



## Inspection Report

**Snuggles Day Nursery (Denbigh) Limited**

**Sunnymead  
Rhyl Road  
Denbigh  
LL16 5TG**



**Date Inspection Completed**

07/07/2021

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## About Snuggles Day Nursery (Denbigh) Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Snuggles Day Nursery (Denbigh) Limited
Registered places	82
Language of the service	Bilingual
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert</a> Post Registration Inspection
Is this a Flying Start service?	<a href="#">Manual Insert</a> No
Does this service provide the Welsh Language active offer?	This is a bilingual service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh as a first and additional language, and Welsh culture.

<a href="#"><u>Well-being</u></a>	<b>No Rating Required</b>
<a href="#"><u>Care and Development</u></a>	<b>No Rating Required</b>
<a href="#"><u>Environment</u></a>	<b>No Rating Required</b>
<a href="#"><u>Leadership and Management</u></a>	<b>No Rating Required</b>

For further information on ratings, please see the end of this report

### **Summary**

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled; most make decisions for themselves regarding their play and individual needs. Interactions between the children and staff are good. Children use their preferred language to communicate with others. Pre-school children are sociable with good communication skills. Nearly all have good levels of independence and are easily motivated and interested in their learning and play.

Children receive consistent care and staff meet individual needs. Nearly all staff know what to do in relation to safeguarding, should they have any concerns about a child's well-being. Care staff support children well and have a good knowledge of child development. Nearly all staff use Welsh comfortably either as a first or second language.

The environment is safe and secure; an issue we identified with a ramp access to the pre-school room was quickly resolved. Indoor areas are stimulating and well set out. The environment supports children's independence and children have easy access to toilet and handwashing facilities.

People running the nursery do so appropriately and effectively. There are appropriate policies and procedures in place, which should ensure children's well-being, and appropriate management of staff. The nursery has recently re-registered as a limited company. It is a bilingual setting and is working towards providing a Welsh Language 'Active Offer', not all documentation is available bilingually.

## Well-being

No Rating Required

Children are able to make choices. Children in the pre –school are very confident to speak up whilst younger children know staff will listen to them if they approach them or use non-verbal communication as a means to make their needs known. A toddler replied “yes” when asked if they wanted a nappy change, and a child chose to paint with their fingers instead of with a brush during a focused activity. Older children can play indoors or outdoors. However, babies have less choice and go outside when staff feel it is suitable to do so. Children with specific needs such as allergies are provided with alternative snacks and meals.

Children are happy, settled and play well with others. They show attachment to staff members, are talkative, relaxed and full of self-confidence. Children experienced positive handovers from their parents, which focus on their individual needs. Children we observed were happy to leave their parent and settled down to play almost immediately. Children speak using their first language and if needed swap between English and Welsh comfortably.

Children play well together and most are sensitive to the needs of others. They interact with others positively and respond to instructions well. For example, children shared resources in the mud kitchen when refilling the water bowl, mixing the soil, and using a magnifying glass. A young child took an item out of their mouths and sat on the mat to look at books when asked to do so after finishing their lunch.

Children are curious learners and enjoy their play and learning. They become excited during activities, for example, when watching cars roll down a chute, when mixing soil, sand and water, and learn new things when they ask questions. Most move around their rooms freely accessing areas of learning set up for them to explore. Children learn about colours and how to hold a brush during adult led activities such as painting. They can persevere with activities as they are frequently asked, if they want to carry on or finish an activity. They can spend as much time as they like doing what interests them. Children enjoy being outdoors, although opportunities for babies are more limited. Children are pleased with their achievements and enjoy the praise they receive from staff, which promotes their self-esteem.

Children are developing their independence and individual skills successfully. They are confident enough to ask for help when they need it, even at a young age. Children asked to wash their hands after messy play. At lunchtime, many of the children ate independently. Babies and toddlers are supervised by staff appropriately when sat at a table and enjoy having a go at feeding themselves.

## Care and Development

No Rating Required

Nearly all nursery staff have a good understanding of how to keep children safe and healthy. Those we spoke to showed they had no concerns about children's well-being and have a good understanding of their responsibilities in relation to child protection. The premises are secure with digital locks on all external doors and most internal ones. Accurate records are kept for the attendance of staff and children, nappy changing, feeding and sleep times. Staff routinely transfer this information onto an online application for parents. Care staff supervise children well and alert others when they leave a room and when children move between the indoors and outdoors. Many staff are up-to-date with mandatory training, including paediatric first aid. They are able to address any minor accidents and effectively assess children's temperatures and wellness before they enter the nursery. Staff at the nursery follow safe hygiene procedures. We saw staff-cleaning equipment before and after use and staff told us that procedures for applying sun cream had been changed due to Covid-19 to ensure there was no chance of cross infection. Care staff are familiar with the healthcare plans for children with specific health needs and they follow the service's medication policy with care. We were told by those who run the setting that all staff have signed up to the update service for disclosure and barring service checks (DBS's) which ensures their suitability to work with children.

Nursery staff support children's interactions well by following the setting's 'behaviour management policy'. They use positive strategies such as asking 'are we sharing?' to deescalate situations, and praise children 'dyna ti, da iawn, well done and 'o brilliant petryal' when identifying a rectangle, to reinforce good behaviour. We saw no unwanted behaviour and staff spoke to children and other adults respectfully using soft, calm voices and interacted with them kindly during activities. Pre-school children are learning to be responsible for their own behaviour and often complete routine tasks sensibly, such as handwashing after messy activities, without staff having to tell them to do so.

Care staff promote children's play, learning and development and meet individual needs well. For example, they provide a good balance of adult-led and child-led activities, indoors and outdoors and plan for a good variety of play opportunities, which are well suited to children's stages of development. They successfully implement the principles of the Foundation Phase for children 3 – 7 years. Staff ensure children understand instructions by interacting bilingually with those children whose first language is not Welsh.

## Environment

## No Rating Required

People who run the nursery ensure children are cared for in a safe, clean and secure environment. They have effective measures in place to ensure all staff understand their responsibilities, such as reviewing risk assessments, policies and procedures, together in staff meetings. However, we identified a wooden ramp needing some urgent attention, but action was taken immediately to put this right. There is a secure system for entry to the different buildings at the setting, and a record of visitors is kept. People who run the nursery told us they complete safety checks regularly, such as tests on the heating system and fire prevention equipment.

The environment is appropriate and effective for childcare. There is a separate building for babies and toddlers. Pre-school children are cared for in a porta cabin. There are ample outdoor play areas. We saw all rooms are bright, colourful, stimulating and furnished appropriately. Baby rooms allow for the care of small groups of children. Each room has access to nappy changing facilities and sleep areas. Soft flooring and furnishings, allows babies to explore and to develop their physical skills, however there are no comfortable chairs for staff within the baby room

There are sufficient and suitable resources to meet the developmental needs of children. Well-resourced learning areas, labelled bilingually, promote children's curiosity and imagination. For example, a 'Bug Hotel' allows children to explore and investigate using a magnifying glass. Toddlers and babies have wooden activity, and sensory toys fixed to walls for easy access. Children have role-play areas where for example, sand, water, toy concrete mixers and ride on toys enhance children's play. Covered areas outdoors are for storing equipment and provide areas for learning, for example a book corner and writing table. Children's own work was on display throughout the nursery, which supports children's sense of belonging and achievement.

The environment supports children's independence and provides stimulating play activities. The toilets are easily accessible from the indoor play area and children have easy access to resources, which are stored at a low level and organised well in all rooms.

## Leadership and Management

No Rating Required

People who run the setting are effective and have a clear vision for the service. They provide a clear statement of purpose that provides an accurate picture of the service. They have reviewed the statement of purpose due to changes during the pandemic. The setting has operated throughout the Covid-19 pandemic providing a valuable service to the local community and further afield. During CIW check in and monitoring calls, persons running the setting reported no concerns. They had persevered with the delivery of education for funded three year olds. Leaders respond to feedback from parents, and act appropriately when dealing with concerns. For example, we found leaders are willing to discuss the development of individual children, and personal preferences, in order to make decisions in partnership with parents about appropriate care. We recommended fire drills were carried out at regular intervals.

The management of staff is appropriate and effective. We saw staff files for relatively new staff and those who had been in employment at the setting for a number of years. Digital staff files contain all required documentation. They evidenced recruitment is robust, induction is well managed and staff have opportunities to develop professionally. Room leaders and their consistent teams, work well together. We spoke to staff who confirmed they found leaders to be approachable and willing to discuss concerns. Supervision and appraisal systems for staff are effective, although a few are outstanding as some staff are returning from furlough.

People who run the setting communicate well with parents and carers. They have introduced the 'See Saw' application as an aid to inform parents of their child's day. Records completed by staff, are transferred onto the application. Staff share photographs with parents who are encouraged to make comments. The setting also has its own social media site where staff post details of the nursery and any events. Parents also have an opportunity to speak to staff when dropping off and collecting their children, although strict procedures are in place during the pandemic. Links with the community and events have been restricted, but as the situation improves, staff will ensure that further activities and events will be reintroduced.



## **Recommendations to meet with the National Minimum Standards**

R1 Ensure fire drills and reverse evacuation procedures are carried out routinely every half term.

R2 Care staff may benefit from having comfortable chairs of a suitable size, when sitting with children for example to bottle-feed them or read stories. Staff spend a lot of time on the floor with babies and toddlers, which they may find difficult.

R3 Ensure appropriate resources are available when children are playing in role-play areas with dolls to promote their imagination and language development.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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