Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Nevill Hall Creche Association

Bron Haul, Nevill Hall Hospital, Brecon Road, Abergavenny, NP7 7EG

01873732665

The inspection visit took place on 16/07/2026

Service Information:

Operated by:	NEVILL HALL CRECHE ASSOCIATION
Care Type:	Children's Day Care
Registered places:	53
Main language(s):	English
Flying Start service:	Yes
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have good opportunities to make choices, express their views and follow their interests. They feel safe, settled and valued because staff respond warmly and know them well. Children interact positively, enjoy play and learning, and develop independence through routines, mealtimes and self-care.

Staff keep children safe and healthy. They understand safeguarding procedures, support healthy routines and promote positive interactions. Staff provide nurturing care and support children's play, learning and development well.

Leaders provide a safe, secure and well-maintained environment that supports children's care, play and learning. Children access clean, welcoming rooms, outdoor areas and suitable resources. Leaders' complete safety checks and risk assessments.

Leaders provide effective leadership and suitable systems to support the setting. They use self-evaluation, maintain useful policies and engage well with parents and professionals. Staff feel supported and complete relevant training.

Findings:

Well-being — Good

Children have good opportunities to make choices and express their views. Babies communicate through gestures, sounds and actions, and staff respond warmly. During rhyme time, babies move towards puppets and picture prompts, showing interest in songs. Older children ask for green playdough and tell staff when they want adult support or prefer to play with friends. Staff respect these choices, showing children their views are considered.

Children feel safe, settled and valued. Babies sit comfortably on staff members' laps during singing and rhyme time. They move around confidently and explore resources. Children are settled during warm and reassuring personal care routines. Toddlers know the sleep-time routine and find their photograph on their allocated bed. Babies and toddlers settle quickly with familiar comforters. Some children find comfort from gentle reassurance as they fall asleep. Pre-school children move around the room with confidence and approach staff when they need help. For example, they ask for support to open a water bottle. Children also talk with staff about their home lives. This helps them feel known and valued.

Children interact positively with others and show developing social confidence. Babies play alongside each other and share the same play spaces. They show interest in what other children are doing, including watching toddlers through the garden gate. Younger children are beginning to manage early social situations and share toys with support. Older children cooperate well during play. They follow playroom rules, such as sharing toys and remind each other that only five children can play in the block area at the same time. These interactions show children enjoy each other's company and develop positive peer relationships.

Children enjoy their play and learning. Babies explore the garden confidently and enjoy resources that offer suitable challenge, such as a low-level slide and wooden bridge. Children repeat peekaboo and counting games, showing interest and enjoyment. Older children talk about the tomatoes they are growing and how caterpillars turn into butterflies. They collect shapes to make pretend food and play imaginatively in the role play area. Other children play together with cars and a road map, chatting about what they are doing. Children sustain interest and follow their own ideas.

Children develop independence well through daily routines and play. At lunch, older children serve themselves using tongs. Children of all ages try to eat independently and choose whether they want seconds. Mealtimes are sociable, and children told us, "*that was a good dinner*." Older children use the toilet independently. These experiences help children build confidence, practise skills and become more independent.

Care & Development — Good

Staff keep children safe and healthy. They understand safeguarding and whistleblowing procedures and know how to report concerns. Staff ensure accident, incident and existing injury records contain relevant information and are effectively monitored. However, medication records do not include all the required details and one form records information for more than one child. This does not protect children's confidentiality. While the medication policy includes most of the required information to support staff in their roles, it does not reflect the current guidance on administering emergency liquid paracetamol as set out in the National Minimum Standards for Regulated Childcare for children up to the age of 12 years.

The setting provides healthy, balanced meals and snacks which the cook prepares on site. Staff support children well during mealtimes. They sit with children, offer patient support and encourage them to feed themselves. Staff know children's dietary needs and preferences and use photo information and coloured plates to manage allergies.

Staff promote healthy routines. Children wash their hands before meals, use individual towels and access drinking water independently. Staff support sun safety by encouraging hats and applying sun cream. However, staff do not always follow infection prevention and control procedures consistently. For example, some staff do not always wear full personal protective equipment during nappy changes such as aprons. These practices do not fully align with current infection control guidance or the setting's established procedures.

Staff manage children's interactions positively. They use warm, calm, respectful approaches and step in quickly when children need support. Staff use gentle prompts and offer alternatives, such as encouraging children to swap places at the sand table. Children respond well and continue to play cooperatively.

Staff promote children's play, learning and development effectively. They provide a nurturing environment and use planned and spontaneous learning opportunities. Staff use observations, photographs and developmental checklists to record children's progress and identify next steps. They know children's individual needs and work with parents and professionals when needed. Staff also plan transitions carefully. They complete 'All about me' records, help children learn key routines and support visits to the new base room before children move. This helps children experience smoother transitions. Staff promote inclusion by recording children's home languages and learning key vocabulary with parents' support. We heard incidental Welsh and some Ukrainian.

Environment — Good

Leaders ensure children are cared for in a safe and well-maintained environment. The premises are secure. Leaders complete required safety checks in a timely way, including gas, electrical, insurance and fire risk assessments. Leaders provide a range of beneficial risk assessments which cover many aspects of the setting such as indoor and outdoor play, outings, mealtimes and nappy changing. Staff and children practice regular fire evacuation drills, which helps them know what to do in an emergency. Records show who takes part, but they do not include evacuation time or evaluate learning from each drill. They also do not show whether evacuation arrangements remain effective during staff breaks.

The environment supports children's care, play and learning well. Children use separate base rooms and have direct access to outdoor areas. Rooms are clean, welcoming and organised into defined areas. Low-level tables, shelving and accessible resources help children make choices and develop independence. Babies have a separate sleep area with individual cots and sleep mats. Toddlers rest on low-level mats in their base rooms. However, mats are placed close together, and children walk across them to reach their own bed. This does not support current guidance on safe sleep practices. Children benefit from accessing additional spaces, including a sensory room and activity room. Leaders ensure there is enough space across the setting for the registered number of children. However, the pre-school base room can feel very full when leaders do not follow the identified capacity for this room.

Leaders provide a broad range of valuable resources for children of different ages. Resources include books, blocks, dolls, small world toys, manipulative toys and role play items. Some resources reflect real-life experiences such as the use of telephones and stainless-steel teapots. These resources stimulate children's imagination and enhance their play experiences. Additional resources promote diversity, including dolls and small world figures with varying skin tones and multicultural musical instruments. This provides opportunities to celebrate and talk to children about the rich diversity within our society. Children also grow flowers, fruit and vegetables. They are encouraged to explore the natural environment with the use of magnifying glasses and real-life caterpillars for children to observe the life cycle of a butterfly. Children also have access to the woodland areas within the hospital grounds and take part in community visits.

Leadership & Management — Good

Leaders provide effective leadership and suitable systems to support the running of the setting. They maintain a statement of purpose, which gives parents clear information and supports informed decisions. An appointed committee oversees the setting through quarterly meetings and an annual general meeting. Policies and procedures are well organised, include review dates and give staff clear guidance about their responsibilities.

Leaders complete an appropriate self-evaluation process. They seek views from parents, children and staff through the quality-of-care review. They report on findings and identify improvement priorities, such as updating the setting's social media profile and reviewing daily record sheets. Leaders submit the Self-Assessment of Service Statement when requested by Care Inspectorate Wales.

Leaders manage staff and resources effectively. They follow safe practice when concerns arise and seek advice or refer to relevant agencies when needed. Staff files are well organised and contain required information. Staff have up-to-date mandatory training, including paediatric first aid, food hygiene and safeguarding. Leaders and staff also complete additional training, including equality and diversity, safer recruitment, allergen awareness, manual handling, fire marshal and speech and language assessment training. This supports staff knowledge and contributes to children's care and well-being.

Staff told us they feel valued and supported through flexible working arrangements. Supervisions and annual appraisals take place and follow a useful format. However, leaders do not provide supervision often enough to support regular reflection and professional development.

Leaders develop positive partnerships with parents and professionals. Parents receive information through daily communication slips and verbal updates. Feedback from parents was highly positive. They described staff as caring, nurturing, attentive and respectful. Parents value the relationships staff build with their children and feel reassured by open communication. Leaders provide engagement packs for families. These include story and music sacks, cookery resources, lending library materials, and Welsh language and culture activities. These help parents support their children's learning at home. Staff told us they work closely with health visitors, Flying Start and advisory teachers to support children's emerging needs.

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 11 - Medication	Strengthen the medication policy and procedures to ensure they contain all required information and protect children's confidentiality.
Standard 10 - Healthcare	Review infection prevention and control procedures to ensure staff consistently follow safe hygiene practice.
Standard 24 - Safety	Strengthen fire safety procedures to ensure evacuation arrangements remain effective during staff breaks and practice drill records include an evaluation to support ongoing learning.
Standard 23 - Equipment	Review sleep arrangements to ensure they fully reflect current safe sleep guidance.
Standard 22 - Environment	Review room capacity and use of space to ensure children have sufficient space for their age and developmental needs and include this detail in the operational plan.
Standard 13 (Day Care) - Suitable Person	Strengthen supervision arrangements to ensure staff receive regular, meaningful support and development.

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