Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Codi Serennau

Coed Eva Primary School, Teynes Coed Eva, Cwmbran, NP44 4TG

01633484131

https://federationbrce.com/codi-serennau/

Date(s) of inspection visit(s):

13/05/2025

Service Information:

Operated by:	Codi Serennau
Care Type:	Children's Day Care
Registered places:	30
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 service 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	Excellent
Leadership & Management	Excellent

Summary:

Children are extremely happy, relaxed and enjoy their time at the setting. They have exceptional opportunities to make choices and decisions about how they spend their time. Children develop positive, healthy relationships with their friends and staff. They have outstanding opportunities which encourage their curiosity, extend their learning and enable them to follow their own interests.

Staff have a thorough knowledge of how to keep children safe and healthy. They have an extensive range of policies, procedures and documentation in place which effectively support them when undertaking their roles. Staff are kind, patient, caring and offer reassurance to children when needed. They know the children very well which enables them to cater to children's individual needs and their development.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. There is a broad range of equipment and resources both indoors and outdoors to

encourage children to play and learn. The environment provides children with excellent opportunities to make independent choices in their play and develop their self-help skills.

Leaders have an excellent vision which is shared with staff. They have a strong sense of purpose which sustains improvement and promotes outstanding outcomes for children. Leaders value staff and provide effective and regular support. They have excellent partnerships with parents, carers and other professionals, ensuring they work collectively to support children's learning and development.

Findings:

Well-being — Excellent

Children's voice is central at the setting. They make extensive choices throughout the day and know their ideas matter. For example, children decide whether to play indoors or outdoors, choose their own resources, and suggest songs or stories. Children confidently express their preferences, knowing they will be heard and respected. For example, a child chose to lie down in the quiet corner because they were tired, and staff sensitively acknowledged their decision.

Children thrive in this setting. They arrive with bright smiles and a clear sense of excitement for the day ahead. Children feel safe and secure because they know the routines well and trust the adults around them. They have formed positive emotional attachments with staff. For example, a child ran excitedly to show staff the shaving foam in their hair following an outdoor activity. When children need comfort, they seek out familiar staff who respond with warmth, calmness and genuine care. This helps children feel emotionally supported and ready to explore.

Children build strong friendships and enjoy being with others. They show kindness, patience and empathy in their interactions. For example, children take turns on the bikes, help each other carry resources, and comfort friends who are upset. They laugh together, share jokes and invite others into their play. These social skills are well above expectations for their age. Children show respect towards each other and their environment. For example, we saw a child accidentally knock over a bucket, pick it up and place it carefully back in the sand pit. Children use manners effectively, politely asking staff for resources and thanking staff for helping them.

Children are highly engaged in their play. They explore with curiosity, creativity and determination. For example, children mix colours in the art area, create robots out of plastic parts, and create imaginative stories in the home corner. Children become deeply absorbed in their chosen activities, often returning to them later in the day to continue their ideas. They show pride in their achievements and enjoy sharing their creations with others.

Children develop independence through everyday routines and play. They pour drinks, serve food, and tidy up after meals with confidence. They use the toilets independently and wash their hands with staff support if necessary. These moments build self-esteem and promote valuable life skills. Children feel proud when they succeed and are eager to try new things.

Care & Development — Excellent

Staff provide an outstanding level of care that supports children's health, safety and development. They understand their roles clearly and carry them out with confidence and consistency. Staff follow a comprehensive set of policies and procedures that promote children's wellbeing to a very high standard. For example, they implement the safeguarding policy expertly and confidently describe the steps they would take if they had a concern. This shows a very strong commitment to keeping children safe. Staff promote excellent hygiene practices throughout the day. They encourage children to wash their hands independently after messy play and before eating. Staff maintain detailed records of accidents, incidents and medication. They review these regularly to ensure children's needs are met. This highly effective approach ensures children remain safe and healthy. Staff provide a superb range of healthy, balanced meals and snacks. They prepare food freshly each day and cater for all dietary needs. At mealtimes, staff and children sit together and enjoy relaxed, social conversations. This creates a warm, inclusive atmosphere and supports children's social and communication skills.

Staff build very strong, trusting relationships with children and engage with them in a highly meaningful way. They interact with warmth, patience and genuine interest in what children say and do. Staff join in with play at the child's level, following their lead and showing enthusiasm for their ideas. These interactions are not only caring but also purposeful, supporting children's emotional wellbeing and development. Staff consistently offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement. They ensure children know what is expected of them by clearly explaining instructions and consequences. Staff praise children when they share and take turns, "Great job! Well done!"

Staff have highly effective skills and knowledge to identify children's individual needs and plan appropriate play and learning opportunities. They regularly observe children to monitor and track their progress. This helps staff plan activities to enable children's next steps in their learning and development. Staff utilise outside agencies to provide a superior level of support for children with additional needs. They work closely with families and professionals to ensure children make progress. Staff also promote children's language skills, including the use of basic Welsh.

Environment — Excellent

Leaders create an outstanding environment that supports children's safety, wellbeing and development. They maintain the setting to a very high standard. Staff complete thorough and accurate risk assessments daily. These cover all areas, including outdoor play, weather conditions and specific activities. Staff remain vigilant throughout the day and respond quickly to any emerging risks. Fire drills take place regularly, and children know what to do in an emergency. The entrance is secure, and staff monitor access carefully. Routine safety checks and certificates for the building and appliances are in place.

The indoor environment is extremely welcoming and child centred. Leaders design each area with children's needs and interests in mind. The main playroom is bright, spacious and thoughtfully arranged to promote independence and exploration. Children move freely between areas and confidently choose where to play. Staff organise resources at low level, making them easily accessible and encouraging children to make choices and follow their interests. The children's toilet and sink area can be easily accessed from the main room. This provides dignity, privacy, and the opportunity for children to be independent, whilst also allowing staff to easily supervise and support children. The outdoor environment is exceptional. Leaders treat it as an extension of the indoor learning space. Children access the outdoors throughout the day and enjoy a wide range of stimulating activities. Staff support children to explore, experiment and take appropriate risks. For example, children climb, balance and build using natural materials. This highly creative and well-planned space supports physical development and imaginative play. The children also benefit from access to a forest school and a cabin which is currently used for wellbeing activities including yoga.

Leaders create an extremely stimulating and exciting play environment for the children with an abundance of resources available. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their snacks. Leaders include resources which reflect diversity and promote inclusion. They ensure the environment provides excellent and challenging opportunities for children to explore and develop their creativity, physical skills and independence.

Leadership & Management — Excellent

Leaders have a clear vision for the nursery which they communicate successfully to all staff, creating a strong work ethic. Staff work well together as a team, and they speak highly of each other. Leaders deliver high quality care and provide learning and development opportunities for staff as well as children. They have an effective statement of purpose that accurately reflects the service, and they ensure staff embed the relevant policies and procedures within the setting. Leaders collect, record and maintain all the required information in relation to staff and children. They record children's preferences in detail, and they have the appropriate parental permissions in place.

Leaders reflect regularly and thoroughly on the quality of care. They complete a detailed quality of care report that celebrates achievements and identifies areas for development. This process includes the views of children, parents and staff, ensuring everyone has a voice. Leaders set clear, realistic targets that align with current best practice. They use this information to plan improvements and maintain a very high quality of provision.

Leaders recruit and manage staff to a very high standard. They ensure all staff are suitably qualified and experienced. Staff files are complete and include all necessary checks. Leaders maintain a clear system to track Disclosure and Barring Service (DBS) status and training records. Staff complete all mandatory training and access further professional development through regular supervisions and appraisals. Leaders support staff well and respond quickly to any concerns. This results in a confident, capable and motivated team who provide exceptional care for children.

Leaders build exemplary partnerships with parents. Parents are fully engaged with the setting and speak very positively about the care their children receive. Staff share daily feedback, newsletters and updates through a range of channels, including face-to-face conversations, emails and a digital app. Parents feel listened to and involved in their children's learning. They are invited to engagement sessions with the children at the setting. This provides staff with an opportunity to model language development with parents such as singing nursery rhymes. Parents are also encouraged to attend helpful information sessions at the setting. For example, a dietician-led discussion on how to create healthy lunchboxes. Leaders maintain very strong links with the school in which the setting is based. They work closely with school staff to support smooth transitions and shared use of facilities. Leaders engage positively with CIW and other professionals, ensuring the setting remains compliant and forward-thinking.

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)
	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)
Consider developing the use of Welsh language across the setting.
Consider developing resources in line with DARPL learning provision.

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