Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sunshine Flying Start Playgroup

N C H Caerphilly Childrens Centre, Cwrt Llanfabon, Caerphilly, CF83 2WP

07855161249

The inspection visit took place on 20/05/2026

Service Information:

Operated by:	Action for Children
Care Type:	Children's Day Care
Registered places:	20
Main language(s):	Welsh and 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	Excellent
Care & Development	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children are extremely happy, settled and thoroughly enjoy attending the setting. They benefit from a wide range of engaging play and learning opportunities that help them build independence and develop new skills. Children form positive relationships, interacting confidently and respectfully with both their peers and staff. They feel very safe and secure in the care of the responsive staff.

Staff are extremely professional, well qualified and motivated. They have an excellent understanding of how to keep children safe and healthy. Staff are patient, kind and caring towards children and each other. They 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 setting is safe, inviting, and thoughtfully arranged to promote children's play and development. A wide variety of indoor and outdoor resources and equipment are available, providing stimulating

opportunities for learning through play. The environment is designed to encourage children to make their own choices and independently access activities that interest them.

Leaders at the nursery are enthusiastic and dedicated, offering a high standard of care to children. They are well organised and have effective systems in place for evaluating and improving their setting. Leaders have developed positive relationships with parents/carers and external agencies and work closely with them to provide effective support and care to all children in their care.

Findings:

Well-being — Excellent

Children communicate very confidently and have regular opportunities to choose where and how they play. For example, one child continued with her playdough creation indoors while her peers all chose to play outdoors. Children have the freedom to access different areas of the setting, selecting activities that interest them. They share their likes and ideas to influence their play experiences which are recorded in the termly planning. Children use their voice confidently to talk to others about their play. In the greenhouse we heard one child tell another *"It's water! More?"* as they watered the plants. Children are encouraged to use a communication tool using signs, to support them in voicing their needs. All forms of communication are strongly encouraged and valued.

Children are extremely happy and settled and arrive to start their session with enthusiasm. Those who are still becoming familiar with the setting seek support from staff, who provide comfort and encouragement. Children feel very secure and reassured in the care of attentive staff who have an excellent understanding of their individual needs. Established routines help children feel confident and support smooth transitions throughout the day. For instance, children readily washed their hands before joining the snack table.

Children develop positive relationships with both their peers and staff. They play happily alongside each other and also together, chatting, smiling or gesturing as they play. Children confidently address staff and friends by name and sometimes invite others to join their games. We saw two children rolling a tyre together, welcome a third child into their play. Children are learning to show consideration for one another and respond well to staff who model turn-taking and good manners.

Children demonstrate enthusiasm for their play and learning. They benefit from a variety of stimulating experiences that support their overall development. Children confidently pursue their own interests while also engaging in activities led by adults. We observed children constantly smiling and laughing as they played. Children remained engaged in activities for appropriate periods of time, showing good levels of concentration for their age and stage of development.

Children are steadily developing a broad range of skills through play and daily routines. They are encouraged to become increasingly independent and are provided with opportunities to complete tasks for themselves. Children pour their own drinks and serve themselves snack, using tongs. We saw them fill up containers to water the seeds they planted and independently access resources they need from a shed.

Care & Development — Excellent

Staff have an excellent understanding of how to implement policies to promote the safety and well-being of children. They keep accurate registers of children, staff and visitors and ensure records of accidents, existing injuries and safeguarding concerns are detailed and thorough. Staff hold appropriate certificates in paediatric first aid and safeguarding. They are confident to recognise signs of abuse and speak with certainty about procedures to follow should they have a child protection concern. Staff consistently promote healthy lifestyles and the setting has achieved the Gold Healthy Snack Award. Their menu is varied and enjoyed by children and staff follow robust procedures regarding food allergies and preferences. Staff ensure children spend time outdoors daily and we saw that they had plenty of opportunities for physical development and fresh air. Staff demonstrate excellent hygiene and infection control practices, including effective cleaning routines and steaming the setting between sessions. They wear PPE for preparing and serving food and during nappy changing.

Staff demonstrate a consistently warm, caring and nurturing approach with the children. They respond sensitively to children's needs, helping them to feel secure and confident in seeking support. Staff work collaboratively to encourage positive social interactions, taking careful account of each child's age and stage of development. Staff promote behaviour effectively through a well-established behaviour management policy. They use a range of positive approaches, including distraction techniques and encouraging language, to support children's behaviour and reinforce expectations. Staff are excellent role models, consistently promoting good manners and gently encouraging children to use phrases such as "please" and "thank you". Staff are passionate about all children feeling successfully included within the setting. Their practice ensures that additional needs or specialised equipment are never barriers to the experiences children access. This is a real strength of the setting.

Staff promote children's learning and development very effectively through a broad range of engaging play opportunities that reflect children's individual interests. They use a seasonal approach that includes children's ideas, adult-led experiences and spontaneous learning that arises naturally through play. Staff use robust systems to assess, monitor and track children's progress. They complete an initial assessment and then use regular observations to build an accurate understanding of each child's developmental stage. Staff use this information to plan meaningful next steps, meet children's individual needs exceptionally well and support their continued progress. A keyworker system is successfully embedded in everyday practice though all staff members have strong bonds with all children. Children with additional learning needs are supported exceptionally well. Staff are beginning to introduce the use of basic sign language to support communication with children who are still developing their verbal skills. Staff sometimes incorporate Welsh words and phrases into their interactions with children and are keen to develop this further.

Environment — Good

Leaders maintain a safe, secure and well-organised environment for children. They implement effective procedures for managing visitors, requiring everyone to sign in and out of the premises. Leaders take a proactive approach to health and safety by completing a range of daily checks to ensure the environment remains safe and suitable. They carry out regular fire drills so that children and adults understand how to respond in the event of an emergency. Staff are aware of their responsibilities regarding children with specialised equipment during these drills, ensuring all children can exit the building promptly. Leaders use a comprehensive range of risk assessments to identify and minimise potential hazards across the setting. These are mostly reviewed regularly however, a small sample were still awaiting evaluation. Leaders also ensure that all required safety documentation and insurance remain current, including electrical testing and fire safety certification.

Leaders arrange the environment thoughtfully to encourage a broad range of play and learning opportunities. For example, children can explore a well-equipped home corner, relax in a cosy book area or explore modelling materials in the clay area. Leaders display children's artwork and photographs throughout the setting, which helps children feel valued and develop a strong sense of belonging. They maintain clean and accessible toilet facilities and provide nappy changing arrangements that respect children's privacy and dignity. Leaders also ensure children can easily access soap and hand-drying facilities, encouraging them to develop independence in their personal hygiene routines. The outdoor play area provides both open and sheltered space for the children and leaders are eager to develop and enhance this area further. Staff encourage children to enjoy outdoor play by enabling free-flow access from the indoors. Children can also access a sensory room during the session where we saw them enjoy music, lights and other tactile equipment. All resources both indoors and outdoors are organised and displayed attractively on low level shelving units, so they are easily accessible and inviting to all children.

Leaders provide children with an excellent range of resources and equipment, organised into defined learning areas. They offer a varied selection of natural and manufactured materials, including wooden loose parts to support children's learning and exploration. Leaders have also introduced authentic, real-life resources to enrich children's imaginative play. There are many resources to promote a diverse and multi-cultural society, including dolls, clothing, photographs and books. Leaders use the resources available to provide engaging and inviting learning opportunities for the children. These were plentiful amongst the indoor provision during our visit, however nearly all children chose to play outdoors where less provision was available. Resources are clean and well looked after.

Leadership & Management — Good

Leaders set a clear vision for the setting and communicate it successfully to the staff team. They foster a positive working culture where staff work closely together, support one another and speak highly of their colleagues. Leaders maintain a statement of purpose that mostly reflects the service provided. Where minor amendments were needed, the Person in Charge (PiC) was able to action these immediately. Leaders ensure staff follow policies and procedures consistently, helping to maintain effective day-to-day operations. Leaders obtain all necessary parental permissions to support children's care and wellbeing and keep records of children's individual needs, preferences and requirements They collect, maintain and securely store all required information relating to children and staff. However, outcomes for children require improvement because leaders do not notify CIW of all significant events and changes. We expect the provider to make improvements.

Leaders have established processes to support self-evaluation and ongoing improvement planning. A setting improvement plan is updated monthly with progress of the actions they are working towards. This progress informs their quality of care review which highlights both the service's strengths and areas identified for further development. For instance, leaders plan to develop language and communication skills by incorporating more Welsh within the setting and exploring communication using sign. Leaders have a positive attitude towards improvement and are receptive to guidance, and support from other organisations to help enhance the service.

The service is well organised, with records and documentation maintained efficiently and readily available when needed. Staff files are comprehensive, with appropriate recruitment and suitability checks completed to ensure staff are fit to work with children. Leaders ensure regular supervision meetings and annual appraisals provide staff with opportunities to reflect on their practice, recognise strengths, and identify professional development needs. New employees benefit from a thorough induction and receive effective support throughout their probationary period. The setting employs a number of experienced, qualified staff, helping to ensure children receive consistent, high-quality care. Effective monitoring systems are in place to ensure Disclosure and Barring Service (DBS) checks remain up to date for all staff members.

Leaders develop strong partnerships with families. Parents and carers are kept informed of their child's experiences and development through a range of communication methods, including verbal updates, online messages, and newsletters. Parents spoken to during our visit were extremely positive about the service, with one parent sharing that *"they're amazing here, I would recommend them to anyone".* Leaders and staff work collaboratively with local authority advisers and many other professionals, including speech and language therapists and physiotherapists, to support children's individual needs.

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's outcomes are at risk because the Responsible Individual has not ensured Care Inspectorate Wales are notified of all significant and administrative events.	20/05/26

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)
	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 incidental Welsh within the setting.
Ensure the outdoor space remains stimulating and inviting to enable children to become confident, curious learners.
Ensure all risk assessments are reviewed regularly.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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