Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pysgodyn Bach

Hook Cp School, Newtown Road Hook, Haverfordwest, SA62 4ND

01437890343

The inspection visit took place on 22/01/2026

Service Information:

Operated by:	The Governing Body at Hook C. P. School
Care Type:	Children's Day Care
Registered places:	20
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 are happy and enjoy their time at the setting. They develop positive relationships with staff and other children resulting in them feeling safe and secure. Children have opportunities to be enhance their skills and independence through a good range of play experiences.

Staff are patient, kind and caring towards the children. They support children's learning and development through a wide range of planned activities led by the children's interests and developmental needs. Staff keep effective records of children's progress and track their development well.

Leaders and staff make sure the indoor and outdoor play environments are safe, clean, and well kept. They ensure toys, resources and equipment are of good quality and accessible to children. The outdoor play area has ample equipment and resources to develop children's physical skills well.

Leaders have a clear statement of purpose, which details the setting well. They follow safe and thorough recruitment processes to ensure there are enough qualified and experienced staff for the age range of children cared for. Leaders told us they have developed positive relationships with parents and the school on site.

Findings:

Well-being — Good

Children are happy, settled and relaxed at the setting. They cope well with separation from their parents as they form positive bonds of affection with staff who are kind and caring. Children are familiar with the daily routines, which helps them feel settled and at ease in their surroundings. For example, children wash their hands when staff say it is snack time. They have a strong voice, and their needs and preferences are considered and respected, for example, not all children want to wash their hands and are provided the option to use wipes. Children decide what they would like to play with from the wide range of activities and resources on offer. Children feel listened to by staff, for example children confidently state *'I'm sitting right here'* during snack time as well as voicing their preferences, *'I don't want to be the helper today.'*

Children are confident communicating their wants and needs. For example, children happily ask for resources they want. They have strong relationships with the staff and are comfortable approaching them when they need help or reassurance. Children feel confident expressing their feelings and emotions and we observed a child stating the emotion soft toy character is 'sad.' Children are developing lovely friendships and interact well with staff. They are learning to take turns and share resources and toys. We saw children patiently take turns to use the ride on toys outdoors and share the craft materials well when painting. Children are quickly developing an understanding of the rules of behaviour and are learning to cooperate successfully. For example, we saw a child invite another child to sit and look at a book in the home corner, *'come and have a look at it.'*

Children enjoy their play and learning opportunities and the resources at the setting. They smile and laugh when singing songs on the microphone. Children lead the play and staff follow their lead, asking questions and responding to the children's imaginative play, for example asking who they are dressed up as. Children are enthusiastic and interested in their play and learning. They thoroughly enjoy exploring what is on offer and staff support their choices. For example, children requested the water activity using china cups and items repeatedly during the visit. Children concentrate on activities for age-appropriate lengths of time. For instance, children worked together, selecting and building using the wooden blocks. We saw a group of children develop their fine motor skills and gain a lot of satisfaction from using paint, glue and pipe cleaners during a craft activity. They were clearly very proud of their creation as they took it to a staff member to see. Children enjoy a good range of interesting outdoor activities such as filling and emptying a variety of containers with water, riding the ride on toys and rolling the tyres. We heard one child gleefully say, *'I'm going really fast'* as they enjoyed riding a trike.

Children are developing well and have opportunities to become independent. They are given time to do things for themselves. For example, during snack time, children spread butter and proudly share their accomplishments, *'I did it, I did it.'* They are also provided opportunities to pour their own drinks. Water is available throughout the sessions from a water tank which children happily

help themselves to.

Care & Development — Good

Staff understand their roles and responsibilities to promote children's safety and well-being, implementing policies and procedures consistently. They are professional and supervise children well. Staff have a good knowledge of potential safeguarding issues, understand the safeguarding policy and their duty to report concerns. They have attended paediatric first aid training enabling them to deal with minor accidents confidently. Staff keep records of accidents and incidents and ensure parents sign records to acknowledge they have been informed. They promote healthy eating habits at snack times and water is always available to ensure children stay hydrated. There are suitable procedures in place to manage children's allergies and dietary requirements. They encourage outdoor play to ensure children get fresh air during the day, even when weather conditions are cold and wet.

There are appropriate cleaning and hygiene practises in place. Staff sanitise the table areas before snack and ensure children wash their hands prior to meals. Staff handling food do not wear protective personal equipment (PPE). During nappy changing, staff wear PPE and sanitise the changing mat between nappy changes.

Staff know children well and have a warm, friendly, and caring approach. They speak to the children affectionately, developing a positive rapport. We saw children readily go to staff for a cuddle or happily ask them to join in with their play. Staff manage interactions and behaviour well. They are patient, calm and clear when supporting children to manage more challenging feelings and emotions. For example, offering cuddles when children need emotional support. They praise children consistently for their efforts and celebrate their achievements verbally as well as visually with stickers, which reinforces positive behaviour and enhances children's self-esteem. Staff encourage children to be kind and polite. They sit with children at lunchtime, when eating snacks and during circle time to promote their language and social skills.

Staff ensure children have many opportunities to direct their own play and learning as well as take part in adult led activities if interested. They support children's learning and development effectively, engaging positively to help children learn naturally and in the moment. For example, naming colours as they mix paint as well as encouraging children to to create new colours. They discuss problem solving in the outdoor environment as children contemplate taking the wide trike over the bridge and they develop vocabulary as they experiment with water play. Staff undertake regular observations of children's development, recording their activities and achievements. They identify children's next steps in development and ensure that they revisit this information when conducting their next observation. A few staff use some incidental Welsh with the children, such as 'da iawn' (well done).

Environment — Good

Leaders have systems in place to ensure the environment is safe and secure. They keep the main door locked and keep a written log for any visitors attending. Registers for staff and children accurately reflect numbers present to help safeguard children in case of an emergency or safeguarding incident. Leaders conduct effective maintenance checks for the building and appliances; ensuring they are all up to date. They practice fire drills often and keep suitable records to ensure that all staff and children can evacuate the building in an emergency. Leaders complete daily checks of the premises and review their detailed risk assessments annually. In addition, there are suitable risk assessments in place for outings. Leaders make sure staff supervise children well across all areas of the setting. They ensure first aid kits are readily available and accessible. However, the first aid kit viewed during the visit needed replenishing as some items had expired.

The environment is clean, bright, welcoming, and overall, well kept. However, we did discuss the presentation and organisation of some play areas. Leaders informed us the role play area was in the process of being developed and there are plans in place to further develop this area along with a grant application to replace the flooring. The layout and arrangement of the premises meet children's needs well and allows them to access resources with ease. Toilet and kitchen facilities are clean. Nappy changing facilities promote children's privacy, dignity, and respect. Clearly defined areas, both indoors and outdoors ensure fun learning experiences where children can learn, explore and play imaginatively. Displays of children's artwork along with framed photographs of themselves and their families give them a sense of belonging and celebrate their achievements. Bilingual displays and signage ensure children see written Welsh language. Leaders ensure children can access the outdoors during wet weather and good quality wooden resources such as mud kitchen, water and sand play, tuff trays and planting areas are available.

Resources are plentiful and are readily available to support children's independence and choice. For example, resources stored at low level, in boxes or on shelves to allow children to access things themselves. The drinking station further promotes children's independence enabling them to complete simple self-care tasks themselves. There are some real-life resources such as cooking utensils, recipe books, soft furnishings and phone in the home corner which enhance children's experience during role play. Leaders ensure they plan activities and have some resources to promote children's curiosity about wider society, equality, and cultural awareness, for example story books and wooden characters. They also include resources they intend to purchase on their action plan to further promote cultural and diversity awareness.

Leadership & Management — Good

Leaders have a strong vision for the future of the setting and are passionate about providing positive outcomes for children and families. They are well organised and ensure records are easily accessible. During inspection, the statement of purpose has been updated and provides a good reflection of the setting and includes all information required by the regulations and National Minimum Standards. Leaders ensure they let Care Inspectorate Wales (CIW) know about staff changes and events which may affect the welfare of children. Leaders have a comprehensive range of beneficial policies and procedures which they regularly review and update. They gather important and useful information about children including personal details, medical information, permissions, and any other needs. Leaders have a suitable system in place to reflect on and evaluate the service they offer. They gather feedback from staff, parents/carers and children through questionnaires and verbally.

Leaders manage staff effectively. During the visit, not all staff suitability documentation was available to view in staff files, however we were provided with copies of all required documentation following the visit. Leaders ensure staff suitability checks are in place and Disclosure and Barring Service (DBS) checks are current. Staff are suitably qualified and well supported by the management team. Leaders offer training to ensure staff have the relevant qualifications to conduct their role, including first aid and safeguarding, with some staff completing food hygiene training. They are aware of their roles and responsibilities in relation to children protection and safeguarding. Leaders complete regular supervision and appraisals to support staff in their professional development. There is a strong ethos of teamwork amongst staff. Staff spoken to said they are very happy in their work and appreciate the relationships they have with one another and the management team.

Leaders and staff develop strong partnerships with parents. They keep parents well informed of their child's time at the setting providing opportunities to chat when dropping off or collecting their child. Leaders and staff also use a digital app to communicate with parents, which enables parents to reach out to staff. Partnerships with other professionals are positive and benefit outcomes for children. For example, leaders and staff work closely with the staff at the school in which they are based, ensuring smooth transition for children. Parents and carers praised the setting, explaining the care is *"excellent"*. One expressed that their child has developed well since starting at the setting.

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 12 - Food and drink	Consider wearing personal protective equipment (PPE) for food preparation.
Standard 10 - Healthcare	Ensure the first aid kit is replenished.

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)
Ensure play areas are organised and presentable.

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