Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Green Giraffe Day Nursery- Canton

School House, Radnor Road, Cardiff, CF5 1RB

02920341620

https://greengiraffenursery.co.uk

The inspection visit took place on 03/06/2026

Service Information:

Operated by:	The Green Giraffe Day Nursery Ltd.
Care Type:	Children's Day Care
Registered places:	21
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	Adequate
Leadership & Management	Good

Summary:

Children feel safe, happy, and valued within the setting. They have a strong voice, making choices about activities and contributing to daily routines. Positive relationships with staff and their friends support emotional security and social development. Children engage enthusiastically in play and develop independence.

Staff support children's health, safety, and development effectively overall. They understand safeguarding procedures and provide nurturing interactions that promote positive behaviour and communication. Staff tailor activities to children's needs, encouraging learning and curiosity.

Staff create a welcoming, and well-resourced environment that supports children's play and development, however we noted some safety issues. They organise attractive indoor spaces and provide varied resources that encourage independence and engagement.

Leaders provide clear direction and support staff effectively through good communication and training opportunities. They support well-established systems to monitor quality and engage with

parents. However, they sometimes delay regulatory notifications and some policies require updating.

Findings:

Well-being — Good

Children have a strong voice within the setting. They choose activities freely, move around their play areas, and influence planning through their interests and ideas. They confidently talk and share their views, and staff reflect their choices in daily routines, such as selecting stories and activities. This approach helps children feel that staff value their opinions and strengthens their sense of belonging.

Children feel safe, happy and valued. They settle with ease and cope well with separation from their parents or carers. We saw children relaxed, engaged and comfortable in the presence of staff and visitors. Strong emotional attachments are clear, with key workers knowing children well and supporting them consistently. Children are familiar with routines and confidently take part in daily activities such as preparing for mealtimes.

Children interact well with each other and with staff. They cooperate, share resources and begin to understand the needs of others. We saw children forming friendships and showing emerging empathy. For example, we heard a child express concern about ensuring that a painting she had made was given to a child who was not in attendance that day. These interactions create a positive and respectful atmosphere where children feel supported to develop social skills.

Children enjoy their play and learning. They engage in a range of interesting activities, including sensory play, creative tasks and group experiences such as circle time and singing. Children focus well for extended periods and are enthusiastic in their play. For example, a child used playdough to make a snake and proudly said to a friend, *“look at my scary snake.”* We also saw babies enjoying covering their hands in paint and using them to make marks on paper.

Children develop well and gain independence through daily routines. They take part in self-care activities such as washing hands, serving food and tidying away resources. Children show increasing confidence and motivation as they have meaningful opportunities to follow their interests and make choices about their play. While younger children are supported appropriately, older children do not consistently have independent access to drinking water, as the water station was not in operation at the time of inspection. Overall, children make good progress across areas of development and show growing independence in their daily experiences.

Care & Development — Good

Staff keep children safe and support their health effectively in most areas. They understand safeguarding procedures and know how to report concerns. Records confirm they keep exact registers of attendance. Staff implement suitable cleaning routines and display cleaning schedules in playrooms which support them in their duties. They manage children's health needs well, including a robust allergy procedure which staff follow at mealtimes. Staff also promote healthy lifestyles through regular outdoor play and nutritious food, with meals and snacks provided in line with guidance. They promote children's oral health by implementing a tooth brushing scheme. However, staff carry out nappy changing within playrooms, which does not follow current environmental health and safeguarding guidance.

Staff manage interactions well and create a positive atmosphere for children. They engage in children's play and communicate with them in a warm and supportive way. Staff listen to children and support them to express themselves in both verbal and non-verbal ways. For example, we saw staff talking with children during activities and making mealtimes social and relaxed. Staff use consistent approaches to behaviour management and follow the setting's policy. They model positive behaviour and offer praise to recognise children's efforts, for example through verbal encouragement and roles such as "helper of the day." This approach helps children understand expectations and builds their confidence. Staff respond appropriately to children and promote respectful interactions throughout the day, helping children feel valued and secure.

Staff promote children's play, learning and development effectively and meet their individual needs. They offer play opportunities that reflect children's interests and ideas, and we saw that activities match children's ages and stages of development. Staff support children's curiosity through a variety of activities and resources, offering a mix of adult-led and child-led experiences. For example, when rain prevented outdoor play, children suggested making glittery cloud pictures, and staff supported this idea. Staff track children's progress and plan next steps using observations, including through digital records. They know children well and adapt care routines to meet individual needs, such as adjusting sleep patterns in line with parents' wishes. Staff also support children with additional needs by working with families and external professionals. Some staff incorporate incidental Welsh into daily interactions, including singing simple Welsh songs with children.

Environment — Adequate

Leaders provide an environment that is generally safe for children, but they do not always manage safety consistently. Staff complete daily risk assessments, carry out regular fire drills and leaders test fire alarms weekly. Records show that children are cared for in staff-to-child ratios. Leaders keep the premises secure and ensure staff supervise children appropriately. However, outcomes for children require improvement as staff do not always find emerging risks fully and we found several safety issues that require attention. For example, nappy sacks and creams stored within children's reach in playrooms and toilet areas and sleep sacks not secured under mats. We expect the provider to make improvements.

Leaders provide an environment that is suitable for children's needs, although some aspects reduce its effectiveness. The indoor areas are welcoming and thoughtfully arranged using natural materials, soft furnishings and neutral colours to create a calm atmosphere. Staff position furniture and resources at a low level to support children's independence and free movement. They display children's work and family photographs, helping children feel a sense of belonging and comfort. Staff provide space for children to rest and sleep and support routines such as naps and mealtimes. However, the environment becomes crowded at certain times of the day. We saw that lunchtime routines, when all children eat together, reduce the available space, particularly in shared areas. In addition, there is limited space for messy play in the baby room, which restricts opportunities for younger children to explore fully. These issues show that, while leaders meet children's basic needs, they do not always provide sufficient space or flexibility to support all aspects of children's experiences.

Leaders provide a suitable range of resources and equipment to support children's play and development. They ensure children can access a variety of resources, including open-ended materials, musical instruments, books, and outdoor equipment such as a mud kitchen and climbing structures. Staff keep resources clean and well maintained. Leaders also provide resources that promote cultural awareness, such as multicultural dolls and Welsh language displays.

Leadership & Management — Good

Leaders and managers provide clear direction for the setting. They set out their aims in the statement of purpose, focusing on creating a Montessori-inspired, nurturing environment that supports children's emotional well-being, learning, and development. However, they do not ensure that the document fully reflects all aspects of the setting. For example, they say that the Welsh Active Offer is in place, when the setting is still working towards this. They also omit key information, such as the fact that meals are prepared off site and delivered to the setting. Leaders keep the required records and policies; however, they do not always ensure that staff apply them consistently. For example, staff do not always include parent signatures on medication records, and leaders have not updated some policies, such as safeguarding and additional learning needs, to reflect current guidance. Leaders respond to issues when they identify them, for example by resolving an error in the digital booking system that had incorrectly shown attendance above registered numbers. Leaders inform Care Inspectorate Wales (CIW) of significant events; however, they do not always let CIW know of staff changes within the required timescales.

Leaders put suitable arrangements in place to monitor quality and plan for improvement. They complete a review of the quality of care and take ongoing action to improve the environment, such as adding new resources to the garden, including chalk boards attached to walls, a mud kitchen, and new planters. Leaders monitor records, including accidents and incidents, to identify safeguarding patterns. They use digital systems effectively to support communication and record keeping, including digital apps to track children's progress, share information with parents, and record safeguarding concerns.

Leaders manage staff and resources well and maintain appropriate staffing arrangements that support children's experiences. Records show that they deploy staff effectively and meet required ratios across rooms. On the day of inspection, leaders ensured that sufficient qualified staff were present, including an additional staff member to support the team. Staff told us that they feel supported, and we saw that managers are approachable and encourage open communication. Leaders provide supervision and appraisal, and staff feedback shows that they feel supported in their roles. Leaders ensure that staff keep mandatory training up to date and offer regular opportunities for added training to support continuous professional development.

Leaders work in partnership with parents and others to support children's well-being. They communicate regularly with parents through a digital app and daily feedback, sharing information about children's routines, development, and activities. Leaders invite parents to share feedback through questionnaires and ongoing communication. Parents told us that they feel very happy with the service and feel listened to and well informed. Leaders gather information about children from the outset and use this to inform care and planning. These partnerships help leaders and staff support continuity of care and meet children's individual needs effectively.

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 are at risk of harm as not all unnecessary risks to their safety have been identified and eliminated.	03/06/26

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 12 - Food and drink	Older children should consistently have independent access to drinking water.
Standard 10 - Healthcare	Revise nappy changing procedures to ensure they align with current Environmental Health and Safeguarding practice guidance.
Standard 22 - Environment	Review the use of space, including mealtime arrangements and access to messy play in the baby room, to ensure the environment is sufficiently spacious, flexible and supports all children's play and development.
Standard 1 - Information	Update the statement of purpose to accurately reflect what the setting offers.
Standard 18 - Quality assurance	Leaders must ensure medication records are consistently completed with parent signatures and that all policies, including safeguarding and additional learning needs, are regularly reviewed and updated in line with current guidance.

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)
Develop the use of Welsh language across the setting.
Ensure CIW are notified of staff changes within the required timescales.

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