Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flowering Shrubs Windsor Clive

Windsor Clive Primary School, Grand Avenue, Cardiff, CF5 4HX

07815204202

The inspection visit took place on 12/06/2026

Service Information:

Operated by:	Flowering Shrubs Nursery Limited
Care Type:	Children's Day Care
Registered places:	22
Main language(s):	English
Flying Start service:	
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 settled, confident and happy at the setting. They choose activities that interest them and express their needs and ideas clearly. Children form positive relationships with staff and their peers, helping them feel safe, valued and secure. They enjoy a good range of engaging experiences and develop independence through everyday routines.

Staff are warm and responsive, creating positive interactions that help children feel valued and respected. They implement good hygiene practices, understand safeguarding responsibilities and maintain appropriate records. Staff support children's learning well through purposeful play opportunities and thoughtful questioning that extends development.

Leaders provide a welcoming environment that supports children's play, learning and development. Children access a broad range of interesting indoor and outdoor experiences and move confidently between areas. Leaders provide a good variety of resources which encourage curiosity, imagination and exploration.

Leaders have a strong vision for the setting and create a positive culture where children, families and staff feel valued. They manage the service effectively, maintain organised records and support staff through supervision and training. Leaders actively seek opportunities to improve the service. They have strong partnerships with parents and professionals that benefit children's outcomes.

Findings:

Well-being — Good

Children are confident communicators and decide how they wish to spend their time at the setting. We saw children independently selecting activities that reflected their interests, some spending time with the toy vehicles whilst others enjoyed the messy play area. Children express their wishes confidently and know staff will listen. For example, children approached staff to show them their pictures they'd drawn, whilst others asked for support to use the toilet or to go outside. This demonstrates that children's views, feelings and preferences are valued and acted upon.

Children are happy, settled and secure in the setting. They form positive relationships with staff and clearly benefit from consistent care and support. Children are familiar with daily routines and move confidently through the session. Their individual interests and needs are recognised, helping them develop a strong sense of belonging. One child proudly sang "Wheels on the Bus" while others joined in enthusiastically, reflecting the positive atmosphere throughout the setting.

Children interact well with one another and are developing positive social skills. They play comfortably alongside their peers, share experiences and communicate through words, gestures and expressions. Children manage minor disagreements with sensitive support from staff, helping them understand expectations and show respect for others. Children are beginning to cooperate and contribute to routines; for example, one child eagerly swept the floor during tidy-up time. Staff praise children's efforts, support their confidence and encourage a positive attitude towards working together.

Children are enthusiastic and engaged in their play and learning. They sustain interest in a good range of opportunities, exploring playdough and lentils with curiosity and experimenting with textures and shapes. Outdoors, children showed concentration while riding bikes and trikes, carefully navigating slopes and pathways. They confidently follow their own ideas and direct their play. We heard laughter, singing and lively conversations, which creates an enjoyable environment where children are motivated to participate.

Children develop good independence skills and confidence in doing things for themselves. They wash their hands and choose where to sit at snack time. They are starting to look after their belongings by finding pegs with their photos on and hanging up their coats. Children confidently explore the environment, access resources independently and persevere with new experiences. These opportunities help children feel a sense of achievement and support their self-esteem.

Care & Development — Good

Staff have a good understanding of their responsibilities to keep children safe and healthy. They implement effective procedures which support children's well-being and minimise risks. We observed good hygiene practices throughout the session, with children and staff washing their hands before snack time and tables being cleaned before food was prepared. Staff prepare snacks safely and in line with relevant guidance, offering children fresh fruit and providing opportunities to make healthy choices. Staff ensure records relating to accidents, incidents and pre-existing injuries are well maintained and contain the information required. Staff we spoke to demonstrated secure safeguarding knowledge and confidently described the action they would take if they had concerns about a child's welfare.

Staff manage interactions consistently well and create a warm, nurturing atmosphere where children feel valued and respected. They are positive role models and take time to engage meaningfully with children during everyday routines and play experiences. We observed staff sitting alongside children, joining in playing with the musical instruments and responding sensitively to individual preferences. For example, a member of staff sat with children exploring playdough, encouraging language development through conversation and play. At snack time, staff promote choice and independence by inviting children to choose their fruit and use a "no thank you" bowl for foods they do not want. This creates a relaxed and positive approach to trying different foods. Staff support children's behaviour in a calm and respectful manner, recognising individual needs and adapting their approach accordingly. They use praise effectively to acknowledge children's efforts and achievements, with comments such as "*Well done*" and "*Good job*" helping to build confidence and self-esteem.

Staff promote children's play, learning and development effectively and demonstrate a good understanding of children's individual needs. They regularly observe children during activities and use this information to monitor progress and identify next steps in learning. Planning reflects both group and individual targets, helping to ensure children receive purposeful support to move forward in their development. Staff encourage children to think, communicate and explore through skilled questioning and engaging interactions. For example, during a singing activity, a member of staff asked, "*What else do we hear on the bus*?" encouraging children to recall experiences, contribute ideas and extend their thinking. Staff provide a stimulating range of opportunities that support their all-round development, including active outdoor play using bikes, trikes and scooters. Staff display 'Cymraeg yr wythnos' to promote Welsh language; however, we heard limited Welsh being used during the inspection.

Environment — Good

Leaders have effective measures in place to promote children's safety and welfare. They maintain appropriate fire safety procedures, including an up-to-date fire risk assessment, weekly fire alarm tests and regular evacuation drills. After each drill, leaders record key details such as attendance, evacuation routes, time taken and any actions needed. Leaders secure the main entrance and staff monitor children appropriately throughout the session. However, during the inspection we observed a small number of avoidable risks that leaders had not removed.

Leaders create a welcoming and child-centred environment where children move freely and confidently between play spaces. They maintain the premises to a good standard and provide bright, attractive areas that support children's well-being. Leaders display staff photographs at the entrance, helping children and families recognise familiar adults and develop a sense of belonging. They celebrate children's experiences through photographs and displays that show children having fun at the setting. Photographs show children enjoying planting potatoes, harvesting produce, preparing food and taking part in creative activities. Leaders provide an appealing outdoor area with natural bark surfaces, planting spaces with different plants and fruit growing and an undercover play area. These features support children's play and help create a positive environment.

Leaders provide a good range of resources that stimulate children's curiosity, imagination and learning. Children access a broad variety of age-appropriate resources including books, small world, wooden blocks, puppets and role-play materials. Leaders use real-life items within play experiences, such as hairbrushes, perfume bottles and dressing-up clothes, helping children to develop imaginative and meaningful play. They provide natural materials, including oats and lentils, which enrich sensory and exploratory play opportunities. Leaders also promote equality and cultural awareness successfully. They celebrate festivals and occasions such as Eid and help children learn about different cultures through activities, books and role-play resources. Leaders use resources well to extend children's experiences and encourage exploration.

Leadership & Management — Good

Leaders have a clear vision for the setting and create a positive culture where children, families and staff feel valued. They have an accurate statement of purpose that largely reflects the service provided and gives families useful information about the setting. Leaders ensure required records are organised and accessible, with detailed children's files containing signed contracts, pre-existing injury records and relevant information about children's needs. They ensure all required records are up to date and well organised.

Leaders are committed to improving the service and respond positively to feedback. They engage well with Care Inspectorate Wales (CIW), keeping us informed of changes and updates at the setting. Leaders self-evaluate regularly by gathering feedback from parents, children and staff to plan improvements and produce an annual Quality of Care report. Team meeting records show they review practice routinely and identify actions to develop the setting further. Leaders respond promptly and take appropriate action to address any issues or suggestions.

Leaders manage staff and resources effectively and ensure children are cared for by suitably qualified staff. Staff files contain the required information and leaders maintain an up-to-date training matrix showing staff hold relevant qualifications. Leaders complete regular supervision sessions which help staff understand their responsibilities and identify professional development opportunities. During the inspection we observed times during the day when staffing arrangements do not always ensure children's individual needs are fully met, particularly when children require additional support.

Leaders develop good partnerships with parents and other professionals, which support children's well-being and transitions. They communicate with parents daily and ensure families have access to policies and procedures. Parents we spoke to described positive relationships with staff and leaders and felt concerns were listened to and addressed appropriately. Leaders also work effectively with external agencies, including Flying Start, health visitors and local schools. These partnerships help leaders share information, access specialist advice and support smooth transitions for children moving between services.

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.

CIW has no areas for improvement identified following this inspection.

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 24 - Safety	Ensure the environment is free from all risks
Standard 4 - Meeting individual needs	Review staffing arrangements to ensure they consistently meet the individual needs of all children attending, including those with additional support needs

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 the Welsh Language

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