Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Passport to Play Terminal 2

Celtic Way Community Centre, Celtic Way Rhoose, Barry, CF62 3FT

07549150182

The inspection visit took place on 02/06/2026

Service Information:

Operated by:	Passport to Play Day Nursery Ltd
Care Type:	Children's Day Care
Registered places:	30
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	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children are happy, settled and enjoy attending the setting. They form strong bonds with staff. Children are enthusiastic in their play and learning. Their independence is encouraged throughout their time at the setting.

Staff promote children's health, hygiene, behaviour, learning and development effectively through healthy routines, outdoor play, positive interactions, regular observations and partnership working. They maintain records and safety procedures well. However, some aspects of practice regarding safeguarding children are an area for improvement.

The environment is clean, safe, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor resources and regular access to the nearby park promote children's learning and all-round development.

Leaders provide a welcoming, child-centred environment supported by policies, self-evaluation and partnerships with parents and agencies. Leaders promptly addressed the safeguarding training requirements once they were raised at inspection. Leaders ensure that recruitment processes are generally robust and that staff receive regular supervision and appraisal.

Findings:

Well-being — Good

Children have good opportunities to make choices and decisions about what affects them. They can choose where and what they play with and consistently have choice about whether they would like to participate in an activity. Children's likes and interests are considered when activities are planned and this means that children are offered opportunities that are appealing to them. Children speak confidently. Those whose language skills are less developed, successfully convey their needs and wishes. For example, when children motion to staff that they want to show them something, staff respond with interest asking open ended questions to encourage their curiosity.

Children are happy and settled and have fun throughout their time at the setting. They are confident and appear relaxed, coping with separation from their parents and carers well. They show they are happy to be at the setting, quickly settling to play on arrival and greeting their friends and staff happily. Children form positive emotional attachments with staff who they are familiar with. They express themselves naturally to them, eagerly inviting them into their play and coming to them for comfort or reassurance if needed. Children are familiar with routines and expectations at the setting, adding to their sense of belonging. For example, children line up eagerly when it is time to go outside to play.

Children are beginning to develop positive, healthy relationships with their friends and staff in line with their age and stage of development. They play happily alongside each other or together and are learning to co-operate and share. For example, children play happily together at the water play area and co-operate together to push their friends on the roundabout. Children show respect for others and for the resources and toys.

Children are enthusiastic and interested in their play and learning, following their own interests with the resources available each day. For example, children concentrate as they happily experiment with paint, straws and bubbles. They persevere as they create art works that they proudly show to staff. Children excitedly engage with outdoor resources, for example they smile and laugh as they spin on the roundabout and enjoy testing their skills as they use the climbing area of the outdoor equipment.

Children have regular opportunities to develop their independence skills. For example, children are supported to develop their independence in the toilet, with washing their hands and putting on their shoes and coats.

Care & Development — Adequate

Staff promote health and hygiene at the setting. They encourage healthy eating, serve a variety of healthy snacks, and support children to wash their hands before food. They ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Staff undertake fire drills monthly, ensuring that children and staff have frequent opportunities to practise leaving the building safely. Staff keep accurate daily registers and good detailed records of accidents, incidents and pre-existing injuries. They work in line with most policies and procedures well in order to keep children safe and healthy whilst they are present at the setting. However, outcomes for children require improvement because staff and leaders do not always seek advice and pass on concerns about children to Social Services appropriately. Not raising concerns can put children at risk, we expect the provider to make improvements. Leaders showed they were serious about addressing these issues during the inspection.

Staff manage behaviour well at the setting. They are kind, gentle, positive, and warm and this sets the tone for interactions at the setting. Staff are clear about boundaries and gently and clearly encourage children to be kind and show respect for each other and the rules of the setting. Staff have fun with children and maintain an optimistic cheery approach to any problems children encounter during their play. This creates a positive and fun filled atmosphere.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps them plan activities to enable children's next steps in learning and development. Staff know children well and are knowledgeable about their development and this enables them to meet their needs effectively. Staff are observant and alert for signs that children may have emerging additional learning needs. They work well with outside agencies to support these children.

Environment — Good

The environment is safe and secure. Staff allow only authorised access to the setting and ensure that a record of all visitors is maintained. Routine safety checks for the building and certificates are up to date. However, at the time of inspection, leaders did not have copies of these available to evidence this. Staff complete daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety. There are useful risk assessments for nearly all areas and activities at the setting, however there is not a detailed written risk assessment of how safety is managed at the outdoor playground.

The setting is a 'pack away' setting. Staff set out resources and furniture each day ready for children. They organise the setting in an effective and attractive manner, creating different areas to stimulate children's curiosity, imagination, and development. For example, areas such as the activity tray filled with water, an island and pirate ships, and the play dough table are set up attractively and invite children to play. Toys and activities are at children's height enabling them to access what they want to play with freely. Leaders regularly consider how the children are using the space and resources and alter the environment when required to suit their needs. Toilets and nappy changing facilities are clean, organised, and suitable in number. The building used by the setting is next door to a park with a children's play area and staff ensure children can access this as often as possible. The equipment contains many opportunities for children to build confidence and continue their physical development. For example, children gain confidence and improve their balance and co-ordination as they use the climbing frame

The setting has a large quantity of high-quality toys and play resources, ensuring all children can find something that interests them. For example, there is a mix of natural and man-made materials with many attractive wooden resources. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

Leadership & Management — Adequate

Leaders have a clear vision for the service which places a high priority on creating a warm, friendly and relaxed setting where children can feel at home. There is an up to date statement of purpose enabling parents to decide if the setting is right for their child. There are a range of suitable policies and procedures in place. However, at the time of inspection leaders did not hold the Group C Safeguarding training specified in the National Minimum Standards (NMS). This was rectified before the report was published therefore, we did not issue a non-compliance.

Leaders carry out self-evaluation and plan for improvements. They obtain feedback from parents, children and staff and reflect on practice to produce a Quality of Care report annually. This contains priorities for improvement as well as reflecting on what has been done well. They have fully engaged in the inspection process as a means to improve quality.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date, and leaders undertake all relevant checks to ensure all permanent staff are suitable to work with children. However, on occasions, leaders have allowed staff to start work at the setting under close supervision whilst they are awaiting references and completed DBS checks. Leaders ensure staff receive regular supervision and appraisals.

Leaders have established positive relationships with parents. The feedback received from parents shows that they are happy with the setting and appreciate the care their children receive. Leaders work in partnership with other agencies to provide quality care for children. For example, the setting works with the local authority advisors as they deliver the flying start scheme.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Children are not always safeguarded because staff and leaders do not always seek advice or pass on all concerns about children appropriately.	02/06/26

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 13 (Day Care) - Suitable Person	Ensure appropriate checks are carried out for new staff prior to them starting work unless circumstances are exceptional.
Standard 20 - Safeguarding	Ensure that leaders and staff always have sufficient safeguarding training as specified in the National Minimum Standards.
Standard 24 - Safety	Ensure up to date Safety Certificates are kept on file so that leaders are assured of the safety of the setting.
Standard 24 - Safety	Create a thorough risk assessment to ensure unneccessary risks to children using the playground are reduced as far as possible.

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