Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Broad Haven Playgroup

Broad Haven Cp School, Webbs Hill Broad Haven, Haverfordwest, SA62 3JT

07376778760

www.broadhavenplaygroup.co.uk

The inspection visit took place on 27/11/2025

Service Information:

Operated by:	Broad Haven Playgroup
Care Type:	Children's Day Care
Registered places:	12
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 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 very happy and thoroughly enjoy their time at the setting. They have a very strong sense of belonging and develop positive relationships and friendships. Children have an excellent choice of play opportunities and make effective decisions about what they want to do. They are enthusiastic and interested in their play and learning. Children are well supported in developing independence.

Staff are professional and provide a warm and nurturing child-centred setting. They are enthusiastic about their roles, reflecting purposefully on children's progress and strategies which support inclusion. They implement the setting's policies and procedures effectively. Staff are extremely patient, kind and caring towards each other and the children. They support children's learning and development through a wide range of planned and spontaneous activities led by the children's interests and developmental needs. Staff keep valuable records of children's progress.
Leaders ensure the environment has good indoor play space for children to move freely and

supports children in their play and learning. The outdoor play space is used as often as possible and is an extension of the learning environment, it is a strength of the setting. Children have access to a wide range of developmentally appropriate play and learning resources.

Leaders at the setting have a strong vision for the future and ensure they manage their team with effective support and encouragement. They are enthusiastic and ensure they offer a high standard of care to the children. Leaders have developed positive relationships with parents and carers and work closely with them to ensure effective care and support to all children who attend.

Findings:

Well-being — Excellent

Children have many choices and opportunities to make decisions about how they spend their time at the setting. They express themselves effectively, confidently engaging with staff and us as visitors to the setting. For example, as soon as children arrive, they choose whether they would like to have chicken curry or a jacket potato for their lunch. They confidently select their favoured option letting staff know their preferred option. They are given the opportunity to share how they are feeling at the start of the session which elicits kind and genuine responses from staff.

Children are very happy, settled, and enjoy attending the setting. We saw children smile and heard them laugh throughout our visit. For example, children laughed during circle time as they offered words to describe the rainy weather which clearly tickled them and the staff. They are developing warm and affectionate relationships with staff and clearly enjoy being in their company. We saw children and staff playing together outside as children led play, invented games and directed staff roles. For example, children in the roleplay house made food and drinks for the staff member while children making a mountain from sand, go off with a staff member to find extra equipment to enhance their structures. Children know the staff and daily routines very well, which helps them feel extremely settled and confident in their surroundings. They receive plenty of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn.

Children interact positively with their friends. They are kind to each other and are becoming aware of other's feelings. Some children are developing empathy. For example, a child calls their friend to the table at snack time, concerned that they may miss out. Children play very happily alongside each other or together in line with their age and stage of development. Interactions are consistently positive, and clear friendships are forming.

Children are curious and highly engaged in their play and learning. They are excited and show enthusiasm when arriving at the setting, keen to explore the activities on offer. Children choose from a range of excellent play options explained to them at circle time and decide if they would like to play indoors or out. Children enjoy a range of interesting opportunities which spark curiosity and engagement. For example, making gingerbread men from clay, a multi-sensory snow scene and various engaging play opportunities in the outside area too. Children enjoy energetic outside play, with opportunities to engage with equipment which encourages physical development, such as balls, hoops and ride on vehicles.

Children are encouraged to develop their skills of independence successfully. This is particularly apparent at snack time, where children are encouraged to pour their own drinks, scrape any waste carefully into the bin and put their dishes into the bowl ready to be washed up. Children are

encouraged to oversee the choices they make when deciding how they spend their time at the setting. Children's confidence and self-esteem is raised by making them empowered decision makers.

Care & Development — Excellent

Staff implement procedures to a very high standard to keep children safe and promote their development and well-being. Staff spoken with have a clear understanding of the safeguarding procedures and their responsibilities to keep children safe and report any concerns. Some staff, new to leadership roles, require further, higher level safeguarding training to further enhance their knowledge in this area. They maintain accurate records of the children and staff attendance. Staff have sound knowledge of children's allergies, dietary requirements, and medical needs seeking such information when a child starts at the setting. They are confident in recording accidents and incidents and have appropriate systems in place for the administration of medication. Staff offer healthy food and drinks and encourage children to wash their hands independently before their food is served. Staff sit with the children at snack time and engage in lively conversations, making this a sociable experience and providing a language rich environment. Staff complete daily cleaning routines and ensure infection control standards are followed appropriately during nappy changing. They practise regular fire drills with children, so they know what to do in the event of an emergency. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air.

Staff are kind and caring towards the children. They are very responsive and nurturing, which means children approach them with ease. Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. We heard staff consistently praise children and seek out opportunities to raise children's self-esteem and promote positive behaviour. For example, children are encouraged to give each other compliments and are praised and recognised when they do. Staff genuinely delight in children's achievements. They act as good role models, consistently promoting good manners and skilfully supporting the developing skills of sharing and turn taking. They talk to the children respectfully and in a way they easily understand. For example, when one child was poorly and had to go home, a member of staff took time to explain to a child who showed concern what was happening. The explanation was understood and accepted. The staff team display strong practice in supporting children's behaviour and helping children to develop their own emotional literacy. Staff have excellent relationships and communicate very well with each other, sharing key information which supports children's wellbeing. This ensures children are appropriately supervised and supported throughout the day.

Staff are committed to providing an excellent range of play and learning activities with an appropriate balance of child and adult-led opportunities. Staff play alongside children and seize opportunities to extend learning and discussion. For example, children building mountains from sand were introduced to new vocabulary, *"you have made a sturdy structure there;"* and even finished the member of staff's sentence, *"I am patting it to make sure it doesn't……wobble!"* Staff carefully observe children's play and follow children's curiosity and interests. For example, when staff noticed that children were interested in bus stops, they created a bus stop for them which included a timetable and tickets. The children then used chairs to create their own bus. Staff

consistently observe children's play and learning to track their progress and have a thorough understanding of the role this plays in identifying the next steps in children's learning and development. They plan effectively, using children's interests as a stimulus for future activities. Systems are in place to monitor and identify any emerging or additional learning needs children may have. Staff take purposeful action and make effective use of the support available. They reflect professionally on children's progress and detail strategies which work well and support children with additional needs to thrive within the setting. Staff use some Welsh phrases and vocabulary to further extend learning to good effect. They promote Welsh culture effectively by setting children and their families challenges to complete every half term such as to visit a Welsh castle and then to build a castle themselves suggesting a range of materials such as play dough or construction toys.

Environment — Good

Leaders ensure the environment is suitably safe, secure, and well maintained. There are a range of comprehensive risk assessments in place to support safety at the setting. The setting is clean, tidy, well maintained and welcoming. Thorough cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. For example, staff clean and wipe down tables prior to snack time. The premises both inside and outside is secure, and an appropriate system is in place to record any visitors to the setting. Staff ensure safe, robust systems are in place when children are arriving and leaving the setting.

Leaders make certain the environment has very good indoor play space which children freely explore. The playroom is divided into interesting areas which support children in their play and learning. Children have opportunities to enjoy books in a reading area with comfy cushions, enjoy building play in the construction area and to hang up their belongings in the cloak room area, for instance. They benefit from colourful displays which showcase their work and remind them of special visitors they have welcomed to the setting, further strengthening their connection to the space. Leaders ensure that the outdoor play space is used frequently. Free flow play between the indoor and outdoor area is encouraged. Careful consideration and planning of the outside area, as well as interesting and varied resources and play equipment, challenge and stimulate children's curiosity and interest. Staff monitor children's engagement with outside areas and resources making changes in line with their interests and requests. Leaders ensure the outside area is a real strength of the setting.

Leaders provide a good range of resources, allowing children variety and choice. They provide diverse resources suitable for the developmental stages of the children who attend the setting. For example, through multi-sensory, physical, creative and construction resources. Children can access toys and resources easily, as they are stored at low level or within their reach. The service promotes diversity and equality and provides some toys and resources representative of different cultures.

Leadership & Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. They have a strong vision for the setting and future improvements which they share effectively. They are knowledgeable about their regulatory responsibilities and have engaged positively with Care Inspectorate Wales (CIW) during the inspection process. Leaders of the setting play an active role in the day to day running and have a good understanding of the staff, children and the care they provide. They update the setting's policies and ensure staff implement these in practice. Leaders maintain and share an up-to-date statement of purpose that accurately reflects the service providing parents with helpful information and allowing them to make an informed choice about childcare.

Leaders work hard to provide a quality care provision to children and their families. The staff team are enthusiastic, motivated and enjoy their work. Staff tell us they feel happy in their roles and are well supported. Leaders maintain an organised environment and documents are easily accessed and in good order. They have a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are up to date and that mandatory training, such as paediatric first aid, remains current. Staff files are in good order and hold the requisite information to evidence safe systems of recruitment. Leaders monitor the quality of the service and plan for improvements effectively. They seek feedback from parents, children, staff, and other stakeholders to help identify areas to further develop. Leaders carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. Leaders make excellent use of the local community, inviting local people such as firefighters into the setting as well as taking children on worthwhile outings.

Leaders have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. Questionnaires received from parents and staff following our visit are extremely positive. Parents tell us, *"The playgroup staff engage the children in a range of vital early years activities through play. They encourage the use of their gorgeous outdoor classroom and take the children on outings in the local area, broadening their sense of community,"* and *"Our son talks about them and the setting all the time. His language skills have developed massively. They're patient and so kind in nature."*

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 - Child protection	Ensure staff in new leadership roles access training commensurate to their responsibilities.

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)
Further embed the use of Welsh phrases and vocabulary into everyday practice.

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