Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Brighter Minds Ty Isaf

Ty Isaf Infants & Nursery School, Mill Street Risca, Newport, NP11 6EF

07519494285

https://www.brighterminds.uk

The inspection visit took place on 22/05/2026

Service Information:

Operated by:	Brighter Minds Childcare Ltd
Care Type:	Children's Day Care
Registered places:	20
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 exceptionally happy, relaxed and confident at the setting. They feel safe, secure and valued, forming strong relationships with staff and their peers. Children are listened to and have a real say in what they do each day. Staff take children's ideas, interests and choices into account, helping to make each day enjoyable and meaningful for them. They are excited to discover new things, enjoy exploring, and developing their independence.

Staff provide excellent care and support that helps children thrive. They place children's health, safety and well-being at the heart of their practice and understand their individual needs very well. Staff are warm, nurturing and responsive, creating a caring environment where children feel respected and supported. They provide engaging experiences that reflect children's interests and encourage them to learn and develop with confidence.

Leaders provide a safe, welcoming and stimulating environment for children. They complete regular

safety checks and have risk assessments in place to ensure children can play and explore safely. Children benefit from well-organised indoor and outdoor spaces that support a wide range of learning experiences. Leaders provide easily accessible resources and encourage children to be independent, creative and active in their play.

Leaders are committed to providing a good-quality service and have effective systems in place to support the smooth running of the setting. They regularly review practice and identify ways to improve outcomes for children. Staff are well supported and work together as a strong team. Leaders have positive relationships with parents and other professionals which ensures children receive consistent care and support.

Findings:

Well-being — Excellent

Children have many opportunities to express their views and influence their day-to-day experiences. Their preferences and interests are valued and acted upon. They make decisions independently and confidently across routines and play. Choice is embedded throughout the session, rather than being limited to set times. For example, children decide when to access snack and what they would like to eat. One child requested “5 crackers”, and staff supported them to think about a suitable amount, showing that children’s views are valued while guidance remains appropriate. This approach ensures children feel listened to and involved in decisions that affect them.

Children feel very safe, secure and valued, which supports their emotional well-being. They develop strong attachments to staff and show high levels of trust. Children settle quickly and confidently on arrival and respond positively to warm interactions such as staff greeting them with “*Hello, how are you?”* Staff consistently recognise children’s efforts and achievements, which strengthens self-esteem. As a result, children appear relaxed and comfortable, demonstrating a strong sense of belonging within the setting.

Children interact exceptionally well with others. They cooperate, share and build positive relationships with peers and adults. Interactions are respectful and inclusive, and children show awareness of others’ needs. For instance, children worked together to prepare snack, counting and helping each other with tasks. These experiences support the development of strong social skills and encourage teamwork. Children communicate politely and engage confidently in group activities.

Children show high levels of enjoyment and engagement in their play and learning. They are motivated, curious and sustain concentration for extended periods. Children explore a wide range of activities, both indoors and outdoors. We observed children deeply engaged in creative and exploratory play, including sensory activities and water play. Their enthusiasm and willingness to participate demonstrate that the experiences provided are meaningful and stimulating.

Children make excellent progress in their development and independence. They take responsibility for their own tasks and show increasing confidence in managing routines. Children pour drinks, select food using tools and follow hygiene practices with little support. They also begin to use simple Welsh language naturally in their play. These opportunities enable children to develop key life skills and become confident, independent learners.

Care & Development — Excellent

Staff promote children's safety and health to a consistently excellent standard. They implement clear procedures with confidence and ensure these are part of daily practice rather than isolated tasks. Hygiene routines, including regular handwashing and daily tooth brushing, are well established and understood by children. Staff manage allergies with care and attention, ensuring appropriate systems are in place to minimise risk during mealtimes. They maintain detailed and accurate records of accidents and incidents, and they communicate any concerns promptly with parents. This thorough and proactive approach shows that staff place a very high priority on keeping children safe and healthy, and they respond effectively to both routine and unexpected situations.

Staff manage interactions with children in a highly effective, calm and nurturing manner, which has a strong positive impact on behaviour and emotional well-being. They consistently model respectful communication and use positive language to guide children. For example, staff praised a child by saying "well done, you are focusing so hard on that," which supports children's confidence and encourages perseverance. Staff respond sensitively to children's needs and emotions, providing reassurance when needed and helping children understand expectations. As a result, children behave well, show respect towards others and develop strong emotional security within the setting.

Staff promote children's play, learning and development to an exceptionally high and consistent standard. They provide purposeful experiences that reflect children's interests and support meaningful learning. For instance, staff extended children's interest in food into opportunities to prepare and explore fruit, helping them make links between play and real-life experiences. Staff adopt a flexible, child-centred approach, allowing children time and space to explore independently while offering support when needed. They observe children closely and use this knowledge to plan appropriate next steps, ensuring that each child's individual needs are met effectively.

Environment — Good

Leaders ensure the environment is consistently safe. They implement clear risk assessments and staff carry out daily safety checks as part of routine practice. These systems are well understood and embedded, helping to minimise risks effectively. Staff supervise children attentively and position themselves so they can oversee different areas while still allowing children to explore freely. This balance supports both safety and independence. Leaders also maintain appropriate records to show that checks are completed regularly. Emergency arrangements are clear and understood, with fire drills and lockdown procedures recorded and reviewed. These measures ensure staff know how to respond in different situations, contributing to a secure and well-managed setting.

Leaders ensure the environment is suitable for children's needs, providing a space that supports independence and active play. They organise the indoor area into defined zones such as quiet spaces; role play and construction areas. This layout helps children make decisions about where and how they want to play, promoting choice and independence. Children move freely around the environment and access activities without unnecessary restriction. The setting also provides direct access to outdoor play, which is a positive feature. The outdoor area offers a range of experiences, including digging, water play and a mud kitchen, supporting physical development and exploration. Children benefit from being able to choose indoor or outdoor play, which enhances their engagement. The changing area would benefit from improvement to ensure it remains clean and well maintained throughout the sessions.

Leaders ensure the quality of resources and equipment is good and supports children's learning effectively. Children have access to a wide range of materials that encourage creativity, exploration and curiosity. Resources are appropriate for the age of the children and are organised, so they are easily accessible, allowing children to make independent choices. Staff use resources purposefully to extend play and support development across different areas of learning. For example, real-life and natural materials provide meaningful experiences that help children understand the world around them. Staff ensure equipment is well maintained and supports a variety of play experiences both indoors and outdoors. This ensures children remain engaged and interested in their play.

Leadership & Management — Good

Leaders have a clear vision that they communicate effectively with their staff, parents and carers. They ensure staff have a good understanding of their roles and responsibilities and they work well together as a team. Staff speak highly of each other and have a strong work ethic. Leaders have a detailed statement of purpose that accurately reflects the service and ensures parents and carers are making informed decisions about their children's care. They have a range of informative policies and procedures which they regularly review and implement successfully within the setting. Staff promote an inclusive setting and strive to achieve high standards, providing valuable learning and development opportunities for staff and children. They record children's preferences in detail, and leaders have the appropriate parental permissions in place.

Leaders recognise the importance of self-evaluation and have good systems in place to effectively plan for improvement. They actively seek feedback from parents, carers and children to inform their quality of care review. Leaders are approachable and welcome any ideas or suggestions to improve their practice. The report is well written and highlights their strengths, as well as areas they would like to improve further. For instance, staff have successfully introduced new systems to support children's speech and language development.

Leaders have high expectations and are committed to providing good-quality care and support for children. They understand the positive impact that effective childcare practice has on children's health, well-being and development. Leaders regularly meet with staff through the appraisal process to discuss their performance, identify strengths and areas for development, and support their ongoing professional growth. They have recently introduced revised supervision arrangements to help staff better understand their roles and responsibilities and to provide ongoing support. As a result, staff feel valued, supported and confident in their work. Leaders follow good recruitment procedures to help keep children safe and ensure staff have the skills, qualifications and experience needed for their roles. Appropriate systems are in place to ensure the necessary checks are completed promptly. Leaders deploy staff effectively throughout the service, ensuring appropriate staffing levels are maintained to meet children's needs.

Leaders promote positive partnerships with parents and carers, as well as other professionals. They are committed to working together to promote children's well-being. Parents are very happy about the care their children receive and feel they always have a positive experience. Leaders ensure their communication systems are inclusive, they develop meaningful relationships and leaders work closely with the school. This ensures successful transitions for the children which promotes positive outcomes and meets children's individual needs.

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 10 - Healthcare	Ensure the nappy changing area is cleaned regularly throughout the session.
Standard 13 (Child Minder) - Suitable Person	Embed the newly introduced supervision procedures to help staff better understand their roles and responsibilities and to provide ongoing support.

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