Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Childrens Room

The Childrens Room, 13 St. James Gardens, Swansea, SA1 6DY

01792535919

www.the-childrens-room.co.uk

The inspection visit took place on 14/05/2026

Service Information:

Operated by:	Pendine Consultancy Ltd
Care Type:	Children's Day Care
Registered places:	52
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	Excellent
Care & Development	Good
Environment	Excellent
Leadership & Management	Excellent

Summary:

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

Staff are professional, well qualified and passionate about their roles. They implement most of the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development through a wide range of planned activities led by children's interests and developmental needs. Staff keep effective records of children's progress.

The environment is secure, clean, welcoming, and very well maintained. An extensive range of toys and equipment both indoors and outdoors promote children's play very well. Leaders ensure that the environment is safe and secure and promotes the health and well-being of children.

Leaders are highly motivated and implement policies and procedures that reflect the care provided. They use self-evaluation effectively to identify and make improvements. Parents are kept well

informed and up to date about their child’s experiences and development.

Findings:

Well-being — Excellent

Children have many choices and opportunities to make decisions about how they spend their time. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest. For example, toddlers enthusiastically decide which songs to sing at circle time and energetically get involved in the music session. Children express their likes and dislikes clearly and these are recorded by staff in evaluations so that they can be reflected in future planning of play and activities.

Children are very happy at the setting and feel valued. They enjoy being in the company of other children and form friendships that help them to feel content. Children who are new to the setting soon settle with plenty of cuddles from their key worker. Children know the staff and routines very well, giving them a sense of belonging. Children confidently approach staff and give them spontaneous hugs. They receive lots of encouragement and praise from staff when learning new skills, which gives them the confidence to play, learn and explore. For example, one child delightedly said they had completed their painting using a sponge and their fingers.

Other children and the staff eagerly joined in with painting using a range of resources on offer to them. Children are beginning to form friendships in line with their age and stage of development. They play happily alongside each other or together. Children welcomed us warmly and were excited to chat and show their toys. One child sat at lunch, spontaneously told us that ‘these are all my friends’ and lots of chatter and giggles were heard throughout the lunch time sitting. Children learn to respect each other and the resources, learning to share and use equipment appropriately. For example, we saw a group of pre-school children sharing construction resources to build a unicorn and rocket and were observed smiling and laughing as they were helping, supporting and encouraging each other to build big structures.

Children thoroughly enjoy their play and learning. They benefit from an excellent variety of age-appropriate play and learning resources in each room and outside. They choose from variety of exciting and enjoyable activities. We saw children delight in their play with wooden construction structures, painting, physical free play as well as making food and tea with “real resources” such as teapots and milk jugs. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. Children create their own games and explore messy play activities and clearly express enjoyment through plenty of laughter and giggles.

Children develop a wide range of skills as they play. They have many opportunities to become independent. Young children are encouraged to feed themselves, with staff offering support where needed. Older children pour their own drinks from small jugs at snack and mealtimes.

Care & Development — Good

Staff demonstrate a strong and thorough understanding of safeguarding procedures. They receive regular training through in-house sessions, online learning, and external courses, which helps to keep their knowledge current. Safeguarding is a standing item during staff supervisions, reinforcing awareness and confidence in the setting's safeguarding policies and reporting processes. As a result, staff clearly understand their individual responsibility to report any concerns.

Staff demonstrate a secure understanding of children's medical needs, including allergies and specific health conditions. They follow clear procedures for administering prescribed medication and complete records accurately and thoroughly. However, it was discussed with leaders that Medication Policy to be updated with new guidance in relation to liquid paracetamol. Allergy and intolerance information is visibly displayed in the kitchen areas, and staff carefully check food brought from home to ensure children's safety. Additionally, procedures to support safe sleep are in place, with staff carrying out regular checks on sleeping children. Health and hygiene practices are promoted effectively in the main. Most children are encouraged to wash or wipe their hands before eating; however, this practice was not consistent across all rooms. Nappy changing procedures generally reflect good hygiene standards, with staff using appropriate personal protective equipment (PPE). Staff sanitise and wipe all tables and areas for mealtimes and ensure they wear correct PPE for handling food.

Children bring their own packed meals from home, and leaders encourage families to provide healthy, balanced options. Staff provide snacks for older nursery children, with menus developed in line with Welsh Government food and nutrition guidance. Staff encourage opportunities to nurture independence. For example, pre-school and school aged children pour their own drinks from the small jugs. Staff act as excellent role models. They are kind, calm, and patient, consistently demonstrating warmth and genuine care in their interactions. They are highly attentive to children's emotional needs and work hard to ensure each child feels valued and enjoys their time at the setting. Relationships between staff and children are strong, with children confidently seeking comfort, help, or conversation from staff. Staff manage behaviour with sensitivity, using soft tones, clear expectations, and consistent praise to reinforce positive behaviour and emotional regulation.

Staff maintain well-organised and up-to-date records for each child. They complete regular observations to monitor developmental progress and use these insights to plan appropriate next steps in learning. This information is recorded using an electronic system and shared with parents to support ongoing communication. Staff naturally extend learning through meaningful interactions such as talking about textures, shapes, and animals during play activities. Incidental Welsh is used throughout the day, promoting bilingual development. Staff are observant and skilled at identifying emerging additional learning needs. They work closely with external agencies to support children effectively. Updates related to medical or care needs are clearly recorded and kept current in children's files.



Environment — Excellent

Leaders provide effective policies to ensure that everyone is aware of their responsibilities regarding children's safety. They ensure the environment is secure and very well maintained, both indoors and outdoors. The setting operates from a large, converted house, offering a separate entrance and exit point for children and their parents. Leaders ensure an excellent level of security. Visitors can only access when authorised to do so and complete the visitor's registration on the electronic app. Fire drills are carried out routinely, and attendance registers are completed accurately to ensure all children are accounted for at all times. In addition, leaders have introduced a lockdown policy and procedure, and they carry out lockdown drills to further enhance the safety and preparedness of the setting.

Leaders carry out daily safety checks and keep purposeful risk assessments which are reviewed as and when any additional measures are identified. They also keep effective and accurate fire risk assessments, and these are reviewed at least annually and have effective evacuation processes in place which is practiced regularly. Leaders manage the staff to children's ratios correctly and ensure staff supervise the children well.

Leaders offer a friendly, warm, and welcoming environment. They provide excellent spaces for children with clean and open areas to play and learn, where the children have the freedom to move around independently and safely. Leaders and staff prepare play spaces carefully to allow children to have the best possible experiences. For example, a dance, quiet and yoga space room, an area for floor play, and an area where creativity and craft activities can be enjoyed. Outdoors, leaders have worked hard to provide a safe space which offers many stimulating areas and opportunities with excellent range of toys, equipment, and resources to effectively promote children's play and learning which has recently been refurbished to include a large all weather canopy area. Leaders offer a welcoming space for children to arrive and hang their belongings and for parents to share messages. They keep areas for waterproof clothing, a well-equipped kitchen area, a confidential meeting area and an office where the setting's paperwork is stored confidentially.

Leaders provide an excellent range of age-appropriate furniture and equipment to stimulate the children's curiosity. For example, child size tables and chairs and quality children's kitchen units. They provide a wide variety of quality natural resources such as loose parts for experimental play, in line with the Montessori ethos of education.

Leadership & Management — Excellent

Leaders are skilled and experienced. They have an exceptional vision for the setting, which they share with others. They are passionate and enthusiastic about the work of the setting, such as the opportunities they offer children and their established partnerships with professionals and parents. There is a thorough statement of purpose and operational plan, which together provides an accurate picture of how the setting runs. Policies and procedures are of a high quality and staff implement these effectively. Leaders ensure that all documents are easily accessed and in very good order. They are extremely knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly.

Leaders present an annual quality of care review, showing evidence of how they respond to feedback. They have effective arrangements in place for identifying strengths and areas for improvement. Leaders and staff are committed to improving the quality of provision and outcomes for children. They distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service of care.

Leaders have established a team of staff who collaborate closely and effectively. Staff said the setting is a very happy place to work and that they work well together as a team. Staff commented they feel valued and are well supported by the management team, enabling them to fulfil their roles and responsibilities effectively and confidently. Leaders ensure staff mandatory certificates are up to date and regular training is provided as part of their ongoing professional development. At present both persons in charge are completing comprehensive training in the Montessori model of education for early years. They ensure systems for appraisal and supervision encourage reflection, effectively enabling staff to set personal goals. Leaders have established strong partnerships that improve the quality of provision and outcomes for children ensuring staffing is always maintained. They also have strong links with the local school; this supports the children very well in their transitions into the setting and in their next stage of education. Leaders have instilled a strong commitment to collaborative work.

Leaders effectively communicate daily with parents and carers both verbally and by means of an app. Parents are highly supportive of the setting and team of staff. We saw clear examples of excellent relationships and clear and open communication. Parents are complimentary and praise the staff saying their children really love attending and commented on how well they are developing.

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 10 - Healthcare	R1- All babies hand and face wiping/ washing to be undertaken using individual towels and in line with Public Health Wales health, hygiene and infection control for guidance for early years settings
Standard 11 - Medication	R2- Medication Policy to be updated with new liquid Calpol administration guidelines .

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