Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Pebbles Day Nursery Swansea

Step-ahead Education Centre, Gors Avenue Townhill, Swansea, SA1 6SF

01792 235320

**The inspection visit took place on 02/02/2026**

## Service Information:

| | |
|---|---|
| Operated by: | C.E.O Nursery Ltd |
| Care Type: | Children's Day Care |
| Registered places: | 37 |
| 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 | Good |
| Care & Development | Good |
| Environment | Good |
| Leadership & Management | Good |

## Summary:

Children are happy, confident, and settled in the setting. They freely make choices and follow their interests. Children have warm, trusting relationships with staff and feel secure asking for help. Children understand routines and interact well with others. They enjoy a wide range of play and show strong independence skills.

Staff promote children's safety and well-being effectively, through strong safeguarding knowledge, consistent hygiene routines and safe sleep practices. They manage interactions calmly and positively, using praise, warm communication and teamwork to support children's social and emotional development.

Overall, leaders promote an environment that is safe, suitable and engaging for children. It is secure and inviting. They provide spacious, welcoming, playrooms, with soft play and sensory opportunities. On-going work was being carried out in one of the bathrooms, whilst inspecting. This is now complete.

Leaders show awareness and understanding of the regulations and National Minimum Standards (NMS). They have made improvements and recognise areas they wish to further develop in their practice. They maintain accurate and up to date records and have suitable self-evaluation systems in place. Leaders have acted promptly to action any recommendations as part of the inspection.

# Findings:

## Well-being — Good

Children have a strong voice and confidently make choices. They freely decide where they want to play and access a wide range of resources independently. For example, when a child asked to go into the sensory room, this was promptly supported. Children are routinely consulted about what they would like to do next. When asked who would like to play outside, many responded enthusiastically.

Children are happy, settled and feel secure at the setting. Although a few children arrive upset, staff offer reassurance and comfort, enabling them to settle quickly. Children are warmly greeted by staff and peers, contributing to a positive start to their day. They approach staff confidently for support, whether asking for help to open something or to seek comfort. Children understand and follow familiar routines, such as preparing for outdoor play, washing hands before meals and tidy-up time.

Children interact positively with staff and each other. They play alongside their peers and engage in play when developmentally appropriate. We saw young children beginning to share with support and praise from staff and older children share independently. For example, whilst handing out plates at lunch time. In the outdoor area, children show empathy, by gently pushing another child in their pushchair to comfort them. They play and talk imaginatively, building a 'beanstalk' with blocks and talking about the characters from 'Jack and the beanstalk'.

Children enjoy a variety of play and learning opportunities. They freely choose from areas such as the sensory room, role-play kitchen, or outdoors. Children engage in activities such as, running, kicking footballs, and climbing equipment outside. They show clear enjoyment whilst laughing and interacting with one another. Children's interests shape the flow of activities. For instance, after listening to a story, several children chose to remain inside to explore new 'Jack and the Beanstalk' activities, building towers with blocks and exploring a sensory tuff spot. Children play happily alone, alongside others, or as part of small groups, showing levels of engagement and enjoyment.

Children are developing independence skills well. They access the bathroom, wash their hands without reminders, and prepare to go outside by putting on their coats and shoes independently. Children recognise the cold weather and say, *"Oh, my hat"* before collecting it, showing good self-awareness. Children manage their own hygiene routines. Young children wash their hands before meals and move independently to their highchairs and older children access the bathrooms. During mealtimes, younger children feed themselves and confidently decline help when asked.

## Care & Development — Good

Staff implement policies and procedures to keep children safe. They have a secure understanding of their safeguarding responsibilities and confidently follow the correct procedures to keep children safe. All staff spoken to demonstrated good knowledge of their roles. Mandatory training and certificates are up to date. Warm lunches are provided on a three-week rotating menu, and children's allergy information is clearly displayed to support safe practice. Nappy-changing procedures follow the setting's policy. Staff ensure regulatory documents are logged digitally. For example, registers, accident and medication records. Safe sleep practices are well embedded, with children sleeping on individual mattresses and in suitable, age-appropriate sleeping bags.

Staff manage children's interactions in a calm, engaging and respectful manner. They use warm language and consistent praise to reinforce positive behaviour, offering guidance such as *"that's good sharing"* and *"be kind – we don't hurt our friends"*. Staff show genuine interest in children's experiences, engaging them in meaningful conversations. For example, asking *"Did you have a nice weekend?",* prompting children to proudly share their experiences. Staff adapt their communication to children's developmental stages, using purposeful questions to extend learning and understanding. They use effective distraction strategies when needed and work well as a team to support routines. For instance, one member of staff sang with a group of children while another prepared others to wash their hands, demonstrating calm coordination. Staff know the children well, engaging them in conversations about their preferences. During lunch, staff demonstrated this familiarity by saying, *"You asked for peas last time, so we've made peas today just for you".*

Staff provide a wide range of play and learning opportunities effectively supporting children's development and link well to the Curriculum for Wales. They recognise and respond to children's interests, adapting routines when appropriate. Staff monitor children's progress using developmental checklists including individual targets, which inform future planning. They identify emerging needs and have systems to ensure children receive appropriate support. Staff know the children very well and build warm, responsive relationships with them. For instance, when a child did not want their lunch, the cook prepared an alternative meal. Welsh is incorporated naturally throughout the day, with staff using simple phrases such as *"amser golchi dwylo"* (time to wash your hands), *"eistedd i lawr"* (sit down) and *"da iawn"* (well done), supporting early language development. Staff further enhance children's learning through purposeful questioning, encouraging imagination and critical thinking. This was evident when they asked, *"What are you going to do outside? Who's going to be a giant?"* prompting enthusiastic responses such as *"I want to be a lion"* and *"I'm going to stomp outside!"*

## Environment — Good

Leaders ensure the environment and outside area is suitably safe, secure, and overall, well maintained. However, at the time of inspection there was some evidence of damp within the cubicles in the children's bathroom, this was in the process of being upgraded and prior to feedback had been newly re-fitted. The main entrance is secure with intercom and code systems in place throughout the nursery. Visitors sign in appropriately. Basic risk assessments for the building, outside area, and school runs are in place, alongside daily risk check lists being completed. Not all risks are always formally recorded. For example, the on-going work in the bathroom. Following our inspection visit, new systems have been developed to review and update risk assessments alongside daily checks regularly via an online app.

Staff complete and record daily health, safety, and cleaning checks. They note adjustments due to dynamic risk assessing, such as closing the car park when it snowed. Leaders complete fire drills regularly, at different times of day to ensure all children have an opportunity to practice the procedure. During our visit, the records were updated to provide more detailed information. Appropriate gas and fire safety checks remain current. Temperatures are monitored throughout the nursery, with actions taken to increase if required. PAT testing was undertaken promptly following our inspection visit. Leaders have effective cleaning routines in place. The environments are monitored by CCTV.

Leaders provide a variety of opportunities for children. The nursery has designated playrooms for the age groups attending, all have direct access into the secure garden area. There are additional areas to allow children to relax in the sensory room, sleep room and develop physically in the large soft play area. The main corridor allows space for children to store their belongings and provides a colourful passage through the nursery. The outdoor area is split into areas with bark and with tarmac. Providing space for ride on toys, football, climbing frames, slides and other activities. Leaders are developing a natural and calming environment, which is bright and airy. Artwork is attractively displayed. Alongside work, are photographs of the children completing their art and a description, developing a sense of self-worth and belonging. An information board is available in the foyer, with a current staff board and welcoming invites in a range of languages. Many displays promote bilingualism of the Welsh language, providing prompts and resources to support children and staff in their Welsh development.

Leaders provide a suitable range of developmentally appropriate play and learning resources. Much of the equipment is freely available to children, allowing them to choose their interests independently. Leaders are developing resources to be authentic, promoting loose parts, and the natural world. They provide a range of learning opportunities. For example, through role play, construction play, sensory and creative activities. There are some resources and learning opportunities which promote children's curiosity about the wider society, celebrating equality and cultural awareness.

## Leadership & Management — Good

Leaders show a sound awareness and understanding of the regulations and National Minimum Standards (NMS). Leaders engage positively with CIW and keep us up to date with any changes at the setting. Following our inspection visit, a current statement of purpose and further developed staff training matrix has been provided. Leaders ensure regulatory records are in place. They have thorough systems to ensure information is recorded. Following our inspection visit, they have further developed staff registers and room moves, to include lunch breaks and when children move in-between rooms. Leaders maintain the correct staff to child ratio. They have contingency plans in place, if required, to ensure ratios are maintained. Leaders review policies regularly and make the necessary adjustments. Following the inspection, they have updated their ALN policy. They have appropriate public liability insurances, car documents and are registered with the Information Commissioners Office (ICO).

Leaders have suitable self-evaluation systems in place. They seek the views of parents and are reflected in the body of the report. The quality-of-care report reflects on key themes, recognising what they do well, and how they can improve. Including aspects of the provision, such as signing up to Healthy Preschool Scheme and Curiosity accreditation. Leaders have a vision for the setting, which is shared with others. The progress they have made needs to be consistently embedded to continue to drive improvements.

Leaders follow recruitment processes to safeguard children with suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Leaders support staff, with inductions to the role, regular supervisions and appraisals. Regular team meetings take place, to share information and keep up to date. There is a strong team ethic, and staff members work well together. Leaders provide opportunities for staff to undertake training and continual professional development. Staff feedback informs us, leaders are effective.

Leaders tell us they have strong partnerships. Linking with feeder schools, the local authority, family information service and flying start. Parents are kept up to date through an online application, giving details on their child's day. Verbal discussions take place at the start and end of the sessions. We received feedback from parents and staff following our inspection visit. Comments were positive, including the following. *"My little girl loves coming to Pebbles! The whole team are fantastic. They are friendly, engaging and provide excellent care.", "My child has thrived since attending nursery."* And *"My children attend Pebbles and have both progressed well with the support of all the staff."*

# 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 22 - Environment | Risk assessments to be reflective of current situations, regularly reviewed and effective to reduce risks. |

# 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) |
|---|
| Embed changes identified and put in place at the inspection to continue to develop and drive the setting forward. |

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