



### Mount Pleasant Playgroup



Mount Pleasant Baptist Church, Mount Pleasant, Barry, CF63 2HE



07387633856

The inspection visit took place on 11/12/2025

### Service Information:

Operated by:	Mount Pleasant Playgroup
Care Type:	Children's Day Care
Registered places:	24
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**

**Adequate**

## Summary:

Children are happy and enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of quality experiences.

Staff have a good understanding of how to keep children safe and healthy. They are professional and enjoy their work. Staff are kind, caring and interact well with children. They are attentive and respectful to the needs of all children in their care. They plan effectively and keep good records of children's progress.

The environment is secure, clean, welcoming, and well maintained. Good quality furniture, toys and resources both indoors and outdoors promote children's play and development. People who run the setting ensure the environment is safe and secure and that it promotes the health and well-being of children.

There is strong leadership which works positively to develop the setting. The Responsible Individual (RI) is enthusiastic and wants to do their best for the children in their care. There is a clear vision for the service, and the RI supports staff to carry out their jobs well. Parents speak highly of the care provided by staff at the setting.

## Findings:



### Well-being

Good

Children have good opportunities to make decisions about how they spend their time at the setting. They move around the environment freely, choosing where and what they want to play with. Children confidently communicate their thoughts and ideas, as they know they will be listened to. Children's attempts at communication are valued. For example, we heard children indicate to staff that they would like different resources out such as the train track. Their requests were responded to promptly. Children can raise complaints should they wish. There is a 'Children's Complaint' procedure in place which includes easy to follow language.

Children are happy and settled and separate well from their caregivers. They are met with a very warm welcome and engage quickly into their play. Children know the staff well and have secure, affectionate relationships with them. One child told us that they have two schools but that they "*love this one the best!*". Children are familiar with daily routines, which helps them feel at ease in their surroundings. For example, when staff ring the bell, children know to stop, listen and prepare for the next activity or routine.

Children interact positively with staff and each other. They enjoy playing either with, or alongside their friends and are supported by staff members when needed. Children share and take turns, according to their age and stage of development. We saw children happily take turns to push the dolly in the pushchair when supported by an adult. We also saw older children co-operating successfully during a crafting activity, without the need for staff intervention.

Children show enthusiasm for their play and learning. They enjoy exploring what is on offer both indoors and out and staff support their choices. Children are consistently active and engaged in their play and many show interest in activities for sustained periods of time. For example, children spent extended periods exploring play dough, creating stars, snowflakes and patterns. Children are proud of their achievements during their play, with one child exclaiming "*it's the tallest ever!*" whilst building Santa's chimney with blocks.

Children have good opportunities to develop their independence. They wash their hands and put on their coats independently, with staff on hand to support when needed. During snack time, children are encouraged to serve themselves and collect their own drinks. When they have finished eating, children empty their plates into the food waste bin. Water is available to them throughout the day from a water tank, where children successfully help themselves.



## Care & Development

Good

Staff have a good understanding of how to keep children safe and healthy. They follow good hygiene practices in relation to nappy changing and food hygiene. Staff provide a healthy, balanced snack whilst managing allergies carefully and robustly. They are all trained to administer an epi-pen and have up to date first aid qualifications. Staff demonstrate a clear understanding of their safeguarding responsibilities. They are confident with the action they need to take should they have a concern. Information regarding the administration of medication is clearly recorded, with signatures obtained by caregivers and staff. The first aid kit is accessible to staff members, and its contents are within the expiry dates. Staff consistently record accidents and incidents that take place in the setting. These are audited monthly for patterns or trends with actions put in place where necessary. Pre-existing injuries are currently recorded by staff however, these are not currently signed and acknowledged by parents. Staff encourage outdoor play to ensure children get fresh air during the day in all weathers.

Staff are patient, caring and kind when interacting with children. They speak to them with warmth and affection and consistently join them in their play. Staff deal with any unwanted behaviour quickly and calmly to avoid it escalating. They use positive behaviour strategies to encourage children to follow the rules. For example, a child who did not want to tidy the role play area, joined in after hearing how the other children's efforts were being celebrated. This change of heart was met with much praise from the staff member. Staff encourage children to be kind and polite. They sit with the children during mealtimes to promote their language and social skills. Staff are good role models and children can be heard using many of the phrases they regularly use, such as *"sharing is caring"* and *"great job!"*.

Staff promote children's learning and development effectively through play and skills-based activities. They play alongside children and look for opportunities to extend their learning. For example, they ask children to count, name colours and shapes whilst playing with a variety of resources. Staff are keyworkers to their own groups of children and undertake observations of them at play. They analyse what they have seen and respond to this, in accordance with the Curriculum for Wales. Planning is consistently in place to provide engaging experiences across the five developmental pathways. We heard staff use Welsh language during our inspection, including colours, simple phrases and songs.



## Environment

**Good**

The premises are warm, safe and well maintained. The entrance is secure, and locked doors ensure only authorised access is granted by staff. Children and visitors are signed in and out on arrival and departure. However, the times of arrival and departure of children are not always accurate. Comprehensive risk assessments are in place for the premises and activities carried out. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. Routine safety checks and certificates for the building and appliances are in place. The setting is registered with the food safety department at the local authority. Records show that fire drills are carried out regularly, and insurance certificates are up to date.

The environment is welcoming and very child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. Children's self-made Christmas cards are displayed throughout the main playroom. This gives them a sense of pride and belonging. The main playroom is very spacious and light allowing children large spaces and freedom to move around as they play. The room is well organised and laid out in clearly defined areas which interest the children. There is a good range of purposeful resources and books which are easily accessible to children encouraging their independence. Equipment indoors promotes children creativity, imagination and curiosity. There are a variety of books, dressing up outfits and play figures celebrating multi-culturalism. However, the choice of Welsh books is limited. Children celebrate a variety of world-wide celebrations including Diwali, Easter and Christmas. This gives children knowledge and understanding of the world around them. The outdoor area has a good range of equipment suitable for the ages of the children. Resources available to children outdoors encourage development of their gross motor skills such as a building area, jumping into hoops while counting activity, and space to ride cars and scooters or run around.

Toys, resources, furniture and equipment at the setting are in a good condition, well maintained and of a good quality. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of all children who attend. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh. Liquid soap and hand drying facilities are easily accessible to support children's independence when addressing their personal care.



## **Leadership & Management**

**Adequate**

Leaders work positively to develop the setting. They maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. There is a clear vision for the future of the setting and leaders are always looking for ways to improve on already strong practice. Policies and procedures are comprehensive and detailed, which aids in the smooth running of the setting and that are well implemented by staff. Leaders engage well with Care Inspectorate Wales (CIW), notifying us of all notifiable events.

Staff files are thorough and most pre-employment checks are completed to ensure staff are suitable to work with children. However, some staff files we examined as part of the inspections did not contain the required number of references. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Regular meaningful supervision and appraisals are carried out which drive improvement. Leaders promote current best practice relevant to the children in their care. They ensure staff access training relevant to their practice. This ensures staff are kept up to date with changes and new themes and trends within early years and childcare. The people running the setting implement continuous and meaningful self-evaluation effectively. They regularly seek and act upon feedback from children, their parents/carers and staff.

There is a clear system in place to easily identify that staff's Disclosure and Barring Service (DBS) checks are current. Staff have up to date mandatory training such as first aid, safeguarding and food hygiene. People who run the setting consistently deploy staff effectively to maintain staffing ratios and ensure children's needs are fully met. Staff we spoke to during the inspection told us they feel valued in their roles and that leaders are approachable and supportive.

Strong links have been developed between the setting and parents. Parents we spoke to told us that they were very happy with the service the setting provides. Parents also told us that they feel their children have developed since attending the setting. They keep parents well informed through daily verbal feedback and termly newsletters. The people who run the setting have developed good links with staff from the local authority who support the staff and the running of the setting. They have also developed strong links with the church in which they are based. Leaders ensure that children access the church facilities regularly, most recently to practice and perform their Christmas concert.

## 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
The registered person must ensure that all staff members employed at the setting have two references prior to starting employment. Failure to ensure these are in place could pose a possible risk to children as the registered person cannot be assured of their staff's suitability for their roles.	11/12/25

**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 5 - Records	Ensure the times of arrival and departure of children are recorded accurately.

## 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)
Formalise the recording of pre-existing injuries.
Introduce more Welsh books and resources that reflect Welsh culture.



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