Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sunflower Day Nursery

Sunflower Day Nursery (Cardiff) Ltd , Brunel House , 2 Fitzalan Road , Cardiff , CF24 0EB

02920 480845

sunflowerdaynursery.wales

Date(s) of inspection visit(s): The inspection visit took place on 13/01/2026

Service Information:

Operated by:	Sunflower Day Nursery (Cardiff) Ltd
Care Type:	Children's Day Care
Registered places:	50
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 enjoy their time at Sunflower Day Nursery. They are confident and happy with good opportunities to make choices in their play. Children form positive, friendly relationships with staff and each other. They show enthusiasm and engage well in a wide variety of play-based activities.

Staff have a very good understanding of how to keep children safe and healthy and implement nursery policies effectively. They are kind and caring in their interactions with children. Staff support children's learning and development well through their interactions and the experiences they plan and provide.

The environment is safe, secure and clean. Playrooms are very welcoming and organised well to enable children to access resources and activities independently. Children benefit from a wide range of high-quality equipment and resources both inside and outside.

Leaders are enthusiastic and dedicated, providing a high standard of care to children. They are extremely well organised and have effective systems in place to identify improvements they would like to make. Leaders develop successful relationships with parents, carers and outside agencies. They work closely with them to provide high-quality care and support to all the children in their care.

Findings:

Well-being — Good

Children have plenty of opportunities to make choices and decisions about what they play with and how they spend their time. They are confident communicators as they know they are listened to and all attempts at communication are valued. For example, older children said they would like to do gluing, with staff responding promptly to enable them to do this. We saw very young children hold animals out to staff knowing they would name them and make relevant sounds.

Children are happy and settle quickly at the nursery. They benefit from flexible settling sessions when parents can choose to stay with them, working up to longer stays on their own. Nearly all children cope well with separation from their parents or carers showing they feel safe and secure in the nursery. Those who need a little extra support receive patient, caring attention from staff until they are confident to explore on their own. Children become very familiar with the routines of the day which helps them develop a sense of belonging, although on occasions these routines can impact on the length of time children have to play uninterrupted or for extended periods.

Children behave and interact very well. They play together or alongside each other as is appropriate for their ages and stages of development learning to share and take turns. We saw toddlers laughing together as they played in the water tray and older children chatted happily as they shared resources for gluing. Children of all ages develop close relationships with staff and readily invite them into their play. For example, very young children initiate peek a boo with staff while toddlers enjoy a cuddle whilst looking at books.

Children are interested in the things provided for them and thoroughly enjoy their play and learning. They access a broad range of developmentally appropriate activities and resources both inside and outside. Children develop the ability to concentrate for appropriate amounts of time on activities they choose, such as when they engage in role play, drawing or playing in the sand.

Children have very good opportunities to develop a wide range of skills and knowledge through the opportunities they are provided with. For example, they develop physical skills as they learn to use tools and mark making equipment, jump across coloured mats or use the climbing wall. Resources and activities also help them develop an awareness of diversity and cultural differences. Children have valuable opportunities to learn to do things for themselves which helps their growing confidence and self-esteem. For example, from a young age children learn to wash their own hands and eat independently. As they get older, they increasingly develop the ability to manage their own coats, shoes and personal care, pour their own drinks and clear away their plates.

Care & Development — Good

Staff have a thorough understanding of their roles and responsibilities to keep children safe and healthy. Leaders prioritise safeguarding and staff demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. They have undertaken relevant training and know where to find relevant external reporting numbers should they need them. Staff consistently follow effective procedures to maintain a clean and hygienic environment and ensure they and children wash their hands at appropriate times, helping children develop good personal hygiene routines. They accurately complete detailed records for accidents, incidents, existing injuries and any medication they administer and ensure parents see and sign these records. Children benefit from nutritious snacks and meals made on site using fresh ingredients with milk or water to drink. Staff have a good understanding of children's health and dietary needs or preferences and follow robust procedures to manage any allergies. They further contribute to promoting a healthy lifestyle by ensuring children have time each day to play outside in the fresh air.

Staff are patient, caring and kind when interacting with children. They interact warmly with children of all ages and develop genuine, positive relationships with them, consistently acting as excellent role models. Staff deal with any inappropriate behaviour promptly using positive behaviour management techniques to avoid it escalating. For example, when children squabbled over resources staff intervened quickly and calmly using explanation and compromise to help children resolve the issue. As a result, children learn the boundaries of the nursery and begin to learn how to manage their own behaviour and emotions.

Staff provide good opportunities for children to play and learn through planned activities and the general environment, although resources they provide for activities such as craft or playdough are on occasions limited which can reduce the children's imaginative or exploratory engagement. Staff plan some activities around their observations of things children enjoy and are interested in. For example, developing children's enjoyment of pretend cooking in the home corner into tea mixing and making. Staff support children well and take opportunities to develop their understanding and learning, such as talking about the long neck of a giraffe, giving the Welsh and English words for colours or discussing how they are feeling today. They have recently successfully undertaken the Bronze level Welsh promise. We heard singing in Welsh and a small amount of Welsh language used during our visit. Staff know children well and track their development carefully. They offer effective support for any additional learning or health needs children may have.

Environment — Good

Leaders have systems in place to ensure the nursery is secure, safe, clean and well maintained. They ensure no one can enter the premises unauthorised and record all visitors to the nursery. Staff maintain accurate registers of their own and children's attendance. They consistently complete daily safety checks including for the kitchen and food safety. Leaders have comprehensive risk assessments in place which they review regularly. We did not see any hazards during our visit. The nursery is situated in a large office building, and leaders ensure they have all up to date safety maintenance certificates in place such as for electrical installation, equipment testing and fire safety. They practice and record a full evacuation at least twice a year with the whole building and older children practice stopping what they are doing and lining up at the door on a weekly basis when the building fire alarm is tested. An evacuation cot is used for children in the baby room.

The nursery is welcoming and child friendly. The neutral décor creates a calm and homely feel. All the playrooms are light, bright and spacious giving children plenty of room to move around freely and play. There are three well thought out playrooms for different age groups. A milk kitchen, nappy changing room and well-equipped sleep room all adjoin the baby room which enables staff to easily care for and supervise the youngest children effectively. The nursery and pre-school rooms both access bathroom and nappy changing facilities directly from their playrooms which helps children develop independence. Differing size toilets cater well for all the children attending and facilities ensure children's privacy and dignity is easily respected. A further room adjoins the nursery room and is set up as a lovely sensory room which is also used as a sleep room. The nursery has a large garden which wraps around the outside of the building. Leaders are developing the garden and have many exciting ideas including developing a growing area and a dedicated baby area. Some new equipment is already in place such as a mud kitchen and sand table, and more is planned.

Leaders provide a wide range of excellent quality furniture, toys and resources many of which are of natural materials. Some resources are open-ended and can be used flexibly and with imagination. For example, in the curiosity table there is a range of loose and natural materials such as pinecones and wooden rings. The furniture in each room is an appropriate size for the children using it and toys and resources are stored at children's level so they can access things independently. There is a good range of resources that promote diversity and cultural awareness along with some that encourage children to recognise and talk about their emotions. For example, a box of feelings pebbles in the nursery foyer.

Leadership & Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. They are knowledgeable about their regulatory responsibilities and operate well above the National Minimum Standards for Regulated Childcare. Leaders are very organised and all required paperwork is in place, kept to a high standard and reviewed regularly. They spend time analysing accidents and incidents to identify any emerging patterns or trends. Leaders play an active role in the day to day running of the nursery and work successfully with staff to ensure good outcomes for children.

Leaders are reflective, they monitor the quality of their nursery and plan for improvements effectively. They seek feedback from staff, children and parents and act on ideas. For example, when developing the garden children said they would like a climbing wall which leaders facilitated. Leaders identify meaningful improvements and put an action plan in place to support them to achieve their goals.

Leaders follow robust recruitment procedures with all required checks and documentation in place to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks and mandatory training such as safeguarding and paediatric first aid are up to date. Leaders work closely with staff who told us they feel well supported and enjoy working at the nursery. Leaders support the continuous professional development of staff. There is a thorough induction process and staff receive regular and meaningful supervision and appraisal meetings which identify strengths as well as targets to work on. Leaders deploy staff effectively to ensure they always meet the required staffing ratios.

Leaders and staff develop meaningful and positive relationships with parents and carers. They collect all the information needed and relevant parental permissions before children start with them to ensure they can meet the needs of each child. They welcome other professionals into the nursery to give advice and support should they need it to help meet the needs of individual children and have recently started to work with Flying Start. Leaders keep parents informed about their children through systems such as an electronic app, newsletters and stay and play sessions. Parents speak very highly of the nursery and are very happy with the service they and their children receive.

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)
Continue to develop the use of Welsh language.
Consider and review the routines of the nursery and resourcing of some activities to further enhance the experiences and outcomes for children's learning and development.

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