Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Christchurch Llanedeyrn Playgroup

Christchurch United Church, Wellwood Llanedeyrn, Cardiff, CF23 9JQ

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www.playgroup.christchurchunitedcardiff.org.uk

**The inspection visits for this service took place between 13/05/2026 and 14/05/2026**

## Service Information:

| | |
|---|---|
| Operated by: | Christchurch Llanedeyrn Playgroup |
| Care Type: | Children's Day Care |
| Registered places: | 32 |
| 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 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 have a strong voice at the setting. They make meaningful choices, interact positively with others and develop strong, trusting relationships with staff. Children are confident in the daily routines and explore their environment confidently. They demonstrate growing independence in daily routines and self-care tasks.

Staff work very well as a team to ensure all children are safe and enjoy their time there. They have a sound knowledge of safeguarding and use effective infection control and risk management procedures. Staff build positive relationships, promote well-being, and manage behaviour consistently.

Leaders have effective systems in place to keep the environment safe and secure. They organise the setting well to create clearly defined areas for play and learning. Leaders provide suitable furniture and good-quality resources to support children's play and experiences.

Leaders are committed to providing a high quality service. They have clear policies and procedures in place and a Statement of Purpose which accurately represents the day to day running of the service. The experienced staff team are enthusiastic and take pride in their work. Leaders maintain positive communication with parents and work effectively with external professionals to support

positive outcomes for children.

# Findings:

## Well-being — Good

Children have a strong voice and make choices about how they spend their time. When they arrive, children go straight to activities that interest them. They communicate their preferences clearly. For example, when asked if they would like to take part in a counting activity, one child declined while another chose to join in. Children ask questions and choose whether to participate in activities such as circle time, with some opting to play elsewhere.

Children are happy, settled and demonstrate secure attachments with staff. They enter the setting confidently and seek out familiar adults for reassurance, for example going for cuddles. Staff respond sensitively when children are unsettled, offering comfort such as bringing a favourite toy to circle time. Children know the daily routine; for example, they line up to wash their hands before snack.

Children interact appropriately and are developing positive relationships with others. They play alongside each other and, at times, play cooperatively, such as when building with foam bricks or engaging in imaginative play under the slide. Children communicate with each other during activities, for example discussing how to use materials or share toys. Where required, staff support children to manage interactions, such as encouraging sharing or reminding children to walk safely. Children respond to this guidance and generally show awareness of others around them.

Children enjoy their play and learning and engage well in a range of activities. Many children concentrate for increasing periods of time, for example when building towers together or engaging in small world and sensory play. They show excitement and enthusiasm, such as when towers fall and they quickly rebuild them, or when running and playing in the hall. Children take part in quieter activities, including reading books and listening during story time, as well as more active play such as cycling. Overall, children show enjoyment and interest in the activities available.

Children develop appropriate independence skills for their age. They make choices about their play and access resources independently, such as using the slide while staff supervise. Children take part in routines, including tidying away resources and preparing for snack. Older children pour their own drinks and serve food, while others request help appropriately. At the end of snack, children scrape food waste into the bin and place their plates in a washing bowl. These opportunities support children to develop self-help skills and a sense of responsibility in a consistent and age-appropriate manner.

## Care & Development — Good

Staff support children's health, safety and well-being effectively. They follow clear routines to promote hygiene, such as supporting children to wash their hands before snack and supervising them in small groups when accessing the toilets. Staff prepare the snack area appropriately, wearing gloves and aprons, cleaning tables and keeping children away from surfaces until they are ready. Children receive a healthy snack, including pancakes, fruit and a choice of milk or water, and staff sit with them to provide support. Staff manage risks well through active supervision and prompt intervention. They record accidents and incidents appropriately and ensure parents sign these records. However, they do not formally record pre-existing injuries. Staff demonstrate a good understanding of safeguarding procedures and report they know how to respond to concerns.

Staff manage interactions positively and create a calm and supportive environment. They are consistently engaged in children's play and use praise to reinforce positive behaviour, for example frequently acknowledging children with comments such as "well done" and "good job." Staff encourage children to co-operate and share resources, intervening when needed to support turn taking and resolve minor conflicts, such as when children are not sharing. They talk to children about their experiences and family members, which helps children feel valued. Staff also demonstrate inclusive practice, allowing children to choose whether to participate in group activities and supporting them to engage at their own pace. This consistent approach helps children feel secure and supports positive relationships between children and staff.

Staff promote children's play, learning and development effectively through a range of planned and responsive activities. They provide stimulating experiences, such as building with blocks, small world play and creative activities, and support children's curiosity by praising their efforts and encouraging them to try again. Staff reflect children's interests and developmental needs within their planning, adapting activities to support areas such as gross and fine motor skills. They track children's progress through observations and termly reports, which include photographs and examples of development. Staff meet children's individual needs well. For example, staff implement strategies including one-to-one support and specific approaches such as 'tap, tap box' to develop sharing skills. Staff receive guidance from external agencies and apply this in practice to support children's progress. They also incorporate incidental Welsh and signing during daily routines, which supports children's communication.

## Environment — Good

Leaders provide a safe and clean environment where children can play independently. They ensure both the indoor and outdoor areas are secure and have effective systems in place to manage access to the premises. Leaders require visitors to sign in and out on arrival and departure of the setting. They review and update risk assessments regularly for all areas of the provision, including outings such as walks to the local shop and school. Staff demonstrate awareness of risks and act promptly to reduce them. However, fingerguards are not fitted to a door children use frequently. Leaders began to address this immediately following the inspection by seeking permission from the landlord to complete the work. Leaders ensure safety certificates are current, including gas, electrical and firefighting equipment checks, and records show regular fire drills and alarm tests.

The premises are suitable for the needs of children and provide a welcoming space for play and learning. The setting operates from a large hall with additional rooms, including a kitchen and outdoor play space, and children use a range of the indoor and outdoor areas during the session. Leaders ensure facilities support children's independence, such as accessible toilets with steps, child-sized seats, and handwashing resources including liquid soap and paper towels. The environment is organised as a pack-away provision and includes clearly arranged activity areas. Staff display children's work on boards, which adds to their sense of belonging. Leaders have developed the outdoor area, contributing to children's opportunities for physical activity.

Children have access to a suitable range of resources and equipment that support their play and development. During the inspection, a variety of activities were available, including small world play, puzzles, cars, a tuff tray recycling activity and craft materials. There are also resources to promote physical development, such as slides, balancing equipment, climbing frames and a seesaw. Staff set a designated corner with cushions and soft toys to provide a quieter space for children to relax. Leaders ensure resources are generally appropriate and in sufficient quantity to engage children. They provide some resources which reflect diversity. Staff organise the play area into different stations, enabling children to move freely and choose activities independently.

## Leadership & Management — Good

Leaders run the service in line with current regulations. They keep a detailed statement of purpose which accurately reflects how the service operates. Leaders have a comprehensive set of policies and procedures, including safeguarding, behaviour management, health and safety and complaints, and these show evidence of regular review and amendment. They share these with parents electronically and display copies at the setting. Leaders ensure records, including children's contracts, contain the required information and take action to address inaccuracies when identified. They also ensure appropriate data protection arrangements are in place.

Leaders have effective arrangements to review the quality of care and identify priorities for improvement. They complete an annual quality of care review which identifies strengths and areas for development within the service. This process includes gathering feedback from children, parents, staff and partner agencies, showing meaningful engagement with those using the service. Leaders use this information to set clear priorities, such as keeping policies up to date, reviewing risk assessments and supporting staff development.

Leaders manage staff and resources appropriately to support children's care. The staff team includes a leader, deputies and other practitioners, with additional support from volunteers when needed. Records show staff have completed a range of relevant training, including safeguarding, first aid, food hygiene and additional learning needs, helping them to meet children's needs. Leaders hold regular staff meetings and maintain supervision and appraisal records for staff supporting their development. However, supervisions and appraisals for the person in charge are not currently formalised. Leaders ensure there are sufficient trained staff to support children effectively.

Leaders develop positive partnerships with parents and others involved in children's care. They gather detailed information through registration documents and 'all about me' forms to understand children's individual needs and preferences. Leaders share key information, such as policies and procedures, at the start of each year and maintain ongoing communication. Feedback from parents is very positive, with comments highlighting that staff are friendly, approachable and provide strong support. Leaders also work with external professionals, such as local authority teams, to support children with additional learning needs. Staff report feeling well supported and value the teamwork within the setting. These partnerships contribute to a consistent approach and support positive experiences for children and families.

# 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 24 - Safety | Ensure fingerguards are fitted where required to reduce the risk of injury. |
| Standard 13 (Day Care) - Suitable Person | Formalise supervision and appraisal arrangements for the person in charge. |

## 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) |
|---|
| Record pre-existing injuries formally and consistently. |
| Develop resources which reflect diverse cultures, backgrounds and communities. |

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