Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Nest

David Lloyd Leisure Centre, Ipswich Road, Cardiff, CF23 9AQ

07392559957

https://www.nestlingsnursery.co.uk/

Date(s) of inspection visit(s): The inspection visit took place on 12/08/2025

Service Information:

Operated by:	Nestlings' Nursery Ltd
Care Type:	Children's Day Care
Registered places:	61
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	**Good**
Care & Development	**Good**
Environment	**Good**
Leadership & Management	**Good**

Summary:

Children have a strong and purposeful voice at the nursery. They confidently make choices and express themselves, knowing their interests are valued. Children feel safe, happy and settled, showing strong emotional security. They interact positively with staff and each other, develop independence, and engage in consistently good, purposeful play and learning.

Staff follow consistently good hygiene and safety routines, encouraging regular handwashing and thorough cleaning. They confidently safeguard children, monitor records, and manage health needs well. Staff supervise children effectively, support emotional needs, and promote purposeful play and independence. They model positive behaviour, create a nurturing atmosphere, and plan activities reflecting children's interests.

Leaders ensure the environment is consistently safe, secure, and well maintained. Staff complete daily safety checks and respond promptly to emerging risks. The premises are warm and welcoming, with separate rooms for different age groups. Staff use resources and spaces skilfully, supporting purposeful play, independence, and worthwhile experiences for all children.

Leaders provide consistently good leadership and support the smooth running of the nursery. They manage staff well, build strong partnerships, and communicate clearly with parents. Leaders have developed worthwhile community links, supporting positive experiences for children.

Findings:

Well-being — Good

Children have a strong and purposeful voice at the nursery. They move freely between activities and make successful choices, such as selecting books, toy cars or climbing the slide. They express themselves confidently using words, gestures and sounds, knowing their interests are valued. For example, a baby holding a book draws staff attention to a picture, and another child asks who rang the buzzer. These moments lead to positive and meaningful experiences. Nearly all children explore their environment with curiosity, while others wait patiently for support.

Children feel safe, happy and valued throughout the day. Most arrive with smiles and choose breakfast confidently. They show strong emotional security and settle quickly into familiar routines. For example, older children know how and where to store their belongings and know to put on shoes before going outdoors. Children seek gentle comfort and reassurance from staff when needed. For example, they approach them when they are tired or upset and feel immediately comforted by them. This demonstrates a powerful sense of belonging.

Children experience consistently good and purposeful interactions with each other and with staff. They show strong emotional awareness and respond skilfully to others. For example, one child notices another becoming upset over a particular bowl they wanted to use and thoughtfully offers their own. Children greet each other warmly and begin to form valuable friendships. Babies play alongside each other, showing early signs of positive engagement. Children chat with staff, expressing their feelings and receiving useful responses. Children's behaviour is consistently good, and they take turns with growing confidence.

Children engage in consistently good and purposeful play. They explore freely and take their learning in meaningful directions. For example, a child sets up a picnic for teddies, then joins a lemonade stand game. Babies enjoy mark making in shaving foam and crawling around after using the slide. Older children share ideas with enthusiasm and take a positive interest in others. Their imagination is strong, as they work together to make cupcakes from playdough for staff, and create homes for whales. They skilfully use props like wooden knives and paper cases to extend their ideas.

Children show consistently good levels of independence. They take purposeful steps to manage tasks on their own. Older children put away shoes and tidy resources. Babies eat independently and access toys easily. Children pour drinks, serve food and complete useful tasks like setting out plates and cutlery. These experiences are valuable and used well to support development.

Care & Development — Good

Staff follow consistently good hygiene and safety routines throughout the day. They encourage children to regularly wash their hands and surfaces are wiped down thoroughly before mealtimes. Staff have a good understanding of their responsibilities to protect children, confidently responding to safeguarding scenarios and show a good awareness of safeguarding procedures. They log concerns accurately and appropriate procedures are in place to record accidents and incidents. However, staff do not always record the administration of prescribed medication in detail. Accident and incident records are monitored regularly to identify patterns. Staff have a good understanding of managing any allergies and health needs, requesting this information prior to children starting at the setting. They supervise children effectively and respond skilfully to individual needs. Staff encourage outdoor play daily, recognising its benefits for health and wellbeing.

Staff manage interactions with children in a consistently good and purposeful way. They engage positively in play and learning, sitting at children's level and responding with enthusiasm. For example, a staff member reads with a baby, pointing to a duck and saying, "*quack, quack*." Staff skilfully support children's emotional needs, such as helping a child who dislikes shaving foam on their hands by gently cleaning it off. They create sociable, worthwhile moments during mealtimes, asking questions and encouraging conversation. Staff respond effectively to children's cues, helping with tasks like pouring water and discussing topics like holidays and spiders. They model positive behaviour, encouraging children to say "*please*" and reinforcing expectations clearly. For instance, when children run indoors, staff remind them to use "*walking feet*" and explain they can run outside soon. This approach is successful and beneficial, helping children understand boundaries.

Staff promote children's play, learning and development effectively. They create a nurturing and caring atmosphere and respond positively to individual needs. For example, staff comfort babies and engage in purposeful activities such as reading and sensory play. Staff use a consistently good keyworker system and observe key children weekly. As a result, they understand children's abilities and tailor their support accordingly. Staff manage transitions well, ensuring children move between rooms at a pace that suits them. They plan activities that reflect children's interests and ideas, including messy play and seasonal topics. Staff encourage independence by reminding children to take their cups to the sink and supporting self-care routines. They provide effective support during mealtimes, helping children with tasks and encouraging conversation. Staff use Welsh language incidentally and respond to children using familiar words.

Environment — Good

Leaders ensure the environment is consistently safe, secure, and well maintained. Staff complete daily safety checks across all areas and remove hazards promptly. They remain risk-aware throughout the day, picking up toys and responding to emerging risks. Leaders provide thorough and purposeful risk assessments, which staff access easily and apply effectively. These are reviewed regularly and used well to guide safe practice. Leaders also ensure maintenance checks are carried out on equipment and the building, supporting a consistently good standard of safety. Staff report issues promptly and leaders take action to resolve them. The premises are secure, with a locked front door and buzzer system that staff use to control access, and the outdoor play area is enclosed. Staff undertake fire drills regularly and record relevant details.

Leaders ensure the premises are warm and welcoming and provide an effective environment for children to play and learn. Staff use the indoor and outdoor environments well to promote learning and development and there are separate rooms for the various age ranges cared for. They encourage free flow play by opening doors to the outdoors, allowing children to move confidently between spaces. Staff arrange furniture and materials skilfully to support independence and choice. They adapt spaces to meet the needs of different age groups, ensuring all children benefit from worthwhile experiences. The areas within the playrooms allow children to access a range of resources for role play, reading, construction, floor play and creative work. There is a suitable baby room, with plenty of space for babies to play and a separate space for them to rest comfortably.

Leaders ensure children have access to consistently good quality resources and equipment that support play, learning, and development. Staff use a wide range of age-appropriate items, including highchairs, cots, child-sized toilets, and low-level tables and chairs. These are well maintained and used to effectively promote independence and comfort. Staff provide purposeful play materials such as building blocks in low storage, wooden pull-along toys, and small world animals. In the baby room, children explore cushioned areas, a small sofa, and a wooden slide with steps. Staff skilfully set up activities such as “Who wants fresh lemonade?” using lemons, jugs, and water trays to encourage exploration. Resources promote cultural awareness through books, dolls, dressing-up clothes, and food items from different cultures.

Leadership & Management — Good

Leadership is consistently good and supports the smooth running of the nursery. There is a clear, up to date statement of purpose which reflects the service provided. Leaders set strong aims and maintain a thorough set of purposeful policies including safeguarding, behaviour management, health and safety, and equal opportunities which are regularly reviewed. These are made available to parents and used well to guide practice. The Person in Charge keeps the Responsible Individual informed and manages the setting effectively following recent staffing changes. Leaders address concerns raised by staff and parents, ensuring no outstanding issues. They maintain valid public liability insurance and ensure children's records and contracts are compliant.

Leaders have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using feedback from parents, carers, staff, and external stakeholders to review the quality of their care. They have developed a written report which highlights strengths and areas for improvement. For example, enhancing learning opportunities for children, increasing communication and transparency with parents, and further developing the skills and expertise of the team.

Leaders manage staff effectively and work hard to build a strong team and good partnerships. Staff are deployed purposefully across rooms, with qualified practitioners supporting babies, toddlers, and pre-schoolers. Nearly all staff hold the required child-care qualifications and have certificates for safeguarding, food hygiene and first aid. Leaders implement a system of supervisions and appraisals, setting targets for staff development. Staff told us they feel valued, the management team listens to their views, and they provide good support. Leaders plan well for absences, using known staff from other settings when needed.

Leaders demonstrate a strong understanding of their role to establish good partnership and communicate clearly with parents. Staff keep parents and carers informed about what their children are learning and how well they are progressing through a range of means, for example, an electronic app and verbally. Parents told us staff and management are friendly and supportive, they know the children are in good hands and their children love going there. Leaders share policies and procedures at registration, which parents find beneficial. The setting develops worthwhile links with the community, including outings to local farms, nature reserves and shops offering children beneficial learning experiences.

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 11 - Medication	Consistently record information regarding when medication was last administered.

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