Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Rabbit Hill Daycare

**Forest Family centre, Tredegar Park Primary School, Duffryn, Newport, NP10 8WP**

**01633816774**

**www.duffryncomlink.org.uk**

**The inspection visit took place on 05/03/2026**

## Service Information:

| | |
|---|---|
| Operated by: | Duffryn Community Link |
| Care Type: | Children's Day Care |
| Registered places: | 38 |
| Main language(s): | English |
| Flying Start service: | No |
| Receive funding to provide early years part time education: | Yes |
| 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 | Excellent |
| Care & Development | Excellent |
| Environment | Excellent |
| Leadership & Management | Adequate |

## Summary:

Children are extremely 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.

Staff are highly professional, well qualified and clearly committed to their roles. They implement the setting's policies and procedures with consistency and care. Their approach is calm, patient and nurturing. They promote children's learning and development through a broad range of planned experiences that are shaped by children's interests and developmental stages.

The environment is safe, well maintained and inviting, with a thoughtfully organised layout that supports children's play and learning. A high-quality selection of indoor and outdoor resources promotes children's holistic development. Staff are proactive in recognising potential hazards and mostly take appropriate steps to minimise risks wherever possible.

Leaders effectively 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 are engaged, inquisitive learners who relish having opportunities to make their own choices. They communicate exceptionally well, confidently expressing their thoughts and ensuring their wants and needs are understood. For example, a child was modelling with the clay and realised it was dry. He called a staff member and said *"no bottle for spray! Oh, you got it. I spray it. It's soft now!".* Children proudly shared their names with us, asked for ours, and eagerly invited us into their play.

Children are very happy at the setting and clearly feel valued. They develop warm and affectionate relationships with staff and enjoy being in the company of their peers. Children know the staff and daily routines very well, which helps them feel extremely settled and confident in their surroundings. 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, a child was unsure about joining in with den building outside until a staff member told them, *"I could really do with an extra helper…someone who is really good at building!".*

Children interact exceptionally well and have formed strong, meaningful friendships. They collaborate effectively during activities, readily share materials and take turns in their play. For instance, we observed one child invite another to the hairdressing station by saying *"I'm going to do your hair and you can do my hair".* She then brushed and styled her friend's hair before telling her *"Look, you're beautiful!".* Children thoroughly enjoy sitting together to eat their lunch, chatting happily and helping each other to open the contents of their lunch boxes.

Children take great pleasure in their play and learning. They have access to an excellent range of age-appropriate resources both indoors and outside. This allows them to choose from stimulating and enjoyable activities. We observed children deeply engaged with water play, crates and pallets and mark-making. They also invent their own games using walkie talkies and express obvious enjoyment through frequent laughter and giggles. Children are enthusiastic learners who follow their own interests and remain focused for periods appropriate to their developmental stage.

Children are developing their independence exceptionally well. They do many things for themselves with positive encouragement from staff. Children help themselves to drinks and snack throughout the morning. We saw one child wash his hands before using the tongs to serve himself chopped banana and pour himself a cup of water. Children wipe their nose with a tissue when needed and then put it in the bin. They put on their coats and welly boots before going outside to play and return them once they are finished.

## Care & Development — Excellent

Staff apply all policies and procedures to a high standard, ensuring children's safety and wellbeing is central to their practice. Safeguarding is treated as a core responsibility, and the team has a strong understanding of the steps to take should they have concerns about a child's welfare. All members of the team are trained in paediatric first aid, which equips them to respond effectively to minor injuries. Staff confidently record accidents however, a parent/carer signature is not always obtained. Following a discussion, the Person in Charge (PiC) addressed this immediately. Staff support children's health and wellbeing by helping them build positive habits such as thorough handwashing, healthy eating and staying active. Staff are trained in food hygiene and follow strict procedures when managing allergies and individual dietary needs.

Staff are valuable role models and have excellent relationships with the children. They are warm and engaging and provide children with genuine, nurturing exchanges. Staff have a full understanding of the setting's behaviour policy and manage interactions skilfully. They use distraction methods and gentle tones when needed as well as meaningful praise for their efforts. We heard one member of staff say, *"I saw you share that with your friend – amazing!".* These positive phrases are also used by children during their play, highlighting how effective staff interactions can be. One child saw his friend give up a chair to another and instantly exclaimed *"That was so kind!".* Staff support children to overcome disagreements by giving them the tools to manage it themselves. A child who was disappointed not to have a walkie talkie was encouraged by a staff member to ask his friend. We then heard him say *"when you had a little turn, can I have it? Yes?"* and was thrilled to be given the walkie talkie soon after.

Staff are highly skilled at allowing children to take the lead in their play. They give them space to explore independently while remaining observant and responsive. When appropriate, staff step in sensitively to extend learning. They offer prompts, resources or questions that build on children's ideas without interrupting the flow of their play. This is a real strength of the setting. Staff use a central planning board to share ideas and activities for that term. Children's suggestions are written in a separate colour to highlight their valued contributions. Staff use individual learning journals to document children's progress and regularly include photographs, annotations and observations. They use floor books to celebrate the many successful learning experiences the children have had and use them as a reference point for future planning.

## Environment — Excellent

Leaders provide an exceptional environment that actively promotes children's wellbeing and development. They keep the setting in excellent condition and operate a robust entry system, with staff ensuring that all visitors sign in on arrival. Staff complete daily checklists to identify any issues that need prompt attention, including matters related to health, safety, and hygiene. However, the practice of dynamic risk assessing is not embedded, which means some risks are not always identified as they arise. These were discussed during our visit and leaders took immediate action to address them. Leaders make sure that all annual safety and maintenance checks are carried out without delay. Fire drills take place regularly, and children understand how to respond in an emergency. Strong infection control practices are firmly in place, effectively reducing risks to children's health and safety.

The indoor environment feels extremely welcoming and strongly reflects a child-centred approach. The main playroom is bright, spacious, and carefully organised to foster independence and exploration. For instance, to build on the children's fascination with the forest area, staff provided microscopes so they could examine objects collected on their recent walk in greater detail. Children move confidently between areas and freely choose where to play. Staff place resources at child level to ensure easy access and to encourage children to follow their interests and make independent choices. The toilet and sink area is conveniently located off the main room, supporting children's privacy and independence while allowing staff to supervise and assist as needed. The outdoor environment is an inviting space and is treated as a natural extension of the indoors. Children spend time outside throughout the day and engage in a wide variety of stimulating activities. Staff support children to explore, investigate, and take appropriate risks in their play. Leaders provide a highly stimulating and engaging play environment filled with an abundance of well-chosen resources. Leaders include items that reflect diversity and promote inclusion. Children enjoyed playing with dolls that represent different skin tones, hair types and medical needs, and staff strengthened their understanding of diversity by creating identity cards for the dolls. For example, *'Baby Rosie is 1 and she needs to wear glasses. She lives in Wales but her Grandparents live in Poland. Hello in Polish is 'Jen Dobry'.*

Staff ensure that the environment offers rich, challenging opportunities for children to be creative, develop physical skills, and grow in independence. The resources used extend beyond the setting with the forest school area that is shared with the local Primary school. Although we did not see the children use it during our visit, we saw photographs and spoke to the children about their time there. One child told us *"There's goats and chickens! Don't go in that river. We can swing on that tree".*

## Leadership & Management — Adequate

Leaders of the setting are committed to delivering a high-quality service for children and their families. The staff team is enthusiastic, motivated and clearly takes pride in their work. Leaders ensure their policies and procedures are very well organised, with all documentation readily accessible. They ensure record keeping systems for most essential records are completed to a good standard, including children's contracts and permissions. However, outcomes for children require improvement because staff do not consistently record their actions taken following an incident at the setting. We expect the provider to make improvements.

Leaders monitor the quality of service and plan for improvements effectively. They seek feedback from parents, children and staff and include the responses in their annual quality of care report. Leaders use a Setting Improvement Plan (SIP) to identify ways they can enhance their service. This gives leaders and staff clear targets and actions to work towards, while also providing a structured way for them to record the progress they make. Leaders work alongside Local Authority advisors to ensure their implementation of education provision is successful.

Leaders manage staff effectively and follow appropriate recruitment procedures. The number of qualified staff is above the national minimum standards, ensuring children consistently receive a high level of care. Leaders ensure staff are up to date with all mandatory training and hold current Disclosure and Barring Service (DBS) certificates. There are thorough induction processes in place, however it was not clear if all staff had completed this fully. Leaders aim to support staff through regular supervisions and appraisals. However, they are not consistent amongst all staff and do not always allow for reflection. Staff feel supported in their professional development and shared how they enjoy working at the setting. There is a strong ethos of teamwork amongst them and they feel passionate about their work.

The setting has established many strong and positive relationships. Parents receive frequent updates of their child's progress via an app. Time is also given at the beginning and end of the session for verbal feedback, if required. Parents are extremely complimentary about the setting and provided comments such as *"It's the best nursery I know"* and *"My child has thrived since starting here"*. The PiC has forged links with local businesses and community groups. Children walk to the Community Centre once a week to have toast with local residents. They take part in local initiatives to grow plants and keep their outdoor environment tidy. Leaders have very good links with a range of key professionals and external organisations. They sometimes work in partnership with the local primary school when fundraising and also join them at their INSET days should the training be relevant to their practice.

# 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's health and safety could be at potential risk if the Responsible Individual does not ensure all incident/concern records are fully complete. | 05/03/26 |

**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 5 - Records | Ensure that parents or carers sign all accident records to confirm they have been informed of the incident. |
| Standard 24 - Safety | Use dynamic risk assessment to identify, evaluate and manage risks as they arise in an ever-changing environment. |
| Standard 13 (Day Care) - Suitable Person | Review supervisions processes to ensure they are all completed in a timely manner and allow opportunities for reflection |
| Standard 13 (Day Care) - Suitable Person | Ensure there is evidence that induction processes are completed fully. |

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