**A report on**

# Meithrinfa Do Re Mi Nursery

**Horeb Chapel**
**Station Road,**
**Letterston,**
**Haverfordwest**
**Pembrokeshire**
**SA62 5RY**

**Date of inspection: June 2025**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, His Majesty's Inspectorate for Education and Training in Wales**

## About Meithrinfa Do Re Mi Nursery

| | |
|---|---|
| Name of setting | Meithrinfa Do Re Mi Nursery |
| Category of care provided | Full daycare |
| Registered person(s) | Diane Evans |
| Responsible individual (if applicable) | Diane Evans, Sophia Hughes, Sarah Thomas |
| Person in charge | Diane Evans |
| Number of places | 33 |
| Age range of children | Babies – 5 years old |
| Number of 3 and 4-year-old children | 11 |
| Number of children who receive funding for early education | 4 |
| Opening days / times | Monday – Friday 7.30 – 18.00 |
| Flying Start service | Yes |
| Language of the setting | Bilingual |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service. |
| Date of previous CIW inspection | 03/08/2022 |
| Date of previous Estyn inspection | This is the first inspection |
| Dates of this inspection visit(s) | 24/06/2025 |

## Summary

| Theme | Judgement |
|---|---|
| **Well-being** | **Good** |
| **Learning**<br>**(only applies to three- and four-year-old children who do not receive education in a maintained setting)** | |
| **Care and development** | **Good** |
| **Teaching and assessment**<br>**(only applies to three- and four-year-old children who do not receive education in a maintained setting)** | **Good** |
| **Environment** | **Good** |
| **Leadership and management** | **Good** |

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

R1 Build children's confidence in using the Welsh language

R2 Continue to refine provision to develop children's independence further

## What happens next

The setting will produce an action plan that shows how it will address the recommendations.

## Main findings

**Well-being: Good**

Nearly all children feel very happy at the setting and settle well there. They cope successfully when leaving their parents and carers and clearly feel safe. They receive a warm welcome on arrival and enjoy the company of their friends and practitioners as they greet each other. They show a clear affection for the practitioners and approach them happily and comfortably to invite them to join in with their play or to read a story. Nearly all children interact positively with each other and with practitioners and visitors. They develop their social skills by talking and discussing while playing together. Children co-operate and interact enthusiastic during role-play. For example, they use their imagination and make sense of their world while pretending to make cups of tea and serve food to practitioners and visitors.

Children have a strong voice at the setting. They make choices and decisions about how to spend their time. Children are familiar with the daily routines and engage busily with the activities that are available to them. Babies and toddlers follow their individual sleeping and feeding routines. They make choices confidently and enjoy the freedom to move around the learning areas. For example, they benefit from the freedom to choose if they would like to continue to play indoors or go to play in the outdoor area.

Nearly all children behave and interact well for their ages and stages of development. They play happily alone and alongside their friends as they learn to share and work together. For example, babies are supported to take turns while playing with the porridge in the sensory tray. Most children show perseverance in their play and learning by using resources that are of interest to them for appropriate periods, for example when selecting and using art and craft items to create a treasure basket. Many children have the confidence to experiment in their environment and enjoy mastering equipment, such as using the pulley basket and when experimenting with the hoops and juggling balls outside.

Most children are able to pursue their own interests for long periods, which enables them to reinforce skills and make decisions. For example, they concentrate well when fetching and adding ingredients independently when following instructions to make dough. Most develop their independent skills well when selecting resources from cupboards, pouring their drink during snack time and using the toilet and washing and drying their hands, then putting the paper towel in the bin independently.

**Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):**

There is no report on children's learning. This is because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

**Care and development: Good**

Practitioners prioritise children's safety and maintain effective procedures to ensure that children are healthy and safe. They have completed child protection training and are confident about the correct procedures to follow should they have any concerns about a child. Practitioners keep accurate attendance registers and a visitors' book and conduct fire drills, all of which contribute to ensuring safe provision for the children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have attended appropriate first aid training and keep accurate records of accidents and incidents. They review these records every half term to identify any patterns and implement actions to reduce the risks to children. Practitioners follow rigorous policies and procedures relating to hygiene and health and safety. They follow robust procedures during snack times. Practitioners encourage the children to wash their hands at appropriate times and provide healthy snacks and milk or water to drink. Practitioners promote healthy lifestyles with the children.

Practitioners understand their responsibilities to protect children with allergies and they have clear procedures for administering medication. They ensure complete dignity and privacy when following the nappy changing policy and record these practices daily. They understand their responsibilities to support children with additional learning needs and have effective networks and purposeful procedures to support them.

Practitioners have formed close and natural relationships with the children and talk to them tenderly and kindly, by treating them with care and respect. They communicate effectively and celebrate the children's successfully regularly, by praising them verbally, for example when a child shares resources in the dough. Practitioners model social skills effectively when playing alongside the children and support them to choose their own activities and resources both indoors and outdoors. They ensure that there are regular and beneficial opportunities for children to develop their physical skills and spend time outside in the fresh air.

Practitioners share regular information with parents through informal conversations and through a formal end-of-term report. This ensures that they receive up-to-date information about their children's development effectively.

**Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good**

Practitioners have a good relationship and a sound understanding of the needs of each child. They work well together and use their knowledge of the children effectively to plan and provide a wide range of purposeful learning experiences that respond to, and engage the interest, of most children effectively. They provide a stimulating environment that encourages the children to be curious and confident learners. They provide valuable opportunities for children to respect others and care for their environment, for example by growing vegetables in the nature garden.

Practitioners plan beneficial opportunities to develop children's literacy and numeracy skills. They motivate children effectively to make marks with a variety of media and encourage them to count and sort coins into treasure boxes and to name shapes.

Practitioners are beginning to develop the confidence of most pupils to use Welsh through singing nursery rhymes and introducing key vocabulary, such as *'llaeth'* (milk), *'dŵr'* (water) and *'chwarae'* (play). However, opportunities for children to develop their understanding of wider vocabulary are limited and they are rarely encouraged to respond in Welsh.

Practitioners provide activities that hold the interest and perseverance of most children well. For example, they capture children's interest by presenting a cardboard box and using it to create a pirate ship and the children's engagement is evident as they work together to create windows and decorate it. Following this activity, children develop fine motor skills successfully by using scissors, tape and a small knife, before marking with coloured pencils. Then, they motivate the children to put everything together carefully. Practitioners provide appropriate resources to develop children's digital skills, such as cameras to take photographs of each other and a calculator to calculate costs in a shop.

Practitioners promote valuable opportunities to develop children's physical and creative skills. For example, they encourage children to take risks and experiment by providing a variety of containers to fill and pour water and by providing a range of creative materials to spark their imagination. Practitioners' sound teaching methods guide children to think, work together and solve problems in their play. For example, they challenge children to explore and experiment with different types of blocks to make towers and bridges that are strong and sturdy enough for them to travel across.

Practitioners follow appropriate observation procedures to assess children's development and adapt provision purposefully as a result of this information. For example, having identified that children have difficulty with fine motor skills, provision was adapted by introducing activities to warm up the fingers, such as using large tongs to pick up and sort objects. They support learning effectively when playing alongside children. They intervene in a timely and effective manner to reinforce learning. However, at times, practitioners over-direct learners, which tends to limit opportunities for children to apply their more independent skills.

On the whole, practitioners provide experiences that support children's spiritual, moral, social and cultural development well. They encourage curiosity through nature activities, such as growing bean plants and creating a frame to ensure their growth. Practitioners provide good opportunities for children to become aware of their Welsh identity by placing a wealth of Welsh resources meaningfully in the environment.

Practitioners provide parents and carers with comprehensive information about their children's achievements clearly. They provide progress reports, communicate over social media and provide verbal feedback at the door of the setting regularly.

**Environment: Good**

Leaders provide a good quality environment that is warm and welcoming. There are displays showing a few examples of children's artwork along with photographs of children undertaking various activities. This contributes successfully to the sense of belonging.

Practitioners supervise the children carefully in a safe environment. The site is secure and practitioners ensure that the doors are locked and that there is a record of all visitors. Leaders ensure that the main outer gate is locked and managed carefully. The setting's maintenance records are up-to-date and leaders conduct fire drills so that the children can familiarise themselves with the arrangements to be followed in the event of the emergency. They ensure that environmental protection equipment is serviced regularly. They conduct effective risk assessments for the building, the outdoor area, activities and visits and these are reviewed regularly. Leaders keep a register of children and practitioners carefully and ensure that the ratio of practitioners to children is correct. They provide a specific area that displays information about the practitioners, policies and safeguarding procedures clearly.

Leaders organise the indoor and outdoor environment effectively and ensure a wide range of purposeful resources and equipment. They ensure that children benefit from good facilities and good quality furniture of an appropriate size to meet their needs. The whole environment provides beneficial opportunities to develop children's independence and curiosity. In the playrooms, opportunities are provided for children to enjoy discovering and experimenting with a variety of resources, including mathematical equipment, small world resources, craft equipment, role-play and construction. These resources are stored at a low level to enable children to choose independently without adult intervention. The play areas and equipment are cleaned regularly and resources are clean and in good condition.

There are good resources available to promote children's awareness of diversity and different cultures, including books, dolls and plastic characters. Practitioners provide suitable activities during specific times of the year to promote children's understanding that there are differences in the world around them.

The outside area promotes children's curiosity and provides suitable opportunities for them, for example water and sand play, planting, construction and role-play in the mud kitchen and the greengrocer. They ensure an enclosed and safe outdoor environment.

**Leadership and management: Good**

Leaders have created a shared a robust vision based on providing a caring and engaging learning environment for all children. A clear sense of teamwork is evident and all practitioners feel valued, work together effectively and support each other well.

Leaders have high expectations of themselves, practitioners and the children and ensure that everyone receives the support needed to realise their potential. They lead the setting effectively and place children's well-being at the heart of all aspects of their work. They promote safe practices and a culture of safeguarding successfully, for example by following robust recruitment processes. The setting's statement of purpose provides parents with an accurate picture of what is on offer.

Leaders and practitioners evaluate the setting's work effectively and plan improvements jointly. They use regular observations to focus on areas such as practitioners' professional development, the effectiveness of the environment and children's creative skills. As a result, leaders focus on introducing regular improvements that enrich the setting's practices successfully. They use funding wisely, including a deprivation grant, against the

setting's targets purposefully. For example, they fund a variety of resources sensibly, such as a planting area, a water tray and a mud kitchen.

There are robust induction processes in place, including a mandatory and optional training list, in line with the needs of practitioners and children. Regular supervision and evaluation sessions are held, with practitioners supporting each other's development through collaborative observations. Weekly meetings include a clear agenda where priorities, good practice and progress are discussed.

Leaders implement purposeful transition arrangements that support children effectively as they prepare to move to the local primary schools. They have also developed a range of beneficial partnerships with parents, the local authority, community groups and external agencies, which improves the quality of provision and outcomes for children. For example, parents feel welcome at the setting and appreciate the fact that purposeful information about their child is shared regularly though day-to-day contact and social media.

## Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

| | |
|---|---|
| **Excellent** | Very strong, sustained performance and practice |
| **Good** | Many strengths and no important areas requiring significant improvement |
| **Adequate** | Strengths outweigh weaknesses but improvements are required |
| **Poor** | Important weaknesses outweigh strengths and significant improvements are required |

**This document has been translated by Trosol (Welsh to English).**

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# 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.**

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

**This report is also available in Welsh**

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