Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

ABC Pre-school Nursery

7 & 9 Castle High, Haverfordwest, SA61 2SP

01437776765

no

The inspection visit took place on 06/08/2026

Service Information:

Operated by:	Victoria Christie
Care Type:	Children's Day Care
Registered places:	19
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	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children are exceptionally confident, happy and engaged. They make meaningful choices, feel safe and valued, and build strong relationships with staff and peers. Children show kindness, co-operation and independence, enthusiastically participate in learning and play, and demonstrate excellent curiosity, resilience and developing problem-solving skills.

Staff provide highly effective care and support. Robust hygiene, safeguarding and medication procedures keep children safe and healthy. Staff promote dignity, independence and positive behaviour through nurturing interactions Learning is planned exceptionally well, with observations and children's interests used effectively to support development. Communication and engagement with parents are strong.

Leaders provide a safe, secure and welcoming environment with effective health and safety arrangements. Children benefit from well-organised indoor and outdoor spaces and a wide range of

accessible, inclusive resources that promote independence, play, learning and development.

Leaders manage the service effectively and promote continuous improvement. Quality assurance processes are generally effective, and partnerships support positive outcomes for children. Staff management and recruitment arrangements are robust.

Findings:

Well-being — Excellent

Children have an exceptionally strong voice within the nursery and make meaningful choices throughout their day. Staff listen carefully and respond positively to children's views, enabling them to influence their experiences. Children choose their breakfast, decide whether physical activities take place indoors or outdoors. They press a transition bell to signal that they are moving to another activity and record the transition on a visual timetable, which shows the sequence of the day. During group discussions children share their thoughts, talk about their feelings and contribute to conversations about familiar experiences.

Children feel extremely safe, happy and valued. They arrive with ease, separate from parents positively and quickly become involved in nursery life. Children independently follow established routines, including washing their hands on arrival before joining their friends. Staff greet children individually, creating a nurturing atmosphere where they feel recognised and respected. Relationships between staff and children are exceptionally strong. When one child appeared uncertain about the inspector, a staff member immediately offered reassurance and comfort, which the child willingly accepted. Staff explain changes sensitively and regularly check children's emotional well-being.

Children interact well with each other and adults. They show kindness, co-operation and consideration for others. We saw children successfully negotiate when sharing resources rather than compete for the same item. They work together willingly and remind each other about hygiene routines. Staff model respectful communication and reinforce positive behaviour through encouragement, praise and gentle guidance. As a result, children develop very strong social skills and positive friendships.

Children thoroughly enjoy their play and learning. They are highly motivated, curious and fully engaged. Children enthusiastically discuss the nursery turtle's weekend adventures and contribute ideas when looking through photographs and stories. Nearly all participate with excitement during physical activities, including bubble stomping and parachute games. They also become deeply involved in imaginative pirate play, creating their own storylines and extending play with others. Staff respect individual preferences. For example, one child chose to remain in the reading area rather than join a group activity and was supported to do so comfortably.

Children develop excellent independence skills and become increasingly capable learners. They help themselves to water, collect placemats and clear away plates and cups after breakfast. Children demonstrate curiosity and developing thinking skills. For example, exploring with magnets and discovering they do not stick to a plastic box.

Care & Development — Excellent

Staff keep children safe and healthy through highly effective routines and consistent practice. They implement robust hygiene procedures throughout the nursery. Staff complete daily cleaning records for toilets and the kitchen, monitor food temperatures, check refrigeration equipment and maintain records of water temperature checks. They clearly display allergy information and children's individual care preferences so staff can respond consistently to health and care needs. Staff promote children's dignity and well-being during personal care routines. During a nappy change, a member of staff asked the child for permission before beginning, wore appropriate protective equipment, talked reassuringly throughout the process and cleaned the changing area immediately afterwards. Staff undertake and record sleep checks every 15 minutes while children are asleep, maintaining detailed records of these checks. They store and administer medication safely and maintain clear records. Safeguarding is prioritised, and staff demonstrate a good understanding of safeguarding procedures. Records show they make referrals when concerns arise. However, the provider must ensure all staff receive safeguarding training in line with National Minimum Standards requirements.

Staff manage interactions exceptionally well. They speak to children calmly and use positive language to guide behaviour. For example, staff reminded children to use “gentle hands” and managed situations calmly. Their approach is warm, respectful and consistent. Children access drinking water independently and take part in a rolling snack system where they decide when to eat and serve themselves. Staff respect children's views and preferences and respond sensitively to their needs throughout the day. As a result, children develop independence and benefit from nurturing relationships.

Staff promote children's play, learning and development extremely well and respond effectively to individual needs. They use observations and next steps recorded on an online application to plan experiences based on children's interests and development. Parents receive regular information about their children's progress through the application and spoke positively about communication and support received. Weekly planning provides a broad range of learning opportunities and includes evaluations that help staff review progress. Staff complete initial assessments within the first six weeks of attendance and use the information to create individual plans and targeted support where needed. We saw communication and language strategies being used during free play and quieter activities. Children's interests shape learning experiences. For example, following a blackberry-picking activity outdoors, staff built on children's interests by encouraging them to use crushed blackberries to create a treasure map. This led to meaningful conversations about the letters in their names and promoted emerging literacy skills.

Environment — Good

Leaders provide a safe and secure environment for children. Secure entry arrangements are in place and a visitors' book is maintained to monitor access to the nursery. Staff complete daily checks of indoor and outdoor areas using clear written checklists.

Leaders maintain effective health and safety arrangements, including a fire risk assessment, regular testing of fire safety equipment and routine fire drills. Records show fire drills are reviewed and varied so staff and children become familiar with evacuation procedures. Leaders also maintain up-to-date safety documentation, including portable appliance testing, heating certification, vehicle insurance and transport risk assessments. These arrangements help to ensure the environment is safe and risks to children are managed well.

Leaders ensure the premises are welcoming, well maintained and suitable for children's needs. The nursery is light, airy and well ventilated, creating a pleasant environment for play and learning. Rooms are organised well and promote children's independence, with resources stored at child height so children can make their own choices. Children's artwork is displayed throughout the nursery, contributing to a welcoming atmosphere. Indoor areas provide a good range of opportunities for play and learning, including reading, role-play, creative, sensory and mathematical experiences. The outdoor area extends children's learning effectively and offers opportunities for active play, investigation and exploration. Resources include a climbing structure, mud kitchen, planting area, water play equipment, construction materials and musical features. Access to the outdoor area is managed safely through a secure gate.

Leaders provide a broad range of good quality resources and equipment that support children's play, learning and development. Children have access to construction materials, small world toys, creative resources, books and role-play equipment that encourage curiosity and imagination. Leaders promote equality and cultural awareness through resources that reflect diversity, including multicultural materials and dolls, and Welsh language displays. Books exploring feelings and emotions help children develop understanding of themselves and others. Resources are plentiful, accessible and suitable for the ages of children attending. Leaders maintain good hygiene standards through regular cleaning of toys and equipment. They are also extending the use of natural materials and loose parts to further enrich children's play experiences. Overall, children benefit from a stimulating range of resources that support their development well.

Leadership & Management — Good

Leaders provide clear direction for the nursery and demonstrate a good understanding of their regulatory responsibilities. The statement of purpose accurately reflects the service and contains up-to-date information about the care provided. Leaders have responded positively to advice from previous inspections and use this to support service development. As a result, the nursery operates effectively and remains focused on providing positive experiences for children.

Leaders have effective arrangements to review the quality of care and plan for improvement. The views of parents, children and staff contribute to the review process, helping leaders understand different perspectives and inform future priorities. Policies are reviewed regularly to ensure information remains current. However, opportunities remain to strengthen quality assurance arrangements further by evidencing that all staff have read, understood and acknowledged all reviewed and updated policies and risk assessments.

Leaders manage staff and resources well. Regular staff meetings and supervision sessions provide opportunities to discuss practice, share information and address issues as they arise. Staff complete annual appraisals and reflective questionnaires, supporting professional development and continuous improvement. Recruitment arrangements are robust and staff records contain the required information, including identity checks, references, employment history, qualifications and training records. Leaders also maintain appropriate insurance arrangements. However, a clear system for staff signing in and out of their base rooms, during their official break, needs to be embedded so that there is a record of who is responsible for caring for the children at all times.

Leaders have established positive partnerships with a range of professionals and agencies. They work closely with Flying Start, local authority early years services, Welsh language advisers and additional learning needs services. These partnerships provide valuable support, guidance and specialist advice that help practitioners meet children's individual needs and develop practice. Leaders also work effectively with professionals involved in reviews and planning meetings to support children and their families.

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 - Safeguarding	Ensure all staff receive safeguarding training in line with the National Minimum Standards requirements.
Standard 15 - Staffing ratios	To embed staff signing in and out of their base rooms during their official break.
Standard 18 - Quality assurance	Embed effective processes to evidence that all staff have read, understood and acknowledged all reviewed and updated policies and risk assessments.

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