

The Green Giraffe Day Nursery



Green Giraffe Day Nursery, 2 Cathedral Road, Cardiff, CF11 9LJ



02920226806

The inspection visits for this service took place between 06/01/2026 and 07/01/2026

Service Information:

Operated by:	The Green Giraffe Day Nursery Ltd.
Care Type:	Children's Day Care
Registered places:	96
Main language(s):	English
Flying Start service:	No
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

Good



Leadership & Management

Excellent

Summary:

Children feel extremely happy and safe. They have a strong voice and know staff value them. Children engage enthusiastically in a wide variety of play and learning experiences. They form close friendships, interact positively with staff, and develop confidence and independence through stimulating activities.

Staff are professional, qualified and enjoy their work. They are kind, caring and interact well with children, supporting their early language and self-esteem. Staff have a good understanding of how to keep children safe and healthy. They manage interactions positively and communicate warmly with children.

The environment is safe, secure, and well kept. Leaders and staff complete daily safety checks and ensure spaces are clean and organised to support children's needs. Resources across all rooms are varied, good quality and accessible, including outdoor areas that offer physical play and

exploration.

Leaders manage the setting exceptionally well. They reflect on their practice, act on feedback, and drive improvement through robust recruitment and professional development. Strong partnerships with parents foster trust and collaboration, creating a caring, well-led setting, focused on children's needs.

Findings:



Well-being

Excellent

Children speak and express themselves confidently. Their ideas and thoughts are listened to, which makes them feel extremely valued and promotes their self-esteem. Children have many interesting opportunities to make choices and decisions enabling them to shape their daily routines. They choose from a wide variety of exciting play experiences and are continually involved in activity planning. Children decide where they wish to sit at lunchtime with some choosing seats near their friends. They are very confident to voice their likes and dislikes and choose which extra foods they want to eat.

Children arrive happily and quickly settle into their play. They thoroughly enjoy being with others and form positive relationships, which support their emotional well-being and help them feel safe and secure. For example, two children shared an animal book, showing affection as they hugged and laughed together while making animal sounds. Children know the staff and routines extremely well, giving them a strong sense of belonging and confidence to play and learn. They are eager to involve staff in their play. We saw children climb onto staff members laps and delight in sharing stories and nursery rhymes. Children confidently seek comfort when needed. For example, they cuddle into staff when ready for a bottle or nap and settle quickly.

Children interact with one another in a positive and cooperative way. They show great interest in what others are doing and eagerly join shared activities. For example, they praise one another's drawing and colouring and enthusiastically join in with singing familiar songs and rhymes. Younger children are beginning to understand simple boundaries, such as helping to tidy away books or waiting briefly to wash their hands and serve themselves food. Children greet staff and visitors warmly and were keen to tell us their names and their favourite activities.

Children thoroughly enjoy their play and learning. They have access to exciting and inviting resources and activities both indoors and outdoors. For example, sensory play with ice, bubbles, foam, cloves and rice grains and regular outings to the museum and parks in the local community. Children focus on their play for a suitable length of time. Older children take ownership of their play and have many opportunities to play for extended periods which develops their concentration, problem solving and thinking skills and fosters a huge sense of enjoyment.

Children have an excellent range of opportunities to develop their independence which promotes their self-esteem and sense of agency. They explore their environment, access resources, and use facilities such as toilets and cloakrooms independently. Older children take much pride in helping lay the table for lunch and carefully serve their own food and pour their own drinks.



Care & Development

Good

Staff have a good understanding of their role and responsibility to keep children safe. They implement policies and procedures effectively. For example, staff ensure they keep external doors and gates closed and check all areas for risks before children use them. Staff have first aid training, so they are aware of how to deal with minor accidents and incidents. They record these in detail and share the information with parents/carers. Staff know to report child protection concerns to the management team; however not all staff know about their personal responsibility to report a concern to children's social services if needed. Staff record children's and their own attendance to show who is caring for the children at any one time.

Staff implement effective routines to help promote a healthy lifestyle. They clean tables and highchairs before and after use and ensure children wash their hands at appropriate times. This helps prevent the spread of germs. Staff give children regular opportunities to get fresh air and be active. They take the children on walks and ensure children have access to the outdoor play space daily. Staff offer a wide range of suitable food choices that support a healthy diet.

Staff are kind, caring and supportive. They speak to children with warmth and affection, using calming voices creating an atmosphere where children are confident to follow their interests and ask for help. Staff encourage positive interactions using effective strategies. For example, when one child complained about another child's teasing, the staff member modelled how to respond enabling the child's sense of agency. Staff use praise often throughout the sessions to encourage children to interact and behave positively. They talk about what is happening and the routines, which helps children feel secure and safe. For example, staff talk to children when it is time to have their nappy changed and explain they can continue to play once they have finished their lunch or snack.

Staff know the children well. There is a clear key worker system which enables staff to get to know the children's needs and personalities. Staff are currently implementing a new system to observe and track children's development. When established this will support staff further in planning for children's next steps in all around development. Staff plan activities in response to children's interests providing stimulating resources and equipment. They work in partnership with parents and outside agencies to ensure they can meet children's individual needs. For example, working with families and speech therapists to implement individual development plans. We heard some use of incidental Welsh language and saw some Welsh displays.



Environment

Good

Leaders have effective policies and procedures in place to ensure the environment is safe, secure, and appropriately kept. They keep a range of risk assessments for the building; school runs and outings. The main entrance is secure, and all visitors sign in and out. Leaders and staff complete daily safety checklists, as well as on-going visual checks. They undertake and record regular fire drills. Suitable cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control.

The setting is light, welcoming and decorated in natural tones which helps create a peaceful and calming space. There are limited displays of children's work. All learning areas are organised appropriately and enhance children's play and learning effectively. There are some real-life items which stimulate curiosity and a range of interesting natural resources that promote children's learning and imagination. There is plenty of room for children to move around and space for children to rest or take part in quieter activities such as looking at books. Leaders and staff implement measures to keep most rooms at a comfortable temperature. However, in cold weather, leaders have trouble in keeping the required temperature of at least 18 degrees Centigrade in the pre-school rooms. The Responsible Individual acknowledged the issue and told us they are going to move the pre-school from the basement to the second floor of the building.

Leaders offer a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice. However, some books are in a poor condition and in need of replacing. Indoor and outdoor resources are at children's level and easily accessible to them, which means children can follow their own interests. Daily outdoor play and walks support their learning about nature and their local community. There are learning opportunities which promote children's all-around development including physical, creative, fine motor skills and hand-eye co-ordination. Leaders provide child sized furniture and resources to support children's independence. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and well kept.



Leaders are highly motivated and committed to providing excellent care for the children. They have a vision for the future and share this with staff and parents. Leaders have clear and effective policies and procedures in place, and they ensure staff implement these well. However, the safeguarding and complaints policy require some minor amendments. Leaders keep paperwork well organised and easily accessible, holding most information digitally. Records, including children's information, are complete, so details are available when needed. The statement of purpose has all the required information and gives parents a true reflection of the setting so they can decide if it is the right care for their child.

Leaders reflect regularly and thoroughly on the quality of care provided. They complete a detailed quality of care report that celebrates achievements, shows areas for development, and includes a detailed action plan to address areas to improve upon. The report includes clear feedback from parents. Leaders ensure that they notify Care Inspectorate Wales of changes to the setting and complete their Self-Assessment of Service Statement (SASS) annually.

Leaders follow prompt and robust recruitment processes to safeguard children, ensuring staff have the necessary qualifications and experience to care for children. They have good systems in place to update suitability checks as needed. Leaders have high expectations, lead staff effectively and prioritise staff wellbeing. Regular meaningful supervisions and annual appraisals are integral to their practice and drive improvement. Leaders encourage staff to attend both mandatory and other training. For example, staff have attended training on allergy awareness and baby's development, and they told us this training has had a positive impact on their practice. Staff feedback is extremely positive with staff saying that they feel very well supported, they understand their roles and responsibilities as these are clearly set. They work as a team in a caring environment where everyone is encouraging and values each other's dedication. For example, staff provide weekly feedback on one another highlighting positive practice and leaders display their comments attractively in the staffroom. Leaders reward this positive feedback with monthly treats or prizes.

Leaders and staff develop positive relationships with parents/carers. They keep them up to date on their child's day, experiences and development via verbal feedback or digital messaging. This enables staff to communicate easily with parents on a day-to-day basis and keep them informed of what their child has been doing. Parents are very complimentary of the setting, expressing a high degree of satisfaction. They told us they feel extremely supported by the setting, particularly where children have required specialist help to meet their individual needs. Leaders have very strong links with a wide range of professionals and the community. They use these links to support the children with any additional needs and provide exciting experiences for children. For example, visitors with exotic animals and music specialists carry out sessions with the children.

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 20 - Child protection	Ensure all staff are aware of their personal responsibility to report safeguarding concerns to children's social services if required, and have up to date safeguarding training.
Standard 7 - Opportunities for play and learning	Embed the new system to observe and track children's development and feed into planning.
Standard 22 - Environment	Ensure all rooms are kept the required temperature of at least 18 degrees centigrade.
Standard 23 - Equipment	Undertake an audit of children's books to ensure they are in good condition.
Standard 5 - Records	Update the safeguarding and complaints policies.

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