**A report on**

# Bloomfield Nursery

**Bloomfield House,**
**Redstone Road,**
**Narberth**
**Pembrokeshire**
**SA67 7ES**

**Date of inspection: October 2025**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Bloomfield Nursery

| | |
|---|---|
| Name of setting | Bloomfield Nursery |
| Category of care provided | Full Day Care |
| Registered person(s) | |
| Responsible individual (if applicable) | No named Responsible Individual at present |
| Person in charge | Cheryl Crowdy |
| Number of places | 19 |
| Age range of children | 6 weeks to 5 years |
| Number of 3 and 4 year old children | 5 |
| Number of children who receive funding for early education | 0 |
| Opening days / times | Monday to Friday 8am to 6pm |
| Flying start service | Yes |
| Language of the setting | English |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service. |
| Date of previous CIW inspection | No previous CIW inspection |
| Date of previous Estyn inspection | No previous Estyn inspection |
| Dates of this inspection visit(s) | 21/10/2025 |

## 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. Further develop observations to inform the next steps in learning

R2. Continue to improve the use of the Welsh language across the setting

## What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

**Well-being: Good**

Children have a strong voice at the setting. They have good opportunities to make choices and decide how they want to spend their time in both the indoor and outdoor learning environments. Nearly all children cope with separation from their parents and caregivers successfully. They show clear affection for the practitioners and invite them to join their play happily. A few children express their wishes through gestures and facial expressions, and their requests are noticed by responsive practitioners. Children are familiar with the routines and expectations of practitioners.

Nearly all children explore their environment carefully and safely. They enjoy the freedom to move around the stimulating learning areas and confidently choose activities that interest them. For example, they actively engage in mark-making activities using different tools, whilst others choose to role play with dolls. Many children enjoy moving from one activity to the next and persevere for appropriate periods. As a result, their concentration during different tasks is good, such as when moving vehicles along the track on the wall or exploring the sensory pasta tray. Nearly all children play harmoniously alongside each other, co-operating and sharing resources well. They are beginning to play together and support each other appropriately, for example when playing catch and chase in the outdoor area.

Nearly all children are enthusiastic and engaged learners who enjoy playing and learning together. They interact positively with their friends and practitioners. They have extensive opportunities to develop their social skills and play in friendship groups, which they engage in with delight and enthusiasm. For example, they show excitement and laughter when moving cars along the bumpy ramp.

Children play purposefully, and develop a sense of curiosity about the world around them. As a result, a few children become deeply absorbed in using pipettes to fill containers with water in the outdoor area as well as exploring how they can help to melt the large ice cubes filled with autumnal items. During outdoor play, children develop their physical and social skills effectively. For example, they practise their balancing skills whilst riding the scooters and laugh a lot when their scooters bump into one another.

Nearly all children respond well to opportunities to develop independence. For example, during snack time, they pour their own drinks and use cutlery proficiently. Their self-care skills are well developed. As a result, they wash and dry their hands independently and are eager to try to put on their coats without support.

**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 the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

**Care and development: Good**

Practitioners know children well and demonstrate warmth and kindness towards them. They interact positively with the children and follow the setting's behaviour management policy effectively. Practitioners listen, co-operate and explain in a clear and caring manner. They praise children consistently for their efforts and celebrate their achievements. Practitioners model social skills effectively when playing alongside the children and facilitate the development of these skills successfully, for example encouraging them to help with simple tasks and selecting different activities to engage in.

Practitioners have a thorough understanding of their roles and responsibilities and implement the setting's procedures effectively to keep children safe. They complete accident and incident records accurately and these are signed by parents and carers to acknowledge they are kept informed. Nappy changing procedures are in line with current infection control guidance. Practitioners ensure hygiene procedures are effective. As part of wider safeguarding practices and to ensure the children are safe, they record children's attendance and their own. Practitioners undertake all relevant training to ensure processes are met. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners encourage children to develop effective hygiene routines, such as washing their hands before eating and cleaning their faces once they have finished. They create sociable opportunities for children at mealtimes and encourage healthy eating, making sure fresh drinking water and milk is readily available. Practitioners ensure that there are plenty of opportunities for children to be active and play outdoors in the fresh air. They promote healthy lifestyles throughout the setting.

Practitioners share information with parents regularly through an app as well as during informal conversations. This ensures they receive up-to-date information about their child's development effectively. Practitioners implement purposeful arrangements for identifying and supporting children's individual needs, including those with possible additional learning needs. They work successfully with parents, carers, and outside agencies to ensure the best outcomes for children. There are effective plans in place to support children, ensuring their needs are responded to purposefully. For example, practitioners use sign language effectively to nurture communication skills and to promote inclusivity.

Practitioners promote children's play, learning and development successfully. They provide children with interesting areas of learning, which are influenced by the interests of the children. Practitioners have a comprehensive knowledge of children's individual needs and preferences and ensure they use this information to support and promote children's well-being skilfully.

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

Practitioners' effective teaching methods motivate children to engage well in their learning. This has a positive impact on the development of children's skills, knowledge and understanding. Practitioners provide activities that encourage children to work together purposefully and develop their social skills successfully. For example, they encourage

children to collect leaves and conkers to make autumn soup outdoors and to share different water-play items in the outdoor water area.

Practitioners promote good sentence structure effectively while children take part in learning and play experiences. They provide a rich language environment throughout the setting, which helps support children's communication skills well. Practitioners intervene appropriately during activities and are skilled at asking probing questions to promote children's independence successfully.

Practitioners plan an interesting and relevant curriculum, which takes account of children's interests effectively. They plan well to maintain children's curiosity and enthusiasm. They ensure that children learn through a variety of interesting challenges by providing opportunities for examining leaf patterns, making sandwiches and exploring fruit shapes on the lightbox.

Practitioners encourage children to engage in activities that develop their literacy skills purposefully. For example, children are encouraged to talk about the frozen autumn blocks in the sensory tray and enjoy mark-making outdoors. Practitioners develop children's Welsh oral skills appropriately and provide acceptable opportunities for children to join in with counting and identifying feelings. However, opportunities to use Welsh in wider learning experiences are limited. Practitioners develop children's numeracy skills effectively. They challenge children skilfully to sort and count autumn resources and to weave different shapes in the outdoor area.

Practitioners record observations of children's achievements appropriately. This enables them to share valuable information with parents and carers about their children's engagement through daily updates and secure social media channels. However, the use of observations to plan the next steps in children's learning is still at an early stage of development.

Practitioners encourage children to experiment and take risks in their play, which develops their physical skills successfully. They enrich these experiences by inviting visitors to the setting who provide exciting workshops, for example a weekly opportunity to explore the outdoor space and engage in purposeful outdoor learning activities. As a result, most children are enthusiastic about their play and develop their understanding of the natural world well.

Practitioners develop children's spiritual, moral, social and cultural skills positively. They promote Welsh culture well, by celebrating St David's Day and through visits to the local area, such as visiting a nearby castle, millpond and beach. They encourage an understanding of cultural diversity positively. For example, they enjoy books, jigsaws, playing with dolls and dressing up, as well as, learning about different celebrations like VE Day, Diwali and Chinese New Year.

Practitioners promote children's moral development effectively through fostering values such as honesty, fairness, and respect during tasks where children share and take turns well. This promotes principles that help children to distinguish right from wrong and helps to develop highly effective relationships. Practitioners support children to learn in authentic contexts consistently, and as a result children show respect for objects around them.

Practitioners encourage children to serve themselves snack and lunch using crockery and glasses and to play in the home corner with kitchen utensils whilst making an imaginary breakfast.

**Environment: Good**

Leaders ensure the environment is safe, clean and well maintained. They have robust arrangements for admitting visitors to the setting. As a result, they promote children's safety and well-being effectively. Leaders ensure children's creativity and successes are celebrated throughout the environment through displays of their work and photographs of them at play. They encourage parents and carers to send family photos into the setting to be displayed for the children to see and refer to. This contributes successfully to the sense of belonging.

Leaders develop and maintain a range of comprehensive risk assessments, which practitioners implement appropriately to support the safe and smooth running of the setting. They ensure staff follow a range of clear and comprehensive policies, which allows them to promote the health, safety and welfare of children effectively. As a result, practitioners supervise children well throughout their play and learning experiences. Leaders conduct fire drills regularly allowing children to familiarise themselves with what to do in an emergency. Additionally, they ensure that maintenance checks are undertaken regularly, and safety certificates are in place.

Leaders ensure that they have a wide variety of good quality furniture which is suitable for the age of the children. They provide children with a variety of resources, which are accessible to them. As a result, children have easy access to equipment which enables them to make independent choices and pursue their interests. Leaders ensure a variety of natural resources are available to develop children's sensory, language, numeracy and self-awareness skills. Attractive cosy corners enable children to enjoy quiet time. Leaders promote children's awareness about the world around them and their community purposefully. For example, there are books, dolls, small world figures and wooden puzzles linked to different cultures. Leaders ensure that resources are clean and in good condition. They use authentic resources and natural materials, as well as developmentally appropriate toys, providing children with rich opportunities to play and learn.

Leaders and practitioners have created a well-used outdoor area that enables children to experience a wide range of learning opportunities. As a result, there are various activities available for children to develop their curiosity, through water and sand play, planting, weaving and mark making. Leaders also provide opportunities for children to nurture physical skills such as climbing the steps of the slide, balancing on scooters and jumping off plastic crates. They ensure an enclosed and safe outdoor environment.

**Leadership and management: Good**

Leaders share a clear and purposeful vision that drives continuous improvement in the setting. They work diligently and collaboratively to implement effective strategies that focus on enhancing provision and improving outcomes for children. Through their positive attitudes and consistent practices, leaders create a supportive and stimulating learning

environment that provides purposeful experiences and promotes children's development successfully. Establishing the role of a new Responsible Individual is currently in process.

Leaders and practitioners work together well as a team and attend appropriate training opportunities to improve their teaching and care practices. As a result, they are motivated and eager to succeed. Leaders ensure that practitioners provide children with valuable and positive care. They deploy staff effectively to ensure that they meet ratios. This creates a strong sense of belonging within the setting. This caring and nurturing ethos encourages children to do their best and persevere during learning and play sessions. Leaders also ensure that they update the setting's statutory documents, policies, and practices regularly and they follow safe recruitment processes consistently. Practitioners are suitably qualified, and leaders carry out regular staff appraisals that identify clear improvement objectives and training needs.

Leaders focus on introducing well-planned improvements to develop the provision further. They undertake effective self-evaluation processes, which helps them identify strengths and leads to accurate targets for improvement. For example, they have focused recently on effective communication with parents through the setting's app, which shares children's experiences at the setting and encourages parents to be involved in their learning and progress.

Leaders consider the views of everyone who is involved with the setting effectively. This includes parents and carers, with whom they maintain regular contact about their children's development. They hold beneficial discussions with stakeholders to improve the quality of the provision, and act upon advice from support agencies. As a result, leaders and staff are driven in ensuring children are supported effectively when seeking to overcome developmental challenges.

Leaders have established a range of beneficial partnerships to help support children's holistic development and awareness of the local area. For example, they visit the train station, emergency services, nearby shops and the pumpkin farm. Additionally, parents are invited to attend family workshops to engage in activities alongside their children.

Leaders allocate resources effectively and use grants to inform expenditure against their priorities. For example, they have used funding effectively to improve the physical features of the outdoor space and considered children's developmental needs to provide effective resources for them.

## 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 (English to Welsh).**

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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

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