Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Eden Nursery

Eden Centre Ltd, Unit 6-7 Mertons Building, Glandwr Industrial Estate, Abertillery, NP13 2LN

01495212722

https://staging.theedennursery.co.uk/index.php/why-us/

The inspection visit took place on 18/12/2025

Service Information:

Operated by:	Eden Centre Ltd
Care Type:	Children's Day Care
Registered places:	66
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 makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are confident, happy and enjoy their time at this nursery. They have very good opportunities to make choices and decisions about what they want to do. Children develop a strong sense of belonging and make positive relationships and friendships. They learn and develop well as they thoroughly enjoy and engage in the fun play opportunities available to them.

Staff are professional, highly trained and understand and implement policies and procedures to keep children safe and healthy. They are kind and caring towards children and interact in ways that help children feel happy and secure. Staff are very good role models for children and support them extremely well in their play and learning.

Leaders ensure the premises are safe, secure, and well maintained. The environment and resources are of high quality and meet the needs of the children very well, providing interesting and attractive play spaces. There is an attached outdoor area that enables children to play outside regularly.

Leaders of the setting are highly motivated, have a strong vision for the nursery and share this effectively with staff. They manage the setting to a very high standard. Whilst one or two elements of the regulations and the National Minimum Standards have not always been maintained, the Responsible Individual (RI) acts swiftly to ensure compliance. Leaders are very proactive in developing the service to benefit children attending and are mindful about the well-being of staff.

Findings:

Well-being — Excellent

Nearly all children are exceptionally happy and show an enthusiasm for learning throughout the session. They confidently follow their own interests, make decisions around where they play and what they wish to explore. They are extremely comfortable in their surroundings and know that staff actively listen to them and are genuinely interested in facilitating their play and learning. For example, children contribute their ideas and interests which are displayed on the wall on spider charts which staff act upon.

All children are given the time and support they need to cope with separation from their parents and caregivers successfully so that they settle happily into their surroundings. Babies are extremely comfortable with the staff attending to their needs, settle quickly and readily accept cuddles and attention from the staff. Older children develop confidence to play and explore as they know staff treat them with kindness and patience. They are at ease with staff and form secure attachments with them. This helps them form good relationships with their peers as they grow older and transition through the nursery. Children with identified additional needs are supported well by their one-to-one support staff so that they can play and explore comfortably.

Children are happy to play confidently on their own and are learning to play alongside or with others. They play sensitively together, demonstrating kindness and consideration and are learning to show patience when turn-taking and sharing resources. Children are confident to approach us and chat or show us their toys.

Children are enthusiastic and engaged learners who express wonder and delight in their learning. For example, one child excitedly asks us, “Do you want to so a science experiment?” and proceeds to transport sand from the sand tray, placing it in the water. They are clearly fascinated by this process and watch in awe as the sand settles and disperses. Other children love showing their parents how they can paint or cut vegetables during a planned parent and child session. Younger children delight in showing us how to wind up the musical box to make the pony move and babies clearly enjoy the sensory activities they find when exploring their environment.

Children love developing their independence skills and achieve good standards of self-sufficiency during their time at the setting. Pre-school children have easy and direct access to the toilet facilities which successfully supports their personal care and development of good hygiene habits, whilst younger children are supported to develop these skills. During meal-times children make good attempts at self-serving and pouring their own drinks, supported by staff when needed. They take pride in helping to tidy up before snack.

Care & Development — Excellent

Staff have a secure understanding of their roles and responsibilities to keep children safe. They are warm and professional in their care and implement the settings policies and procedures to a very high standard. They have a thorough knowledge of safeguarding issues and follow the setting's safeguarding procedures. Practitioners are well qualified and well trained. The setting has robust procedures for the administration of medicine, responding to accidents or incidents and have clear procedures to manage children's allergies, food intolerances and dietary requirements. Staff employ high standards of hygiene practices themselves and encourage children to develop good hygiene skills. They effectively promote healthy lifestyles ensuring that children have daily outdoor play and opportunities for physical activities and fresh air. Food is nutritious, appetising and follows Welsh Government guidance, with staff encouraging children's awareness of healthy eating and the importance of staying hydrated. Staff practice regular fire drills with children so that everyone is aware how to exit the building safely.

Staff are highly responsive to children's attempts to communicate, and value each child's efforts. Staff manage children's behaviour through praise and encouragement very well. They ensure that children have access to high quality learning experiences within all areas of the setting to minimise children becoming bored or frustrated. Staff plan experiences to match children's interests, resulting in children feeling heard and valued. Staff understand child development and the importance of children developing an emotional understanding and language for their feelings. For example, children's portraits in the pre-school room show photographs of them expressing and naming a variety of different emotions. This helps children's feelings become tangible to them and they are better able to express themselves.

Staff make regular observations, plan and identify learning objectives for the children. They are proactive in supporting children with Additional Learning Needs and work closely with outside agencies to ensure children's individual needs are met and appropriate support is in place. Staff are clear about their responsibilities when identified as one to one support and are knowledgeable about specific strategies used to support children in their care. Children who have not been formally assessed are observed by staff and any emerging needs are recorded so that support can be requested as soon as possible, with staff available should children need one to one time at points during the day.

Environment — Good

Leaders have comprehensive and effective policies and procedures in place to ensure that all staff understand their responsibilities. They carry out daily checks of the environment both indoors and outdoors and follow clear procedures relating to visitors accessing the setting. Staff register in and out on the family app and are further recorded via their lanyards when accessing and leaving the building. They implement highly effective and comprehensive risk assessments for all areas and review them regularly. Staff follow robust procedures for recording children's arrivals and departures and ensure that staffing ratios are always maintained. Leaders ensure that all maintenance checks are completed, although there had been a delay in updating the Electrical Installation Certificate, however, once identified this issue was addressed swiftly.

Leaders put a great deal of effort into ensuring the service, housed within an industrial unit, is light, spacious, inviting to children and meets their needs to a very high standard. Leaders and staff ensure that it is welcoming and celebrates children's uniqueness, creativity and successes through attractive wall displays such as '*Every child is an artist'* where everyone's work is valued. Children's sense of belonging and self-esteem is promoted through good family links to home, such as displays of photographs of children with their families. Leaders ensure that the layout and arrangement of the premises meet children's needs well. The base rooms allow space for children to move freely and access and explore toys and resources independently. Sleep spaces are calming and relaxing. A small, calm area has been developed outside the pre-school base room as leaders reflected upon the benefits of this for children attending. Toilet facilities for older children are directly off their base room, which supports their growing independence well. Younger children do not have direct access to toilet facilities from their base rooms, however, staff are very responsive and accompany and support children in line with individual children's needs. The outdoor environment provides children with a variety of stimulating spaces for play, learning and exploration. Leaders are developing a forest school area where children have opportunities to experience nature and deepen their knowledge and understanding of the world.

Leaders provide an excellent range of high quality, furniture, equipment, and resources for children of all ages. They ensure a rich, easily accessible learning environment is available to all children. Access to natural, sustainable and authentic objects and materials empower children to investigate and use their imagination. Leaders are proactive in developing the service and enhancing the environment to benefit children. Since the last inspection, the pre-school room has been thoughtfully developed on the mezzanine floor, a dedicated staff room has been built and a sensory room is in its early stages of development, as an additional calming space for children.

Leadership & Management — Good

Leaders are very motivated, enthusiastic, knowledgeable and operate the service to a high standard. They have a clear vision for the setting and effectively communicate this with the staff ensuring a cohesive and professional staff team. There are suitable policies and procedures in place, many of which have been recently reviewed. They maintain good oversight of the service and ensure record keeping is effective. However, some outcomes for children require improvement as whilst leaders have responded appropriately to significant events within the service, they have omitted to notify Care Inspectorate Wales (CIW) of these events. This oversight requires addressing as CIW need to be confident that procedures are followed for any significant events occurring at the service, and we expect the provider to make improvements.

Leaders are reflective and self-evaluation is regularly used to identify strengths as well as areas for improvement and development of the nursery. For example, to increase engagement and enable staff to attend all team meetings, they have been moved to online meetings, and staff report this has been extremely successful. Leaders regularly review records such as accidents and incidents to ensure that any issues are identified and addressed as soon as possible. However, they have not used the Quality of Care report to effectively reflect the improvements made or future plans for the service and the operational plan has not been updated to reflect structural improvements to the service.

The Responsible Individual (RI) is very present at the service and Persons in Charge (PICs) report very good support from them. Recruitment is completed safely with all safety checks in place and retention of staff is a strength of the service. Staff report they feel leaders are very approachable, supportive and support their professional development and interests. They feel listened to and valued. Leaders ensure there are well qualified staff to care for children and the adult to child ratios are maintained or exceeded. Supervisions and appraisals are undertaken regularly and are meaningful to ensure the professional development of staff and the safety of children.

Conversations we held with parents and carers indicate that staff build good relationships and communicate effectively with them about their children's learning and development. Partnerships are built with Flying Start professionals and health professionals, so, for example, speech and language strategies can be followed closely. Leaders are highly motivated to partner with community based initiatives such as a local foodbank and to encourage children to build an awareness of, and connections with, their local community.

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
If CIW are not notified of significant events, we are not able to appropriately consider risk, monitor the setting and consider any action they have taken in order to be confident that leaders have good oversight of the service. This could potentially impact on children's safety and wellbeing.	18/12/25

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)
	No NMS Recommendations were identified at this inspection

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)
Ensure that all documentation, such as the Operational Plan and Quality of Care report are fully reflective of the setting.

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