



## Inspection Report

**Squiggles Pennard Day Nursery**

**Pennard Community Centre  
Pennard Road  
Pennard  
Swansea  
SA3 2AD**



**Date Inspection Completed**

18/07/2023

## About Squiggles Pennard Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Samantha Lewis
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	5 November 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

## **Summary**

Children are happy, safe and settled at this setting. They are confident and have a strong voice. Children's interactions are good. They enjoy their play and learning experiences. Children develop good independence skills.

Staff keep children safe and healthy. They manage interactions very well. Staff are good role models and promote positive behaviours in children. They promote children's play, learning, development, independence skills and provide for their individual needs accordingly.

Overall, people who run the setting ensure the environment is safe. However, there is an area for improvement to develop and sustain the processes for the setting's safety procedures. People who run the setting ensure the environment is welcoming and spacious. They ensure there are a very good range of quality toys and resources for children of all ages and stages of development.

Leadership is organised and they have a clear vision for the future running of the setting. Self-evaluation and planning for improvement are good. People who run the setting ensure they manage staff and resources well. Staff recruitment checks are in place. People running the setting have a good understanding about the policies and procedures in relation to child protection and safeguarding of children. Partnerships with parents, the community and other agencies are excellent.

## Well-being

Good

Children are happy, safe and settled at this nursery. They confidently move around the areas of interest to them and comfortably share their interests with staff. Children smile as they sing and play. A younger child proudly clapped her hands and touched her toes during the song 'if you're happy and you know it.' Children feel proud of their achievements. They smiled when the staff told them they were "*a clever girl!*" Children feel a sense of belonging. An example of this was seeing a child proudly pointing out craft work they had completed on flowers and 'under the sea' creatures.

Children are confident and have a strong voice. Younger children help themselves to resources such as sensory toys and books and took them to staff in order for them to read to them. Children feel their voices and choices are listened to. During lunch time, alternative foods were available for them. When a child decided that they didn't want the gravy on their plate, they were offered a fresh plate of food. Children who wanted more food and drink were promptly offered more. Children's preferences are respected and acted upon. They happily told staff they liked playing with trains and that they wanted to paint a picture.

Children's interactions are good. They approach staff for comfort and cuddles when needed. For example, when a child was upset that they couldn't find their jumper, they were cuddled and reassured by staff. During play, they asked staff to role play 'We're going on a bear hunt' together; they smiled and laughed loudly. Children show empathy and sensitivity towards others. They said '*sorry*' to another child when they bumped into them. Another example was when a younger child went to another child and naturally gave them a hug as they played.

Children enjoy their play and learning experiences. The older children are developing friendships, they are happy to see each other after a morning apart. Children get excited about their play opportunities. For example, children were animated whilst listening to a story about dinosaurs by jumping up and down with excitement. A younger child laughed hysterically when another child pushed some books over by accident. Older children listened attentively to a book about a dinosaur, which was read to them by staff. They repeated names of colours and counted in Welsh.

Children develop good independence skills. They successfully sorted coloured bears into cake cups. Children freely chose indoor resources independently such as kitchen role play resources to make pizza and cake. They matched the letters to the words in a puzzle. At lunch time, they helped themselves to water, sausages, potatoes, carrots and stuffing. Most children use stainless steel forks to eat their foods. Young children pulled themselves to stand and older children develop gross motor skills by climbing and riding bikes.

## Care and Development

Good

Staff keep children safe and healthy. They promote personal hygiene skills by encouraging children to wash their hands before lunch. Staff use gloves and aprons to assist children at lunch time. They promote healthy eating and drinking. They offer healthy nutritional meals and fruits at lunch time and snack times. A four-week menu has a good choice of daily vegetables and fruit choices, including water and milk. During nappy changing, staff adhere to the policies and procedures by disposing of gloves and aprons and sanitising changing areas after use. Staff show a good understanding about the child protection and safeguarding policy. Nearly all show confidence in their roles and responsibilities to protect children. There are records of accidents, incidents, pre-existing injuries and medication records which are signed and dated. Staff and kitchen staff are aware of children's food intolerances and dietary needs. They ensure all children have eaten well and cater for those who need alternative foods.

Staff manage interactions well. They praise children successfully. For example, they cheered children's efforts for trying new foods such as carrots and encouraged children to help themselves to more potatoes, carrots and stuffing. Staff give children a sense of pride. They praised younger children for interacting with them during singing sessions, saying "*Well done! Good girl for clapping!*" Staff promote positive behaviours in children. They praised children for sharing saying "*Da iawn!*" Staff settle young children and babies successfully by singing nursery rhymes to them. Staff are good role models. They encourage children to say, '*thank you*' and '*diolch*' for their foods. Positive behaviour management strategies are used by staff who distract children from certain situations where they want the same resources. Staff kindly encourage children to 'be kind' and 'share' their toys during all play situations.

Staff promote children's play, learning, development, independence skills and provide for their individual needs. Staff understand and cater for children with additional learning needs and have good links with outside agencies to gain further support for children. Staff promote children's development through careful observation, monitoring, developmental checklists and make progress reports on children. They observe children daily and ensure children's next steps are discussed with parents and embedded in their daily routines. Staff have implemented 'in the moment planning' techniques and long-term thematic planning are in place. Language development is enhanced in all areas including the use of the Welsh language. They use resources which promote colours, vocabulary, counting and weather changes. They sang Welsh and English nursery rhymes to children including 'Mr Hapus' and 'Twinkle, Twinkle Little Star.' Staff actively engaged children in outdoor activities which was linked to an activity from a story. Staff promote independence in children during lunch times and snack times by letting them cut their fruits. They encourage children to dress themselves and provide support where it is needed.

## Environment

Adequate

Overall, people who run the setting ensure the environment is safe and secure. Gates and doors are securely closed, and the outdoor play area is enclosed and safe. There are daily safety checklists and risk assessments carried out by staff and managers. General risk assessments for the setting are robust and have been updated during the course of this inspection. However, following a recent incident, those running the setting have made changes to the environment and the risk assessments have been amended. This is an area for improvement, and we expect the provider to take action to sustain these changes. There is a record of visitors to the setting and visitors' identification badges are checked on entry. Fire drills are regularly conducted and recorded. Building and property maintenance checks are in place and there is a clear rota for staff cleaning. However, there are some soft furnishings, resources and areas indoors and outdoors which are in need of refreshing and further maintenance.

People who run the setting ensure the environment is suitable for children. The toilets are of suitable height and there are resources to help children become more independent with the use of toileting aids, steps and liquid soap are available. There are appropriate tables and chairs where children can socialise at eating times and utilise for tabletop activities. The environment is spacious and welcoming and provides a positive ethos and a sense of belonging. Children's craft work is celebrated and displayed, and pictures of the children are shown on the walls of the nursery. There are visual aids for non-verbal children and spacious indoor and outdoor areas which give children plenty of space to play alone, in small groups or larger groups as they desire. There are areas for rest, relaxation and sleep when needed.

People who run the setting ensure there are a very good range of quality toys and resources for children of all ages and stages of development. There is a baby room which consists of a sensory area with music, lights and soft toys as well as books and activity tables. For older children, there is a generous range of resources and areas to engage children in crafting, reading, building, role play, puzzles and small world play. Outdoors, there are water play resources, a mud kitchen, mark making opportunities, bridges and balance boards, shelter with a pirate ship, climbing resources, scooters and cars, balance bikes and trikes. There is a sheltered picnic bench area for craft play and painting. There are resources which promote a range of different cultures and diversity which include dolls, puzzles, story bags and books. People who run the setting ensure children have access to equipment and materials to promote Welsh language, which include colours, puzzles, books and songs.

## Leadership and Management

Good

Leadership is organised. Those running the nursery have a good clear vision for the future running of the setting. The statement of purpose is compliant with regulations and meets national minimum standards. Policies and procedures have been regularly updated. The child protection policy has been updated during the course of inspection to include 'All Wales safeguarding procedures.' People running the setting ensure records are mostly in place. They ensure contracts and permissions for children attending the setting include permissions for photographs, social media, emergency first aid treatment and medical conditions. Those running the setting ensure staff rotas and contingency arrangements are in place. On the day of inspection, staffing ratios were met, ensuring that the needs of children were fully met. Daily child and staff attendances are recorded. However, there is no record of staff signing in and out of the areas during staff breaks and those covering staff breaks are not recorded. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. There are procedures in place to record and deal with any potential complaints and concerns. Public Liability insurance and the Information Commissioners Office certificate are current.

Self-evaluation and planning for improvement are good. People running the setting have obtained views of parents, staff, children and outside agencies for the feedback of the setting. The setting has reflected on the quality of care, improvements made and have set improvement targets for the following year.

People who run the setting ensure they manage staff and resources well. Staff recruitment checks are in place. All Disclosure and Barring Service (DBS) checks are current and mandatory training is embedded. Staff have regular supervisions and appraisals, and feel they have good opportunities to further develop their skills through continuous training opportunities. These include language development, Welsh language and sign language courses. The nursery has gained awards for wellbeing, sustainability and healthy workplace awards. Staff said that there is a happy working ethos at the nursery and feel very supported by those running the setting.

People running the setting have a good understanding about the policies and procedures in relation to child protection and safeguarding. They show confidence in their knowledge in procedures to follow if there was a potential child protection situation. Those running the setting have informed Care Inspectorate Wales of changes to the setting prior and during the course of inspection. The Self-Assessment of Service Statement has been completed.

Partnerships are excellent. There are strong links with the community. They have worked with the local gardening club to grow foods such as tomatoes and other vegetables. Those running the setting ensure the children have opportunities to visit the local park and library regularly. Parents are informed of changes to the setting, events and newsletters via a webform app. The setting has close links with the local school and outside agencies.

Parents are positive about the care and support shown to them and their children. They have been very impressed with the staff and the people who run the setting.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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25	To ensure the safety procedures and risk assessments for the premises are regularly amended and sustained in order to eliminate any hazards to children.	New
30	Ensure there is a clear record of staff breaks and a record of those looking after children during staff breaks	New

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 22 - Environment	Ensure that all resources and areas are clean and well maintained indoors and outdoors

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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**Date Published** 11/09/2023