Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Green Giraffe Day Nursery- Roath

44 The Parade, Roath, Cardiff, CF24 3AB

02922800909

https://greengiraffenursery.co.uk

The inspection visits for this service took place between 14/04/2026 and 20/04/2026

Service Information:

Operated by:	The Green Giraffe Day Nursery Ltd.
Care Type:	Children's Day Care
Registered places:	56
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 happy, confident and move freely around the playroom, choosing activities that interest them. They communicate well, knowing they will be listened to, and younger children use simple words or gestures to share their needs. Children form positive relationships, cope well with separation and settle quickly because routines are familiar and consistent.

Staff are caring and interact well with children. They have a good understanding of how to keep children safe and healthy. Staff manage interactions positively and communicate warmly with children, creating calm, sociable routines that support early language and self-esteem.

The environment is safe, secure and well maintained. Daily safety checks are completed, and spaces are organised to support children's needs. Resources across all rooms are varied, good quality and accessible, including outdoor areas that offer physical play and exploration.

The leadership and management of the setting is appropriate. Leaders ensure staff are suitable to work with children and follow safe recruitment practices. Staff feel well supported and enjoy their work. They have established good partnerships with parents and other professionals.

Findings:

Well-being — Good

Children make choices and express their views consistently. They choose between activities that interest them such as creating monster pictures using foil and coloured paper, playing with small world resources, or reading a story. Children decide whether to join group activities or play independently, and staff respect these choices. They communicate confidently as they know they will be listened to and responded to appropriately by staff. Younger children express themselves through gestures, simple words, and their actions, for example by selecting resources and moving independently around the room.

Most children are happy, settled and cope well with separation from their parents or carers. They have good bonds of affection with staff who are kind, gentle and warm. For example, children who are upset or unsettled seek comfort from staff, who are very familiar to them. Many children show confidence in routines, moving from indoor to outdoor activities without hesitation. Children know what happens next in their routine, like going outside or having a snack, and this helps them feel safe.

Children interact positively with each other during play. Many show an interest in what others are doing and join shared play, for example taking turns on soft play equipment. Children cooperate during activities such as sharing resources during creative tasks. Younger children are beginning to understand simple boundaries, such as helping to tidy away resources or waiting briefly during shared activities. Children talk together while playing and enjoy being alongside their peers.

Children engage in play and learning for sustained periods. They take part in activities such as making playdough, imaginative play with dolls and building with blocks. Children join adult-led activities, including craft and singing, but spend much of their time following their own play ideas. Children often show pride in their achievements by approaching adults to share what they have done.

Children show increasing independence during daily routines. They put on shoes and coats, tidy away toys and resources, and help at mealtimes. Older children scrape food waste into bins, and many children serve themselves food using utensils. Children access toys and resources from low-level storage and ask for items when they cannot find them. They follow their own interests, including rearranging soft play to create comfortable spaces and adapting their play when others join in.

Care & Development — Good

Staff take appropriate steps to keep children safe and healthy. They ensure children wash their hands after outdoor play, and clean tables before and after mealtimes with appropriate materials. Following a previous incident during a mealtime, the provider reviewed and revised procedures intended to strengthen practice and reduce the risk of recurrence. However, during the inspection, we observed practice which did not fully reflect these revised arrangements. We also noted that nappy changing procedures were not consistently aligned with current best practice guidance or implemented consistently by staff. Staff are confident in the processes for reporting concerns for children. They follow clear procedures to manage allergies and work closely with the cook to confirm information before meals are served. Staff administer medication safely and record this accurately, with management oversight. They complete detailed records relating to accidents, incidents and pre-existing injuries and share these with parents. Staff spoken with are confident in fire evacuation procedures. They complete registers for children which reflect correct times in and out. Staff ensure children spend time outdoors each day, encouraging fresh air, physical play and exploration. Staff check the outdoor area before use and complete head counts, which helps maintain effective supervision. Staff manage interactions well and create a calm and friendly atmosphere. They use clear, age-appropriate language to support children to take turns, share and cooperate. Staff recognise children's efforts and praise positive behaviour, which helps build confidence and self-esteem. Staff make mealtimes and playtimes sociable and relaxed. They chat with children about their experiences, interests and recent events, helping to build confidence and support language development. Staff support children sensitively to manage their emotions, helping them return to play quickly and maintain positive relationships.

Staff implement a clear key worker system which helps them observe children's progress, identify next steps and record valuable information about children's interests. They plan effectively using regular observations and individual goals, which they share with parents. Staff adapt activities based on children's interests to extend learning, for example by building on play themes children explored outdoors. They encourage children to develop independence through everyday routines, such as putting on coats and shoes and tidying away belongings. We heard staff use some incidental Welsh on the day of inspection; however, this could be developed across the setting. Children benefit from nurturing interactions with staff, purposeful play opportunities and developmentally appropriate experiences that support good outcomes.

Environment — Good

Leaders have put a range of safety measures in place to help keep children safe within the environment. Staff complete daily safety checks and remain alert to hazards as they work. For example, staff checked the garden before children went outside and completed head counts when moving between rooms and outdoor spaces. All areas in use are clean, well maintained and secure, with locked entrance doors and enclosed outdoor spaces. Staff store cleaning materials securely in high-level cupboards and lock low-level cupboards to reduce risks to children. Fire drills are carried out regularly, and records are kept which inform future practice. Staff keep appropriate records of visitors to the setting. Leaders ensure safety certification is up to date, including gas, electrical and fire-fighting equipment tests. There are risk assessments in place for the building, outdoor areas and a wide range of outings, including local parks and community visits.

The indoor environment is clean, calm and suitable for children of different ages. Staff organise rooms to support daily routines and allow children to access play spaces comfortably. Leaders provide furniture which is child-sized and appropriate, helping children move freely and safely between activities. Children's artwork is displayed, helping them feel a sense of belonging and pride in their environment. There is sufficient space for play and rest including accessible toilets and dedicated sleep spaces. The outdoor area is enclosed and includes age-appropriate equipment to support physical development.

Resources across the setting are of good quality, well maintained and suitable for the range of ages attending. We observed a variety of indoor materials, including construction toys, role play equipment and creative resources. Outdoors, the garden offered a wide selection of equipment such as climbing frames, a sand tray, trikes, water play and a wooden kitchen. Throughout the setting, resources are stored within children's reach, encouraging children to play independently.

Leadership & Management — Adequate

Leaders manage the setting to a satisfactory standard. The statement of purpose contains necessary regulatory information. Leaders ensure documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Public liability insurance is valid, and they are members of the Information Commissioner's Office (ICO). There are appropriate policies and procedures in place which leaders review and update as and when required. However, practice observed during mealtimes did not show that leaders had ensured the revised procedures were consistently understood, embedded or followed by staff. As a result, outcomes for children require improvement because staff do not always follow policies and procedures consistently, and we expect the provider to make improvements. Leaders have systems in place to monitor the quality of the service. They ensure the views and opinions of staff, children and parents/carers are obtained. Leaders use this information to prepare an annual quality of care report which identifies effective practice and areas for development.

Leaders support staff through appropriate recruitment, supervision, appraisal and training arrangements. Records show that staff receive a thorough induction for their role. Disclosure and Barring Service (DBS) certificates are in place for staff. Leaders ensure staff receive regular supervision and appraisal and give staff access to relevant training, including safeguarding and paediatric first aid. Staff spoken to described feeling supported and valued and spoke positively about opportunities to develop their skills and knowledge. Leaders ensure minimum required staffing ratios are met. However, staff are not always deployed effectively within the setting to meet the needs of the children.

Leaders have established positive relationships with parents. They work closely with parents to make decisions about their child's care and development, ensuring consistent communication. Parents we spoke with are pleased with the care their children receive, progress their children make and the level of communication with the staff. Leaders also collaborate with external agencies to promote children's health and well-being.

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 because staff do not follow policies and procedures consistently.	14/04/26

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 10 - Healthcare	Revise nappy changing procedures to ensure they align with current Environmental Health and Safeguarding practice guidance.
Standard 14 - Organisation	Ensure staff are deployed effectively within the setting to meet the needs of the children.

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.

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