Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pontnewydd Playgroup and Wrap around

Pontnewydd Primary School, Bryncelyn Road Pontnewydd, Cwmbran, NP44 1JW

07908169461

The inspection visit took place on 23/07/2026

Service Information:

Operated by:	Victoria Rogers
Care Type:	Children's Day Care
Registered places:	20
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	Good

Summary:

Children are very happy and relaxed in the setting. They feel comfortable sharing their ideas and opinions and have plenty of opportunities to play and learn. Children interact well with each other and staff members. They are developing a suitable level of independence for their ages and stages of development.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children. Staff are attentive and show respect to the children in their care. They have a good understanding of how to keep children safe and healthy.

The environment is clean, welcoming, and child friendly. Leaders ensure it is organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development. Leaders follow procedures to ensure the environment is safe and secure for children.

The leadership and management of the setting is good. They maintain policies and records to a good standard, ensuring they are regularly reviewed and updated. Leaders are committed to providing quality childcare. They build strong partnerships with parents and other agencies which benefit the children at the setting.

Findings:

Well-being — Good

Children have good opportunities to make decisions about how they spend their time at the setting. They confidently communicate their thoughts and ideas, using words or gestures, as they know they will be listened to. Children initiate conversation which is valued and encouraged by staff. For example, one child was heard saying *"I'm going to enjoy Reception",* prompting a positive discussion about moving on to their new class.

Children feel safe, happy and valued at the setting. During our visit, children were relaxed and engaged, having separated well from their caregivers. Those who are settling are given reassurance and support by staff as needed. Children are comfortable in the setting and familiar with the routines. For example, after washing their hands, children know to sit at the table to wait for their lunch box.

Children interact well and mostly play cooperatively with one another. We heard one child say to another *"I've got a slide for you, come on the slide!"* before they happily ran off to play on it. Children of different ages happily share their space and resources with support. For example, we saw older children supporting younger children at the arts and crafts table. Children enjoy chatting to each other at mealtimes and nearly always listen and respond to staff.

Children are engaged in their play and learning. They follow their own interests and enjoy the free play on offer during holiday provision. Children use the resources provided to create their own play. For example, we saw a small group engage for an extended period in an activity involving a truck, trailer and wheelbarrow. Children mostly play happily and will smile, chat and laugh throughout the session. They enjoy the freedom to safely explore the indoor and outdoor environment and the range of opportunities available to them.

Children are developing their independent skills appropriately. They use a step to reach the sink to wash their hands and press the pedal bin to place paper towels inside. During snack time, children did not have an opportunity to serve themselves food and drinks. However, during discussions with the RP, they shared that using tongs to serve themselves and jugs to pour their own drink is usual practice at the setting. Some children help tidy up before transitioning to the next activity.

Care & Development — Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate clear knowledge of their safeguarding responsibilities and the action they should take if concerned about a child. Staff have a good understanding of children's health needs, including allergies, dietary requirements and medical conditions. They provide nutritious snacks and offer milk or water to drink, enabling the setting to achieve the Gold Standard Healthy Snack Award Plus. Staff conduct regular fire drill practices with children to ensure they know how to exit the building safely in the event of an emergency. They ensure the first aid kit is stocked and accessible and that registers for staff and children are complete. Staff record incidents and accidents that occur at the setting, accurately. Pre-existing injuries are also logged by staff but do not require an acknowledgement signature by the parent or carer. Following discussions, leaders felt they could develop this process to include more detail and this was actioned immediately.

Staff are patient, caring and kind when interacting with children, supporting them to feel relaxed and comfortable. They manage children's interactions effectively, offering clear, calm, and gentle reminders about expectations and boundaries. We saw children disagreeing over who had a toy first and a staff member promptly intervened, providing an alternative item. Staff use praise and encouragement to help children who are settling. We heard a staff member distract a child in the role play who was unsure of our presence; *"this is our visitor, they're very nice – wow, look how many cupcakes you've got!".* Staff are good role models, speaking respectfully to the children and also each other. They sit with the children to eat lunch, promoting social skills and good manners.

Staff know the children well. This allows them to effectively support them and provide appropriate resources and activities. Children are able to make requests for resources and equipment to support their play. However, opportunities for children to contribute to the planning and development of activities are currently limited. Staff promote children's play and learning by following their interests and preferences. They look for opportunities to extend their learning whilst playing alongside them. For example, when children slide objects such as petals and rice down the slide, staff ask *"I wonder what they feel like? Does it feel soft? Or does it feel spiky?".* Although our visit took place during holiday provision, staff shared development files for children who access their playgroup provision and wraparound care. Staff complete thoughtful observations on a regular basis to track children's progress and consider their next steps. They complete initial, interim and final assessments which feed into a report that is shared with parents. Some staff at the setting show confidence when using the Welsh language and the children hear phrases such as *"pwy sy'n eisiau llaeth heddiw?"* and *"mae cracker yn blasus iawn!".*

Environment — Good

Leaders provide a welcoming environment that is safe and well-maintained. They implement effective arrangements to ensure a secure setting, such as padlocks on gates and fob access on internal doors. Staff accurately record the arrival and departure times of children, staff and visitors. Leaders organise indoor and outdoor spaces thoughtfully, enabling children to access resources safely and independently. During holiday club, they extend the outdoor provision by accessing the nursery play area as well as their own. Leaders ensure daily safety checks are complete to identify and address any concerns requiring immediate attention. They complete risk assessments for the premises and for circumstances that may present additional risk, such as the recent extreme heat. Leaders do not complete written risk assessments for each activity or resource. Instead, they and the staff continually assess risks as activities take place and take action when needed. Leaders ensure that all safety certificates are up to date, including electrical reports, fire risk assessments and car documentation.

Leaders ensure the environment is warm, inviting and child-friendly, designed with independent learning in mind. Resources are thoughtfully arranged at the children's level, making them easy to reach and enabling independence and choice. The toilet and handwashing area is situated at the end of the main room, allowing staff to monitor and provide support when required. Leaders ensure the space promotes a range of play opportunities through zoned areas of learning. For example, a home corner, a construction area and a creative table. Staff complete regular 'zone' observations, where they observe how each learning area is being used by children. This allows them to reflect on whether children are accessing and enjoying what is on offer to them or if changes are required. Leaders have considered older children who attend wraparound and holiday provision, with a separate cabinet containing resources appropriate for their age group. The outdoor area is a suitable size for the number of children attending.

Leaders ensure children have access to a good range of resources and equipment. There is a good balance of natural and man-made materials available, such as hollow wooden blocks and small world dinosaurs. Leaders have begun to introduce some authentic resources into the role play area, for example, a stainless steel tea set. There are some resources that promote diversity, including dolls with different skin tones, jigsaws, books and African musical instruments. Leaders have invested in the outdoor area, providing children with good quality equipment that can be accessed in all weathers. They have created shaded and sheltered areas to protect children from the elements.

Leadership & Management — Good

Leaders have a clear vision for the future of the setting and are passionate about providing positive outcomes for children and families. They are well organised and ensure records are easily accessible. Leaders have a range of policies and procedures in place that are regularly reviewed and updated as required. They provide an accurate statement of purpose that is reflective of the service, alongside a clear operational plan. Leaders usually inform Care Inspectorate Wales (CIW) of notifiable events such as changes to the statement of purpose. However, outcomes for children require improvement because the provider has failed to notify CIW of a small number of significant events. We expect the provider to make improvements. Leaders ensure children's contracts are in place before they start at the setting. Their individual needs, preferences and permissions are recorded and communicated to all staff. Emergency medical permissions were not completed as part of the contract, however leaders actioned this immediately after our visit.

Leaders have a self-evaluation system in place to help them plan how they will improve their service. They use feedback from umbrella organisations, alongside their own self-evaluation, to identify priorities and set targets within their setting development plan. Leaders seek the views of parents and carers and respond to their feedback where possible. They use a "you said, we did" system that is shared on the cloakroom noticeboard, so families can see that their opinions are valued. Leaders are in the process of completing their first quality of care report as they approach the end of their first year operating.

Leaders have effective arrangements in place to ensure all staff hold valid Disclosure and Barring Service (DBS) checks. Staff records are well maintained, and leaders complete the necessary recruitment and suitability checks before staff work with children. All staff have completed mandatory training, including first aid and safeguarding, and benefit from a good range of additional professional development opportunities. The team is committed and enthusiastic, and staff report that they feel very well supported by management. Leaders complete an end of probation review for each staff member but a regular supervision process in not yet embedded. Annual appraisals are upcoming as they approach the end of their first year operating.

Leaders have developed good partnerships with outside agencies, schools and the local community. A 'family fun day' held on the day prior to our visit, hosted families, local businesses and organisations linked to the setting. Leaders provide a 'Stay and Play' session once per term for families of children attending the setting. They have strong relationships with parents and carers, with many of them providing complimentary feedback about the setting to CIW. One shared that *"staff are incredibly attentive, communicative and show that they genuinely care about the experience the children have".*

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 may be at risk of harm because the provider does not notify Care Inspectorate Wales (CIW) of all significant events.	23/07/26

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 7 - Opportunities for play and learning	Provide opportunities for children to contribute to planning and decision making.
Standard 13 (Day Care) - Suitable Person	To fully embed formal supervision procedures.

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)
Further develop children's independence at snack time.
Embed the new existing injuries process.
Increase the use of authentic, real-life resources within learning areas.

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