gave us very positive feedback about the setting and the care their children receive. They told us how well staff care for their children and how happy their children are to attend. Leaders have established very positive partnerships with other organisations in the community to enrich the care they offer to children. For example, a partnership with a local care home gives opportunities for regular visits with older people and has provided an opportunity for children to be part of an intergenerational music project with an orchestra. The provider told us these opportunities are having a positive impact on children's wellbeing.

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 18 - Quality assurance	Complete the planned full and detailed Quality of Care Review.

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