Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mount Pleasant Playgroup

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

07387633856

The inspection visit took place on 30/06/2026

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 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	Adequate

Summary:

Children feel safe, secure and comfortable at the setting. They make decisions, follow routines and interact positively with others. They enjoy imaginative and investigative play and develop independence through everyday routines.

Staff keep children safe, promote healthy routines and manage interactions warmly. They support play and learning effectively and know children's needs well.

Leaders maintain a welcoming setting with well-organised indoor and outdoor spaces. They provide a useful range of toys, resources and play experiences that capture children's interests. The environment supports children to relax, play and develop confidence.

Leaders are committed to providing a high-quality service. They have suitable systems to support staff and review provision. Partnerships with parents and professionals are positive.

However, improvements are required to ensure effective oversight of records, staff and volunteer suitability checks to improve outcomes for children.

Findings:

Well-being — Good

Children have meaningful opportunities to make decisions and shape how they spend their time at the setting. They move freely between indoor and outdoor areas and explore a varied range of activities. Children follow their interests and access resources independently. For example, they select glue and pipe cleaners at the sticking table, choose snack items from the platter and ask for more food when they are hungry. This helps children feel heard, valued and able to influence their experiences.

Children settle well and are happy and comfortable at the setting. They understand daily routines and react well to visual prompts, such as colour circles and respond to a bell that signals when an activity is ending. Children explain to the inspector what the colour circles mean, showing understanding. Staff offer warm reassurance when children need support. For example, they greet children warmly and offer cuddles and time to adjust to those who are a little unsettled on arrival. Children then quickly go off to play with their friends. This helps children feel familiar with the setting's routines.

Children interact positively with adults and one another. They play alongside their friends and chat comfortably together. Children begin to develop social skills and understand simple expectations. For example, when they disagree over sharing resources, they respond calmly to support offered to them by staff and return to their activity quickly.

Children enjoy their play and learning. They show engagement, curiosity and motivation. They spend sustained periods investigating activities. For example, they fill bottles and jugs at the water tray, move sand into the shop area and mix bark with coloured water. Children become absorbed in imaginative play, such as pretending to look for sharks on the wooden pirate ship. They also show interest in the life cycle of caterpillars during group time. These experiences encourage children to explore, experiment and extend their learning.

Children are beginning to develop their independence through everyday routines and play. They help tidy resources away and know where items belong. They access their water bottles independently, wash their hands as part of daily routines and often use the bathroom with minimal support. Children strengthen physical and problem-solving skills through balancing, transporting resources and using a variety of tools in their play. These experiences help children build confidence and trust in themselves.

Care & Development — Good

Staff keep children safe and promote their health well. They understand their safeguarding and whistleblowing responsibilities and know how to report concerns. There is a clear safeguarding policy to guide them. Staff record accidents and existing injuries clearly, and leaders review these records to monitor patterns. This supports oversight of children's safety and helps identify any emerging concerns.

Staff support healthy routines by promoting handwashing, wiping tables before and after food, and providing healthy snacks in line with the setting's policy. They carry out nappy changes on a rota basis. Staff are warm and reassure children through songs, gentle guidance and conversation. However, some infection control and personal care practices do not align with current guidance or the setting's policies. Some staff use wipeable aprons rather than single use. They also support more than one child while wearing the same gloves. This increases the risk of cross contamination. We viewed some staff change nappies on the floor in a doorway while other children pass by, which does not fully protect children's privacy and dignity.

Staff have a strong understanding regarding children's allergy needs and take positive steps to reduce risks. For example, they sit with children during mealtimes to monitor food sharing. They also encourage children to clean their hands afterwards to reduce cross contamination onto toys and resources as they play. Staff know the signs of an allergic reaction and how to respond. Allergy information, risk assessments and peanut-free signage are displayed in key areas. This helps staff identify risks quickly. However, the allergy risk assessment does not include all actions staff take to reduce risks, and not all identified actions are followed consistently. For example, they sometimes rely on previous knowledge about lunch box items rather than checking packaging, as set out in the risk assessment. Leaders took prompt action to address these matters.

Staff manage interactions positively. They use calm, warm and consistent approaches, which helps children feel secure and understand expectations. When children disagree, staff get down to their level, remind them to use "kind hands", offer compromise and support them to take turns, in line with the behaviour management policy. Staff use constant praise and reinforcement such as "*well done*", "*good job*" and "*da iawn*". This supports children's confidence to grow.

Staff promote children's play, learning and development effectively. They provide a strong range of indoor and outdoor activities and extend children's play skilfully by joining their ideas and adding purposeful language. For example, staff support children as they experiment with bark, coloured water and wooden spoons, helping them explore materials, develop curiosity and describe what they were doing.

Staff observe children's progress and use this information to plan next steps. This helps them support children's individual development. Staff know children's needs well and work with outside

agencies to support those with emerging needs. Staff promote the Welsh language and culture through celebrations, incidental Welsh and resources which are synonymous with Wales.

Environment — Good

Leaders provide children with a safe, secure and welcoming environment. The setting operates from a church hall which provides a light, airy and spacious playroom, with smaller rooms available for quieter activities. Leaders organise the space into clear areas, which helps children move around confidently and choose where to play. Low-level furniture and accessible resources support children's independence.

Leaders have suitable arrangements to promote children's safety. The main entrance is secure, and visitors sign in on arrival. The garden has high fencing, which provides privacy and helps keep children safe. Leaders maintain appropriate fire safety arrangements. Regular fire drills and reverse evacuation practices help staff and children understand what to do in an emergency. Fire signs are displayed, smoke alarms are tested, and checks are completed for fire extinguishers and emergency lighting.

Leaders complete daily checks and maintain a good range of risk assessments. These cover key areas of the environment, the garden, some activities and outings. Leaders review and strengthen risk assessments when needed. For example, they recently reassessed the pirate ship and introduced additional supervision arrangements.

Leaders provide a well-maintained indoor environment with a wide range of good-quality toys and resources. Children access small world items, dolls, prams and real-life kitchen resources in the home corner. These familiar objects support imaginative play and help children explore everyday experiences. Open-ended craft and recycled materials encourage creativity, imagination and problem-solving. Cosy areas with cushions and books give children quiet spaces for rest and relaxation. The office is close to the play area, which supports appropriate oversight of the main room. It also provides a suitable space for confidential conversations. Toilets and nappy changing areas are clean, well-stocked and support children's independence.

Leaders provide a well-resourced outdoor environment that supports children's play and learning effectively. They ensure children have access to a variety of open-ended resources, including a mud kitchen, sand and water trays, natural materials and loose parts such as guttering and planks of wood. This enables children to investigate, solve problems, take managed risks and develop their physical, creative and imaginative skills through meaningful play experiences.

Leaders provide a broad, suitable and purposeful range of resources, including those that promote Welsh culture, equality and diversity. This helps children see different cultures and identities positively reflected in their environment.

Leadership & Management — Adequate

Leaders manage the setting appropriately. They are committed to running a high-quality setting that promotes positive outcomes for children. They know the service well and have responded positively to feedback.

Leaders have developed a broad range of policies and procedures to support the running of the setting. Many place children's rights at the centre of practice and are regularly reviewed to reflect current guidance. The statement of purpose gives parents clear information about the service. Leaders ensure children's contracts are completed before children start. They maintain accurate records of children's arrival and departure times. However, outcomes for children require improvement as leaders do not have strong enough oversight of all records. Staff and volunteer registers do not clearly show who is working each day. As a result, leaders cannot always evidence staffing arrangements or that ratios are being suitably maintained. Leaders also need to improve their oversight of medication records because these are not always completed accurately or consistently. We expect the provider to make improvements.

Leaders have suitable arrangements to review the quality of the service and plan improvements. They have addressed previous recommendations and identify priorities for development. They use feedback from children, staff and other professionals to review the service. They also produce an annual report and a development plan with targets for the coming year. However, the report does not clearly show how views and feedback have informed improvements.

Leaders support staff through regular supervision, annual appraisals and professional development opportunities. They hold inset days, have introduced weekly team meetings and share updates through memos. These arrangements help keep staff informed. However, some staff do not have a robust understanding of the setting's organisational structures and some procedures. They are not clear about how to raise concerns beyond day-to-day managers.

Staff complete mandatory training, including paediatric first aid, safeguarding and food safety. Where some staff have not completed all required training, leaders have acted quickly to address this. Staff also complete additional training, including Additional Learning Needs, Welsh language and speech and language assessment processes, which aim to further enhance outcomes for children.

Leaders are committed to following safe recruitment processes, and all staff and volunteers hold valid DBS certificates. However, outcomes for children still require improvement because they do not complete all required suitability checks before some staff and volunteers start at the setting. This weakens safeguarding and governance arrangements. We expect the provider to make

improvements.

Partnership working is a strength. Leaders communicate effectively with parents through newsletters, social media and daily discussions. Parents we spoke to were highly complimentary about the setting, describing staff as approachable. They said their children are very happy attending the setting and they are making good progress in their learning and development. Leaders work well with outside professionals, including Flying Start and the Local Authority Inclusion Team. These partnerships support continuity of care and promote children's well-being.

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 potentially at risk because the responsible individual does not ensure all suitability checks are complete for all volunteers prior to working at the setting.	30/06/26
Children's health and safety may be at risk as the responsible individual does not maintain records appropriately or accurately.	30/06/26
Children are potentially at risk because the responsible individual does not ensure all suitability checks are complete for all staff prior to working at the setting.	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 14 - Organisation	Strengthen staff understanding of organisational structures and procedures so they are confident in raising concerns through all available reporting routes, including those beyond their immediate managers.
Standard 18 - Quality assurance	Strengthen the quality of care review to clearly show how children's views, staff reflections and professional feedback inform service improvements.
Standard 10 - Healthcare	Review infection control and personal care practices to ensure they align with current guidance and protect children's privacy and dignity during nappy changing and toileting routines.
Standard 24 - Safety	Review allergy risk assessment procedures to ensure they include all mitigating actions taken, are manageable, and are consistently implemented by staff.

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