Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Noah`s Ark Nursery

Noahs Ark, Tabernacle Lane, Narberth, SA67 7DE

01834869328

www.noahsarknarberth.co.uk

The inspection visit took place on 25/03/2026

Service Information:

Operated by:	Noah`s Ark Nursery (Pembrokeshire) Ltd
Care Type:	Children's Day Care
Registered places:	67
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children enjoy their time at Noah's Ark Nursery. They make choices about their play and where they spend their time. Children know the routines well and feel settled and happy. They are developing strong bonds with those around them and confidently share news, information and ask questions. Children are engaged and take part in a variety of activities with enthusiasm and enjoyment. They enjoy their play and learning, sharing what they have been doing with staff.

Staff promote children's safety, wellbeing and development effectively. They build positive relationships, use consistent behaviour strategies and provide warm, responsive interactions. Planning, assessment and partnership with external agencies support children's progress. Children benefit from varied activities, though opportunities for independent access to resources were less consistently observed.

Leaders maintain robust systems to ensure children's safety, including regular checks, risk assessments and fire drills. The environment is well organised, with suitable play spaces, personalised displays and resources that support children's needs and independence.

Leaders demonstrate beneficial leadership and keep appropriate records and documents securely. They have a wide range of policies in place and work positively with partners to develop their setting. Leaders have strong recruitment and professional development with staff, to ensure they are well supported to carry out their duties. They have developed good relationships with parents.

Findings:

Well-being — Good

Children have a strong voice at the setting. They confidently share their ideas, thoughts and choices with staff as they know that they will be respected. For example, when children declined particular fruit, they were reassured by staff that they didn't have to have any which supported their decision. Children have good opportunities to make choices and decisions about their play. They can choose to follow their own interests or engage with the activities on offer. Children freely explore their play areas and explore the toys and resources available to them.

Children feel safe, happy and valued while at the setting. They have a strong sense of belonging, settling quickly when arriving at the setting and are very familiar with the routines. For instance, younger children sat at the top of the stairs before making their way down with support from staff and older children knew to line up when called to go outside.

Children are developing positive relationships and co-operate well for their age and stage of development. They respond to staff, visitors and familiar children. For example, children wave to each other and excitedly show them the toys they have. Many younger children play alongside each other, and older children are beginning to develop friendships. We saw children specifically look for their friend as they arrived at the setting. Children happily share their news and information with staff, who respond positively and engage fully with them.

Children are enthusiastic and interested in their play and learning. They enjoy exploring the toys, resources and activities available to them and are engaged for a good period of time. Children show excitement when they take part in their favourite activities. For instance, all ages of children showed excitement when they were waiting to go outside. Children enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times.

Children take part in activities resulting in a good feeling of achievement and high self-esteem. They thoroughly enjoy sharing what they are doing. For instance, when reading a book with staff, children enjoyed talking about what they saw on each page or responding to questions about the story. Children experience interesting age and developmentally appropriate opportunities that promote their all-round development. For example, some children sing as they complete activities and another child concentrated fully while pushing golf tees through a foam piece.

Care & Development — Good

Staff promote children's safety and well-being effectively. They follow consistent safeguarding practices, with key information clearly displayed and staff able to describe procedures. Daily routines support children's health, including accessible drinking water, balanced meals and snacks, and clear allergy management. Routines of washing hands before food, and children independently wiping their face while looking in the mirror after food are well established. Staff supervise children appropriately, count them when moving between areas, and maintain secure environments. Toileting and nappy-changing procedures are hygienic, with PPE used and encouragement of privacy and independence. Staff remain responsive to children's individual needs, communicate regularly, and monitor children's progress throughout the day.

Staff interact very well with children and build positive relationships with them. They consistently promote positive behaviour using clear, simple language to praise and celebrate children's achievements. Staff use visual communication strategies, including 'now and next' cards, time reminders and gentle re-direction, to support children's understanding and help them anticipate routines and make appropriate choices. They respond sensitively to individual needs and manage sharing disputes calmly. Staff model respectful interactions, praising children's efforts and reinforcing expectations such as using kind and gentle hands.

Staff demonstrate a strong understanding of children's individual needs and stages of development, supporting them through well-planned activities that promote their skills, knowledge and independence. During activities, staff interact warmly and use appropriate language to extend children's thinking. For example, during morning greetings children were encouraged to say what they liked about a peer chosen as 'helper of the day', with responses such as 'I like everything about him'. Planning, observations and assessments are completed using the Famly app and Wellcomm, and staff prioritise timely assessments for children with potential additional learning needs, ensuring these are thorough and not delayed. Staff also work effectively with external agencies, including speech and language services, Flying Start and the childcare development officer, to support children's progress. A clear key worker system is in place and visible within the environment. Children benefit from a range of opportunities, including activities that promote physical development, and staff provide sensitive support tailored to children's starting points.

Environment — Good

Leaders have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They ensure that regular environmental testing and certificates are carried out. For example, portable appliance testing (PAT), heating service and firefighting equipment checks. Staff carry out daily visual checks and actively respond to any issues which may arise in the environment. Leaders complete a range of effective and accurate risk assessments, which identify risks and include what steps they take to mitigate those risks. They ensure that regular fire evacuations are completed so that staff and children are aware of what to do in an emergency.

Leaders provide children with good indoor play space, which allows children to move and explore freely. They have made positive changes to the downstairs playroom, which provides areas for different age groups to use. Leaders organise the environment well so that it provides a good range of play opportunities suitable for the age ranges cared for. Displays show children's work as well as important information to support children's individual needs. For instance, some boards include allergies and intolerances, whilst others show pictures of children, their activities, their work and a map of the children's favourite place within the local area.

Leaders ensure that many children can access good quality furniture, toys and equipment. They offer age appropriate and a broad variety of resources for children to explore and use. For example, babies can access push along and sensory toys, while older children can access dolls, building blocks and small world toys. These support children's all-round development and offer more challenges as they move through the setting. Equipment, furniture, toys and resources are suitable for the ages of children within the playrooms to encourage and support children's independence.

Leadership & Management — Good

Leaders work positively to develop the setting. They have a strong statement of purpose which reflects nearly all of the service provided and gives parents a good picture about whether the setting is suitable for them. However, it did not include the pet fish or the admissions policy. Since the inspection visit, the statement of purpose has been updated to include missing information. Leaders securely keep a range of records regarding accidents, incidents, administered medication and safeguarding concerns. However, these are not monitored and reviewed. They ensure that they collect regulatory and personal information about the children before they begin at the setting. This allows them to ensure they can meet the children's needs and support them at the setting. For example, they collect medical and personal needs, a variety of permissions and individual routines. The setting uses transition forms to support children's movement between base rooms. Leaders have a wide range of policies in place, which are implemented in practice, reviewed and amended regularly. They work positively with Care Inspectorate Wales, implementing recommendations for improvement from the last inspection and notifying Care Inspectorate Wales about changes at the setting.

Leaders carry out an annual quality of care review. They collect feedback from parents/carers, children, staff and other interested parties to help shape their priorities for improvement. Leaders produce a clear and reflective quality of care report which highlights what they achieved over the last year, their priorities for improvement as well as the action they will take. Leaders have good processes in place to deal with complaints. They keep appropriate records of the issues raised, their response and any changes or actions they will take following the complaint.

Leaders follow robust recruitment procedures, ensuring that staff are suitable to work with children. They have evidence of pre-employment checks in place and complete good induction with new staff members. However, they do not always ensure that they meet the recommended staff ratios for qualified staff members. Leaders provide staff with a strong professional development, including regular training, support to complete childcare qualifications and regular staff meetings. They carry out regular, worthwhile supervision and appraisals with staff which supports both the staff and setting to develop and gives staff an opportunity to discuss their achievements, needs, issues and action points. Records seen during the inspection show that leaders ensure that staffing ratios are adhered to at all times and they have a good process in place to cover any staff absences. Staff told us that they feel very well supported in both their wellbeing and professional work, they work well as a team and have good bonds with parents and children.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed via daily messages and pictures through the setting's app. Parents told us that the setting is very flexible, open and professional. They are given lots of information about their child's day and the children love coming to the setting. Leaders respond positively to information and advice given to improve children's well-being and identified needs and to develop

the setting. Leaders ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. These are followed consistently and children have benefitted from the action taken.

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 13 (Day Care) - Suitable Person	a. At least 60% of 'other staff' to hold a qualification at least at level 2 on the Social Care Wales's Qualification Framework AND at least half of these have a qualification at level 3. b. At least another 20% of all 'other staff' must be "working towards" a level 2 or 3 qualification. c. unqualified or volunteer staff members cannot exceed 20% of total staff. And The individual is working alongside staff who are qualified to the required level.

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)
Review transition timings to ensure less time spent waiting before changing to another activity.
Further develop their planning to include children voice is clear.

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