Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Newry Juniors @ St Marys

St. Marys School, Longford Road, Holyhead, LL65 1TR

07854995423

The inspection visit took place on 20/05/2026

Service Information:

Operated by:	Newry Juniors Ltd
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	Welsh and English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

Summary:

Children are happy and settled at the service. Children have plenty of support to learn through their play and to develop their independence. They are thriving emotionally, socially, physically, and intellectually.

Staff are professional, qualified, and work together effectively as part of a team. They have a sound understanding of how to keep children safe and healthy. Staff implement robust and clear policies and procedures. They plan an excellent variety of interesting and fun activities, to support children's development.

People who run the setting ensure all areas are safe, secure, and clean. The premises are child friendly, bright, stimulating and extremely well-resourced providing an abundance of experiences for the children.

Leadership and management of the service is good. People who run the setting are motivated and dedicated to delivering high quality childcare. Required policies and records are in place. Parents

speak highly of the setting and the care their children receive.

Findings:

Well-being — Excellent

Children are happy and settled at the setting. They are eager and confident to share their ideas, answer questions and chat with the staff, knowing they will appreciate what they have to say. For example, they are confident to ask for more water in the tub so that they can play with sea creatures with their friends. Children chose from an excellent range of developmentally appropriate and stimulating resources. This promotes their all-round development, enabling them to follow their own interests with confidence. Children make fully informed decisions about their play as they move around the indoor and outdoor environments. They make excellent use of unrestricted access to the outdoor areas and move freely between both areas.

Children are happy, relaxed, and confident. They are developing their social skills well and in line with their ability, age, and stage of development. They are developing strong attachments with staff, and they are comfortable to approach familiar people when they need help or reassurance. Children feel secure by knowing the daily routines and confidently respond to directions from staff. For example, children spontaneously, and very often approach staff for cuddles. Children playing alone, are content and soon joined by other children and staff in their games. Children clearly enjoy the praise and positive comments from staff, smiling broadly. Children take delight in playing outside and there was a lot of laughter as they played freely, running round, and seeking out their preferred activities.

Children are learning to behave very well. They are learning to successfully share resources and very few incidents required staff intervention. Children sit together at mealtimes, chatting with each other and staff, listening to others talking about subjects that are important to them. For example, what they are going to do at the weekend and food they like. Children engage enthusiastically in activities such as singing and crafting. Those who did not want to engage at the time could find an activity they liked and joined in when they were ready.

Children have excellent opportunities to develop new skills with the play and learning experiences available. They are curious and engaged learners who value the chance to explore the environment. They enjoy free play and readily join in structured, adult led activities such as painting and singing. Children are very engaged in their chosen play throughout the setting. For example, during free choice time they enjoyed playing outside on the bikes, racing around the track with their friends and playing in the sandpit. Others showed interest in the different creatures they had found in the garden, collecting leaves to feed a snail, and bringing a spider they found on the tree to show staff.

Children develop an excellent range of skills as they play. They have opportunities to become independent. Children learn to manage their own health and hygiene needs, such as washing their hands before meals. Their personal and social skills are developed very well during snack time as they pour their drink under supervision. With staff support, children are encouraged to put on their coats and shoes before going outside. Children work well together to tidy away toys and resources.

Care & Development — Excellent

Staff have a clear understanding of their roles. They are extremely effective in keeping children safe and healthy because they are knowledgeable and show commitment to putting the setting's policies and procedures into practice. Staff have access to a good range of training opportunities, and this supports them to be confident in their role and ensures they are kept up to date with current best practice. They are clear about their responsibilities in relation to safeguarding and children's medical needs. Staff ensure that children know how to exit the premises quickly and safely if required by completing regular fire drills. These practices are well documented on a dedicated log. Staff clearly record accidents and incidents, and these are monitored regularly to identify any trends, which may need to be addressed.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. A wide range of healthy snacks are available for children. Staff have efficient systems in place to ensure they are aware of children's individual dietary requirements, so children receive suitable snacks.

Staff manage children's interactions with sensitivity and with exceptional skill. They kneel to the children's level and use calm voices to guide them. They follow a comprehensive behaviour management policy which is implemented confidently. Staff use positive language and praise at every opportunity. They deal with unwanted behaviour in a calm and patient manner. They know the children as individuals and demonstrate an excellent understanding and knowledge of child development and how this affects children's behaviour. Staff are nurturing and act as good role models.

Staff are motivated and effectively support children's development. They monitor children's progress exceptionally well, carrying out regular observations and using developmental progress tracking systems well. Staff plan comprehensively around children's individual development and consistently review progress. They effectively support children displaying any emerging additional needs and seek additional support from a range of relevant professionals. Staff are keen to implement and embed the principles of the Curriculum for Wales and leaders are proactive in supporting them to develop these skills. Staff use the Welsh language confidently during activities, and children engage well with this.

Environment — Excellent

Leaders provide an environment that is safe and secure. For example, access into the setting is controlled, with external doors kept locked and visitors being asked to sign the visitors book on arrival. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. Leaders have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. These documents are reviewed and updated regularly to ensure any potential hazards are monitored and managed effectively. Leaders effectively organise consistent cleaning routines that reflect excellent hygiene practices. Their infection control practices successfully minimise any risks to children's health and safety. For example, during nappy changing and at mealtimes.

Leaders ensure there is ample space for children to play and learn. They ensure that children are cared for and educated in an environment which has been designed and laid out carefully to promote their independence and learning. For example, outside, there is a large physical structure for the children to develop their climbing skills and a cosy little shed so that they can have some quiet time to focus and immerse themselves in their imaginative play. They effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for all the age ranges cared for. Attractively organised areas are set out, and children move freely extending their play. Children get plenty of fresh air as they have unrestricted access to the outdoors and move freely between both areas. There are suitable facilities including toilets and storage. The environment is light, bright, and well maintained throughout.

Leaders ensure there are excellent resources to stimulate the children's interest and imagination. Children have easy access to play resources that are varied and highly suitable for the age of the children who have access to them. There are resources to develop children's sensory, language, numeracy, and self-awareness skills. There is a good variety of recycled, authentic, and sustainable resources to develop children's curiosity. Staff celebrate children's artwork, and photographs are displayed nicely on the walls showing their efforts are valued.

Leadership & Management — Good

Leaders have a clear vision for the setting. This is based on providing a high standard of care and a safe and stimulating learning environment so that the children have excellent experiences and opportunities to develop through play. They have a good range of policies and procedures in place. These policies are reviewed regularly, ensuring they are up to date and contain all the required information. Leaders ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether the setting meets their child's needs. People who run the setting are aware of their duties to meet with requirements and seek advice from relevant agencies appropriately.

Leaders are keen to ensure they continue to develop and improve the provision. They continually collect feedback from the children, parents and staff using a range of different methods, such as questionnaires, observations and verbal feedback. They use the information gathered to complete a quality-of-care review. However, they do not always focus specifically enough on planning improvements which influence the children's outcomes and skills.

Staff told us they feel supported by the people who run the setting, and they feel comfortable to approach them with questions or to discuss any problems. Staff receive regular supervision. Leaders ensure staff employment files are comprehensive and contain the required information, showing safe recruitment procedures are in place.

People who run the setting have developed strong partnerships with parents and carers, as well as other professionals and outside agencies. Staff use a digital app to communicate with parents, which also allows them to respond or contact the nursery. Staff use the app to send photographs of their children at play and observational notes on children's development, which keeps parents well informed. Parents we spoke to were happy with the information provided by the setting and told us their children are very happy attending.

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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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