Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Neyland Playgroup

The Pembrokeshire Learning Centre, St. Clements Road Neyland, Milford Haven, SA73 1SH

07532431290

The inspection visit took place on 03/12/2025

Service Information:

Operated by:	Neyland Playgroup and Toddler Club
Care Type:	Children's Day Care
Registered places:	26
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have choices and make decisions about how they spend their time. They settle well and are happy in the care of the staff. Children learn to cooperate and share with their friends and enjoy playing alongside each other. They develop and learn a good range of skills through their play.

Staff implement good routines and procedures to keep children safe. They support and encourage healthy lifestyles for children, through physical play and the food and drinks on offer. Staff are caring and responsive to the needs of the children. They interact with them well and provide good support, resources, and activities.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and up to date. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They provide lots of encouragement and support to staff. Leaders ensure required policies and records are in place. They have good relationships with parents, providing information and support.

Findings:

Well-being — Good

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, we saw children choose to participate in role play, look at books and play with small world resources. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all attempts at communication are valued. For example, we saw staff respond purposefully to a child who invited them to join in with the 'shopping' activity, *'I want you to come shopping with me.'*

Children are happy, settled and cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. Children are familiar with daily routines, which helps them feel settled and at ease in their surroundings. For example, they know to wash their hands before snack and enjoy daily circle time activities, such as singing songs and counting.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work jointly. For example, children happily sit together and look at books in the reading area, whilst others play side by side in the role play home area. With support, children are learning to respect each other and the resources, using them appropriately and helping to tidy them away when asked.

Children are interested in their play and learning. They enjoy a range of interesting opportunities and have the freedom to safely explore the indoor and outdoor environment. Children are self-motivated to initiate their own play and most sustain their play for periods suitable to their age and stage of development. They immerse themselves in rich play experiences during role play, using a wide range of real-life resources such as cooking utensils. For example, children pretend to prepare, and serve drinks to a staff member.

Children have appropriate opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. With support, children are learning to do things for themselves, such as pouring their own drinks and gathering their belongings in preparation for nappy changing. Those who are able, independently use the facilities, such as toilets and handwashing, and place their paper towel in the bin after drying their hands.

Care & Development — Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. They keep registers of attendance for themselves, children, and any visitors attending the setting. Staff have a good understanding of children's health needs including allergies, dietary requirements, and medical needs. They record accidents and incidents appropriately.

Staff implement appropriate routines to help promote a healthy lifestyle. They provide healthy options for snack including, fruit, cheese, toast and milk or water to drink. Staff support children to be relatively independent as they assist with the pouring of drinks. However, opportunities to fully promote children's independence at snack time are missed. They follow good cleaning and hygiene procedures, including handwashing regularly and cleaning tables before they are used for snack. We discussed the use of personal protective equipment, such as aprons for staff during food preparation and the serving of food. Staff ensure children have good opportunities to access the outdoors so they can be active and get fresh air.

Staff are caring and supportive towards the children. They interact with them well and are good role models. Staff play alongside children helping them learn the importance of sharing and taking turns. For example, a staff member sat with a group of children as they took part in a role play situation in the shop, taking turns to play shop keeper and shopper. Staff explained in an appropriate and child friendly manner, the importance of allowing other children to have their turn to sit in the shop keepers' seats. Staff are consistent in their approach to dealing with behaviour. They use age-appropriate explanations and praise children for their 'good sharing' and the use of 'kind hands.'

Staff have a good understanding of the needs of the children they care for. They provide suitable resources and activities that support children to learn and develop. Staff plan appropriately for focused tasks and promote a very child led learning environment; however, the planning of activities does not reflect children's voice and ideas. They assess children's abilities and know their next steps and stages in their development. They ensure daily information on activities, development and general well-being is shared with parents and carers via an app. Staff play alongside children looking for opportunities to extend their learning by asking questions, feeding vocabulary, naming colours and counting. For example, we saw a staff member encourage a child to count the cars as they played along with naming colours of cups in the role play area. They recognise when children may have additional needs. Staff take purposeful action and make effective use of the support and expertise available to them from external agencies. Staff enhance the acquisition of the Welsh language well across the setting. For example, we saw children join in with Welsh songs and counting.

Environment — Good

The environment is safe, inviting and well maintained. Staff ensure doors and the external gate is locked. Visitors sign in to the setting using the visitors' book. There are clear processes in place for when children arrive and leave the setting. Specific staff members are responsible for different aspects of the process. For example, unlocking the gate and welcoming the children at the door. Leaders have undertaken risk assessments for the building and for specific activities such as the caterpillar tunnel and stepping stones, which are reviewed regularly. They also complete daily checks to ensure the safety of children, and any hazards are identified, recorded and removed. The outdoor area is secure with suitable fencing surrounding the space. Leaders undertake regular fire drills to ensure children know how to exit the building safely in an emergency. They ensure first aid kits are checked regularly and provide information boards for parents and visitors.

Leaders and staff have organised the indoor space effectively in order to offer an inviting, suitable space for the children. They ensure areas are readily set up at the beginning of each session, before the children arrive. An effective indoor space has been used to create a variety of interesting areas for play, for instance the calm corner and the role play area with real life equipment. Leaders ensure the room temperature is recorded hourly. However, records viewed on the day of the visit showed the temperature is not always maintained at the minimum temperature required as per National Minimum Standards. The kitchen area works well as it's open plan, keeping staff in ratio. Staff provide healthy snacks. The toilet area enables children to be independent with their toileting and handwashing with low purposeful facilities. Outdoors is a compact, enclosed area for children to play and develop both physically and creatively. We saw children playing alongside each other in the sand pit, racing around on bikes, as well as pretending to make cups of tea for staff members in the outdoor home corner.

Leaders provide a range of indoor and outdoor resources which are appropriate for children's ages and stages of development as well are their individual interests. For example, indoors, resources include a range of thematic books, dressing up clothes, and a mark making area. The resources are easily accessible to children as they are visible and stored at their level. Leaders promote children's understanding of diversity and multi culturalism by celebrating certain events throughout the year, such as Christmas, Chinese New Year, St Davids Day, Children in Need, and more. The displays are purposeful and include the children, for example a birthday board, and a variety of children's artwork and photographs giving them a real sense of belonging.

Leadership & Management — Good

Leaders are enthusiastic and motivated. They show dedication and commitment to provide a good service. There is a clear statement of purpose providing parents with information about how the setting runs. Leaders regularly review policies and procedures and ensure staff implement these well in practice. Paperwork is organised. They ensure they collect, record and monitor the required records and these are all well maintained. Leaders are knowledgeable about their regulatory responsibilities. Leaders have worked positively with Care Inspectorate Wales (CIW) during this inspection.

Leaders monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children, staff, and outside agencies. Leaders use this information to write an annual quality of care report which identifies strong practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders ensure staff files are in place and are generally organised. Following the visit, we received further evidence that all relevant checks are in place, including proof of identification and confirmation that staff's Disclosure and Barring Service (DBS) checks have been checked and are up to date. Leaders ensure staff are suitable to work with children. Leaders hold one to one supervisions with staff which enable them to identify their strengths and areas for development. There is an established staff team at the setting. They are enthusiastic, motivated and told us they felt supported by the leader. Staff meet regularly to discuss any issues which may arise. Leaders deploy staff effectively, ensuring they meet staff ratios to deliver safe and effective care. Children's records contain the required regulatory information including parental permission for emergency medical treatment.

Leaders tell us they have developed good working relationships with other professionals and agencies. For example, the Flying Start advisory team, local authority advisers and support agencies such as speech and language and health visitors. The setting has established positive relationships with parents. Parents we spoke with told us they are happy with the service, get plenty of information through the app and their child loves attending the playgroup.

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 22 - Environment	Ensure the room temperature is maintained at 18 degrees.
Standard 7 - Opportunities for play and learning	Consider including children's voice and ideas within the planning documentation.
Standard 8 - Nurture and well-being	Provide opportunities to further promote children's independence, especially at meal times.

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)
Consider the use of personal protective equipment (PPE) for food preparation and distribution.

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