Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Broga Bach Day Nursery

Broga Bach Day Nursery, Unit A2 Pinewood Court, St. Davids Industrial Estate, Blackwood, NP12 3SW

01443879013

The inspection visit took place on 18/03/2026

Service Information:

Operated by:	Broga Bach Ltd
Care Type:	Children's Day Care
Registered places:	12
Main language(s):	English
Flying Start service:	
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’s voices are strong, they independently explore the environment, choosing resources and toys that match their interests. Children are familiar with routines that help them feel settled, secure and valued. They interact positively with peers and staff, forming friendships and a strong sense of belonging.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They have a warm and kind approach to care giving and work hard to meet children’s individual needs. Staff manage interactions positively and organise a good range of play experiences. They monitor and record children’s developmental progress and encourage children to plan their own play experiences.

The environment is secure, clean, welcoming, and well maintained. A broad range of toys and equipment promote children’s play very well. Leaders who run the setting ensure that the environment is safe and stimulating and promotes the health and well-being of children.

Leaders run the setting well and are committed to providing a good-quality service. They have systems in place to evaluate the setting and make improvements. Leaders manage staff effectively, ensuring they have the qualifications and experience to fulfil their roles. They develop positive relationships with parents and outside agencies that improve outcomes for children.

Findings:

Well-being — Good

Children have lots of opportunities to make decisions about how they spend their time at the setting. They move around the environment choosing freely where and what they want to play with. Children confidently express their wishes; both verbal and non-verbal communication are recognised, with children's gestures and requests leading to positive responses. They are confident to communicate their thoughts and ideas, as they know staff will listen and show interest.

Children feel safe and secure; they benefit from thoughtful staff who know them very well. They are content, settled and show clear enjoyment during their time at the setting. Children form good bonds with staff, who are kind and caring. For example, younger children seek comfort and affection by reaching out for cuddles, while older children confidently involve staff in their play. Most children are familiar with the daily routines; they understand when to tidy up and wash their hands ready for snack time. Children have a strong sense of belonging, their photographs, examples of their work and their names are displayed throughout the environment.

Children interact positively with each other and with staff at the setting. They communicate confidently, knowing that their interests and opinions are valued. For example, when a child shows a keen interest in 'lobsters' they chat excitedly with staff and children, sharing their knowledge. Staff invest in the play experience and extend it by offering related activities, such as creating playdough sea creatures. Children practise cooperation, take turns, and share, in line with their age and stage of development. They play alongside others, build friendships, and develop social skills.

Children are enthusiastic and interested in their play and learning. They enjoy a wide range of engaging play opportunities and readily initiate their own play, such as choosing and using the role play resources. Children thoroughly enjoy some adult led activities. For example, they take part in 'amser canu', where they sing familiar rhymes and songs, including the popular 'Broga Bach' song, accompanied by a member of staff playing the guitar.

Children have opportunities to develop their independence skills. Staff encourage them to put on their own coats and manage their own hygiene needs, including using the toilet and washing their hands independently. Children independently explore activities that support their physical, social and communication skills. They have some opportunities to develop independence at mealtimes, although these are more limited.

Care & Development — Good

Staff understand their roles and responsibilities to promote children's safety and well-being, implementing policies and procedures consistently. They act professionally and supervise children appropriately. Staff demonstrate a good understanding of potential safeguarding issues, follow the safeguarding policy and recognise their duty to report any concerns. All staff attend paediatric first aid training, enabling them to deal with minor accidents confidently. They keep clear records of accidents and incidents and ensure parents acknowledge these entries. Staff promote healthy eating and lifestyles, providing nutritious meals at snack times and encouraging physical activity in the outdoor environment. Staff follow effective cleaning schedules and maintain good hygiene practices, for example cleaning surfaces before mealtimes and using appropriate protective equipment when changing nappies. They help children learn how to keep themselves safe, reminding them to wash their hands before meals and after using the toilet, and to sit on furniture safely. Staff conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency.

Staff know the children well and adopt a warm, friendly, and caring approach. They speak to children affectionately and build positive, trusting relationships. 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 their feelings and emotions. They praise children consistently for their efforts and celebrate their achievements, reinforcing positive behaviour and enhancing children's self-esteem. For example, when a child initially struggled to remove the lid off a pot, a staff member encouraged them and celebrated their success, saying "well done, you have to be very strong to get that lid off!" Staff encourage children to be kind and polite, and they regularly seek opportunities to interact with them 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 planned activities if they are interested. They support children's learning and development effectively, engaging positively to encourage child led play. Staff undertake regular observations of children's development, recording their activities and achievements. They identify children's next steps and revisit this information when completing future observations. Staff plan activities and experiences for children in line with the Curriculum for Wales, and they actively incorporate children's ideas into the planning. Staff use their Welsh language skills regularly and encourage children to develop and use the language confidently through songs, stories, and daily routines.

Environment — Good

Leaders have effective measures in place to ensure the environment is welcoming and safe for children, staff, and visitors. There is a secure entry system, a visitor book that records all adults entering the premises and appropriately placed safety gates. Leaders complete regular safety checks, including fire and smoke alarm tests, fire extinguisher checks, electrical testing and temperature checks. They ensure hazardous substances are inaccessible to children by storing them in a secure, locked cupboard. Leaders maintain comprehensive written risk assessments that outline potential risks to children's safety and the actions taken to manage or eliminate these risks. They review these documents regularly and complete any required actions promptly, ensuring all potential hazards are monitored and managed effectively. Leaders also complete daily health and safety checks of the premises.

Leaders provide a friendly and welcoming environment. The setting is clean and well maintained and offers an inviting play space for children. It is warm and airy and benefits from plenty of natural light. The layout of the premises meets children's needs well and allows them to access resources with ease. Rooms are thoughtfully organised to enable children to independently access a wide range of activities, including role play, construction, arts and crafts, and a reading area. Notice boards in the environment celebrate children's work and achievements. The toilets are child-sized and support children to develop their independence skills well and there is a suitable nappy changing area. Staff ensure the outdoor area promotes children's curiosity and exploration, extending their play through opportunities for nature exploration, planting and gardening.

Leaders create an exciting play environment with a good selection of resources available to children. They provide quality furniture and resources which are suitable for the developmental needs of all children. For example, they offer appropriately sized furniture that allows children to sit comfortably while engaging in tabletop activities and eating their snacks. Leaders ensure there are enough toys and equipment in each room to meet the needs of all children. There is a mixture of natural and man-made play resources available to support a variety of play experiences. Indoor play resources are plentiful, of a high standard and well maintained, however, outdoor play resources are of a lower quality and provide fewer opportunities to support children's outdoor play experiences. Leaders ensure the environment provides challenging opportunities for children to explore and develop their creativity, physical skills and independence.

Leadership & Management — Good

Leaders and staff demonstrate strong dedication to providing a good-quality service and show passion and enthusiasm for their roles. They share a clear vision for the setting, which leaders communicate through an accurate and up to date Statement of Purpose. Leaders have appropriate policies and procedures in place that contribute effectively to the smooth running of the setting. They review these regularly and ensure staff implement them consistently. Leaders gather important information about children including personal details, medical needs and permissions. They regularly analyse accident and incident records to identify trends and take appropriate action. Registers of children and staff are completed daily; however, they do not fully record children's arrival and departure times. Leaders ensure appropriate ratios are maintained at all times.

Leaders are hardworking and demonstrate commitment to driving improvements that achieve positive outcomes for children. They use self-evaluation effectively to identify strengths and areas for improvement and take appropriate action to drive ongoing improvements within the setting. Leaders have a good understanding of their responsibilities to meet the National Minimum Standards. However, during the visit, leaders told us about a two-day closure of the setting following flood damage. Outcomes for children require improvement because, at the time, leaders did not inform Care Inspectorate Wales (CIW) of this significant event affecting service users. We expect the provider to make improvements.

Leaders ensure staff are suitably qualified to fulfil their roles. They offer training to ensure staff have the relevant qualifications and skills required for their work, including paediatric first aid and safeguarding training. Leaders complete regular supervision meetings and appraisals to support staff in their professional development. There is a strong ethos of teamwork among staff. Staff told us they are happy in their work and feel leaders value and appreciate their contributions to improving the setting and outcomes for children. Leaders ensure staff suitability checks are in place, and Disclosure and Barring Service (DBS) checks are current.

Leaders and staff develop positive relationships with parents. They keep them well informed about their child's experiences and development via verbal feedback, *My day at Broga Bach* booklet and digital messaging. Leaders have links with a wide range of professionals who support children's needs and development. They use these links to improve outcomes for children by adopting schemes on offer, such as the Welsh Government's *Designed to Smile* toothbrushing programme.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Children may be at risk of harm because the provider does not notify Care Inspectorate Wales (CIW) of all significant events to enable them to make informed regulatory decisions.	18/03/26

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 5 - Records	Record the arrival and departure times of children and adults on attendance records.

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 develop children's independence at mealtimes.
Improve the quality of outdoor play resources.

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