

## Abigail's Day Nursery



Abigail's Day Nursery, Avenue House 1-2, King Edward Avenue, Caerphilly,  
CF83 1HE



02920851046



[www.abigailsdaynursery.co.uk](http://www.abigailsdaynursery.co.uk)

The inspection visit took place on 04/11/2025

### Service Information:

Operated by:	Abigail's Day Nurseries Limited
Care Type:	Children's Day Care
Registered places:	65
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

## Ratings:



### Well-being

Good



### Care & Development

Good



### Environment

Good



### Leadership & Management

Good

## Summary:

Children have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from an interesting range of opportunities for play and learning and develop good independence skills.

Staff are professional, well qualified and motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. A good range of toys, equipment and resources both indoors and out promote children's play. Leaders at the setting have thoughtfully designed the layout of rooms and outdoor space to create an inviting environment for children.

Leaders have a clear vision, which they share with staff. They are motivated and regularly review the setting. Leaders seek to continuously increase the quality of care on offer. There is a strong staff team who are well supported. Leaders of the setting have established good partnerships with parents and outside agencies.

## Findings:



### Well-being

Good

Children communicate effectively and have good opportunities to make choices and decisions about what affects them. For instance, one child asked to wear a firefighter costume and then proudly showed it off to staff and their peers. Children move freely around the play areas, choosing activities they enjoy. For example, some play hide and seek, laughing together as they find their friends. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest.

Children feel safe and secure as they benefit from thoughtful staff who know them very well. Nearly all children are content, settled and show enjoyment. Those who are new to the nursery and are still settling in, seek comfort and reassurance from staff who respond with warmth and kindness. Children know the routines well, allowing for smooth transitions throughout the day. For example, children know to wash their hands before eating and join in with story time.

Children effectively interact with each other and staff. For example, younger children take turns playing with the cars whilst older children happily chat together when waiting for their lunch. We heard children confidently call their friends and staff names and enthusiastically invite them to play. Children freely explore the environment and successfully engage in individual and group activities. They show respect towards their environment and each other. Children listen well when asked to sit down so their friends can see clearly and join in when whilst reading a book.

Children are interested and self-motivated in their play and learning. They access a range of good opportunities within the setting which promote their all-round development. Children follow their own interests and become absorbed in activities which are both child and adult led. We saw children have a great time making different models out of mirrored construction panels, proudly showing their creations to staff. They focus on activities for extended periods of time, appropriate for the age and stage of development.

Children are developing a range of skills as they play and engage in routines. They have some valuable opportunities to become independent, enabling them to do things for themselves. Older children help themselves to their drink bottles throughout the day and many children help tidy up at the end of the sessions. This promotes children's self-help skills and builds their self-esteem.



## Care & Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies, procedures and documentation in place which staff follow when carrying out their roles. There is a thorough safeguarding policy and procedure in place. Staff confidently told us what they would do if they dealt with a concern. This demonstrates a good understanding of their responsibilities and commitment to deal with safeguarding matters. Staff follow and promote thorough hygiene practices. For example, they actively encourage children to independently wash their hands before eating. A dedicated housekeeper maintains the cleanliness and readiness of rooms, toys, and facilities to ensure they are suitable for children's use. Staff are confident when recording, maintaining, and reviewing a range of records including, accident, incident, existing injuries and medication logs.

Staff offer healthy and well-balanced meals and snacks which are freshly prepared each day. There are procedures in place for dealing with children with allergies, intolerances, and dietary preferences. At mealtimes staff promote worthwhile opportunities for children to talk about their day, ensuring it is a relaxed, social and enjoyable experience. Staff support children's physical development by providing daily opportunities to use the outdoor play area and participate in walks in the local community. During the inspection, children did not access the outdoor area due to extreme weather conditions and a visit from a photographer.

Staff interact with children calmly and compassionately, serving as positive role models who know children very well. They join in play activities, encourage imaginative scenarios like pretending to answer the phone, and support creativity. Staff 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 for their efforts, telling them "Well done!" and giving high fives.

Staff offer a range of well-planned activities which support children's curiosity. They engage skilfully with children during activities and play. For example, staff encourage children to express their emotions and to consult the feelings poster displayed on the wall. As a result, they are becoming more aware of their emotions. Children's progress is tracked through observations which is then used to plan for the next stages of learning. Staff create a relaxed and friendly feel in the nursery where children can confidently play energetically or quietly. They support children's language development, incorporating a few Welsh words, and phrases; however, these were not observed being used consistently by staff during the day.



## Environment

Good

Leaders have effective measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play spaces both indoors and outside. The environment is secure and well maintained. The external doors are always locked whilst children, staff and visitors are routinely and accurately signed in and out of the building. Leaders complete detailed risk assessments and take appropriate action if needed. Leaders have created a comfortable and suitable sleep room with cots for younger babies. However, during the inspection, this facility was not utilised; all younger children were supervised closely by staff whilst they slept on mats placed on the floor or in baby swings/rockers. Leaders practice fire drills frequently and maintain detailed records to ensure all staff and children can evacuate the building safely in the event of an emergency. Leaders complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

The environment is welcoming and child friendly. It provides homely and stimulating areas for children to explore and develop their skills. Calming neutral décor creates a cosy home from home atmosphere. Staff organise playrooms to support various aspects of children's development. Leaders supply a variety of resources, including real life and natural items, which are stored at child height to ensure accessibility for children of different ages. They have organised the outdoor areas to include a natural garden with grass, a mud kitchen, and a small log circle. There is also a separate designated space where children can ride bikes and play with sand and water under a sheltered area. Staff ensure the outdoor area promote children's curiosity and exploration. They provide children with regular opportunities to explore the community by walking to the local church, park and castle.

Leaders create an exciting play environment for the children with a good selection of resources available. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriately sized furniture for children to sit at to undertake tabletop activities and eat their snacks. The toilets are child-sized and support children to develop their independence skills. Leaders ensure the environment provides challenging opportunities for children to explore and develop their creativity, physical skills and independence.



## Leadership & Management

Good

Leaders have a clear vision for the nursery which they communicate successfully to all staff and parents. Staff work well together as a team, and they speak highly of each other. Leaders have an effective statement of purpose that accurately reflects the service. They ensure all relevant policies and procedures are in place, however, some policies do not reflect the latest updates. Leaders collect, record and maintain all the required information in relation to staff and children. They record children's preferences and have the appropriate parental permissions in place.

Leaders implement effective systems to support meaningful self-evaluation and plan for improvement, which they use to support their quality-of-care review. They are approachable and welcome any ideas or suggestions to make improvements to the service. For example, leaders allocated additional resources to the reading area following staff feedback requesting a more comfortable, cosy reading space. Leaders evaluate day to day records, for example, accident and incident records, to identify any trends, and monitor where and how these are happening at the setting.

Leaders are enthusiastic and motivated. They follow robust recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. Leaders set high expectations and lead staff effectively, supporting them in understanding their roles and responsibilities. They undertake regular appraisals and supervisions that are integral to their practice and drive improvement. Leaders deploy staff effectively to ensure they meet staffing ratios, and as a result fully meet children's needs.

Leaders 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 informed us that they feel there is a "*caring and professional approach of all the staff*" at the nursery.

## **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)
Develop the use of the Welsh language
Follow sleep procedures that align with the safe sleep guidance
Update policies to reflect current information and guidance

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