



Rainbow Reef Daycare



Unit 6 Johnston Business Park, Station Road, Haverfordwest, SA62 3PL



01437891511

Date(s) of inspection visit(s): The inspection visit took place on 04/09/2025

Service Information:

Operated by:	Rainbow Reef Daycare Ltd
Care Type:	Children's Day Care
Registered places:	51
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is making a significant effort to promote the use of the Welsh language and culture.

Ratings:



Well-being

Excellent



Care & Development

Excellent



Environment

Good



Leadership & Management

Excellent

Summary:

Children have a strong voice and know that their attempts at communication are recognised by staff. They are extremely happy and really enjoy their time at the setting, engaging meaningfully in the excellent opportunities for play and learning. Children develop important skills within an extremely nurturing setting. Children interact well and form close bonds with their peers and staff.

Staff are extremely professional and work seamlessly together as part of a team. They are very knowledgeable about individual children and their families, and how to keep children safe and promote their health and development. They provide an exciting variety of interesting and fun activities, to support children's learning. Staff are confident in their role.

The environment is clean, extremely welcoming, and well organised, with best use made of the space available. Staff make good use of the outside area and there are plans in place to significantly improve outside facilities. There is a very good selection of well-maintained resources both inside and outside. Staff follow procedures to ensure the environment is

safe and suitable, completing risk assessments and daily checks consistently.

The leadership and management of the setting is strong. Leaders at this service are enthusiastic and committed to providing high quality childcare. They have extremely thorough processes in place to ensure that staff are fully involved in working together to provide excellent care for the children. There is a clear culture of continuous improvement and building strong partnerships with parents and other agencies to support children to reach their full potential.

Findings:



Well-being

Excellent

Children have excellent opportunities to express themselves and make effective choices. Their thoughts and opinions are considered when decision making. For example, children vote how they want to walk to the outside area, sometimes as a train or quietly like mice – smiling and laughing as they go. Some older children are part of the setting's Reef Council, giving them extra responsibility and pride. Almost all activities are child led and there are high levels of engagement and concentration. Children move around confidently following their own interests and often inviting others into their play.

Children form warm, positive relationships with friends and staff and clearly trust the adults who care for them. They particularly have strong bonds with their key workers and seek reassurance, comfort and cuddles if needed. Children are very familiar with routines such as brushing their teeth, sitting on the mat for story time and lining up for outside play and hand washing. Children show delight and total engagement during self-registration and when using visual timetables to support with transitions.

Children confidently interact with one another, staff and us, Care Inspectorate Wales (CIW) about their activities and routines. There is a calm and respectful atmosphere at the setting. Children show genuine concern for one another and are learning to understand their own and other's emotions. Children's behaviour is encouraging because they respond well to gentle guidance, with even the youngest children used to the setting's program for supporting emotional and social skills. For example, they respond well to the teddy who explains the importance of positive behaviours such as using kind hands.

Children are curious about their space and resources, and their energy is matched by staff to support play and learning. They persevere with activities for lengths of time appropriate for their ages and stages of development. For example, one child patiently and carefully attempts to wrap up their teddy in a blanket several times, while another child excitedly tests how far loose parts roll down the indoor slide.

Children have many opportunities to build their independence skills, most of which are embedded in their daily activities. For example, collecting and putting away their own belongings. At snack time, they choose which colour bowl and cup they would like and choose how much snack they want from a tray of chopped peppers and cucumbers. Younger children are learning how to attend to their basic needs, helping to prepare for nappy changing and attempting to wipe their hands and faces after mealtimes.



Care & Development

Excellent

Staff have a strong understanding of how to keep children safe and healthy. They have an in-depth knowledge of safeguarding and their responsibilities to follow the setting's procedures. Staff have attended relevant mandatory training including safeguarding and first aid, as well as some additional training to enhance their practice. Hygiene routines are very well established throughout the setting, and staff wear full personal protective equipment (PPE) when nappy changing and serving food. Staff consistently encourage children to wash hands after play and before eating. Information on how to support dietary needs is clearly displayed, and staff confidently explain the procedures at mealtimes. Effective Communication between staff is consistent, and they work together exceptionally well to ensure they are meeting the children's needs and appropriately supervising them.

Staff are respectful towards children and give lots of praise and encouragement, following the setting's behaviour management policy. They know the children well and give gentle reminders or prompts when needed. Staff consistently give children explanations as to why things are happening, or why things are important. For example, a staff member explains "*if we keep throwing sand on the floor, there will be none left for tomorrow*"! Staff also know when to step back and let play unfold, particularly when children manage risks themselves, and follow this up by asking children questions to develop their understanding.

Staff nurture curiosity and independence at every opportunity and listen and join in with play, showing children their ideas matter. They effectively plan using children's interests and ensure their activities are inviting and interesting. Staff work together effectively to record observations, assessments and track activities to identify the role of adults, activities and the environment. Experienced staff pass on their knowledge to colleagues in supportive ways and this is a real strength of the staff team? at this setting. For example, one staff member explains how to develop interactions and extend vocabulary, as children jump along stepping stones to 'avoid the sharks'. Support for children with additional needs at the setting is excellent and the setting benefits from a dedicated Additional Learning Needs Co-ordinator (ALNCo). The ALNCo maintains clear communication with staff, outside professionals and parents and keeps high-quality and detailed records of individual children's development. The ALNCo ensures staff feel supported in their decision making, and the appropriate care and opportunities are provided for children. Some incidental Welsh is used at the setting such as simple greetings and naming days of the week, colours and shapes.



Environment

Good

Leaders provide a safe, well-maintained, and very welcoming environment. They have detailed risk assessments for all areas of the environment and many activities, and these are reviewed on a regular basis. They ensure that annual safety and maintenance checks are completed in a timely manner. There is a secure system for entry to the building and playrooms, and staff ensure that all visitors are signed into the service. Effective hygiene procedures are followed, and staff complete daily checklists to identify any matters that need addressing such as health, safety, and hygiene.

Leaders have organised the space to a high standard and with children's needs at the forefront of the ideas. They provide inviting, well-equipped areas that are light and decorated colourfully. Play areas are spacious, welcoming and homely. Staff care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently. For example, children thoroughly enjoy playing in the ball pool whilst others confidently climb the wooden frame and make their way down the slide. The outside area provides suitable facilities for children to play in the fresh air. Leaders make use of the large public field and wooded area to the rear of the building, which they have direct access to through a newly fitted gate. This allows opportunities for children to use the large open space safely and provides additional space for play and physical development.

Leaders ensure that there are plenty of exciting resources to stimulate the children's interest and imagination. Play resources are varied and suitable for the age of the children. Learning areas are changed regularly to maintain children's interest and extend their skills. Staff maintain a rich environment for play and learning, based on children's interests and likes. Staff ensure the resources are easily accessible to children as they are visible and stored at their level. This ensures that children can always access developmentally appropriate resources that promote their curiosity. There are suitable toys and play materials in the play areas that promote children's cultural awareness and equal opportunities. Leaders promote the use of recyclable materials for use in children's play using empty food cartons and cardboard boxes for art and craft activities, for example. Nappies are recycled by a company who use them to re-surface roads.



Leadership & Management

Excellent

Leaders are exceptionally skilled and experienced, providing very strong leadership. There is a clear and inspirational vision for the setting outlined in the Statement of Purpose. There is a strong ethos of child-centred care, and this is evident when you speak to staff. Leaders are very aware of national priorities and developments in childcare. They have developed detailed policies and procedures, which are reviewed and updated when required. Leaders give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. Staff maintain detailed daily records such as attendance, accidents, and incidents well and leaders monitor these effectively.

Leaders have a robust system to review the quality of the service they offer. They consult effectively with a wide range of relevant parties who contribute to an effective self-evaluation process and create a culture of continuous improvement. They fully consider and respond to parent, staff, and children's requests. Leaders set high expectations of themselves and staff and involve staff in setting achievable targets. Leaders produce a comprehensive report of their annual service review, including their plans for future improvements.

Leaders have effective systems in place to recruit, induct and employ staff. They keep organised records that show that all the required checks and information required by regulations, is sought prior to staff being employed at the setting. Daily records such as registers and staff rotas show that a suitable number of staff are employed for the numbers of children attending. Leaders promote a strong culture of continuous development. Staff have many opportunities to complete an extensive range of training that supports them to fulfil their role to an exceedingly high standard. All staff hold a childcare qualification. Nearly all staff have current certificates in first aid, safeguarding and food hygiene. Staff told us they felt supported to do their jobs to a high standard and they receive regular one to one supervisions. Staff have pride in their roles and work very well as a team.

Leaders have established systems to enable them to work in close partnerships with parents. They seek detailed information about their children's needs and preferences, and they keep parents well informed via detailed newsletters, emails, notices on display in the setting and by regularly updating them through an electronic 'app.' Parents tell CIW that they are very happy with how the setting communicates with them and keeps them updated regarding their child. Leaders and staff have established links with a wide variety of external organisations and individuals such as the local authority, health visitors, medical professionals, and childcare support organisations. Leaders work positively with CIW, consistently informing of any changes and significant events.

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)
	No NMS Recommendations were identified at this inspection

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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