



## Inspection Report

**Kingfisher House Day Nursery**

**Kingfisher House Day Nursery  
Airfield View  
Hawarden  
Deeside  
CH5 3QZ**



**Date Inspection Completed**

11/10/2022

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## About Kingfisher House Day Nursery

|  |   |
|--|---|
| Type of care provided                                      | Children's Day Care<br>Full Day Care  |
| Registered Person  | Rita Morgan   |
| Registered places  | 75  |
| Language of the service                                    | English   |
| Previous Care Inspectorate Wales inspection                | <a href="#">Manual Insert]</a><br>20 July 2022  |
| Is this a Flying Start service?                            | <a href="#">Manual Insert]</a><br>Yes   |
| Does this service provide the Welsh Language active offer? | This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture. |

## Summary

This was a focused inspection to follow up non-compliance. Not all the themes have been considered in detail as part of this inspection.

Children are listened to and what they have to say is respected. Children make choices and are happy. They feel safe and confidently play alongside each other. They are learning how to interact well, follow simple rules and enjoy their play and learning. Children are beginning to do things for themselves and have good opportunities to develop different skills.

Staff understand their role in keeping children safe and healthy. They ensure children are happy and promote good behaviour and provide children with nurturing care. Staff plan a range of different activities indoors and outside and they know the children well.

People who run the setting ensure children have a suitable environment and access to a range of resources and equipment, which are of good quality, both natural and recycled which suit the children's ages and stages of development. This provides opportunities to work with different materials and ensure children can make decisions about what and where they want to play.

People who run the setting have policies and procedures that all staff implement well. These keep children safe and secure, and staff understand the setting's safety procedures. People who run the setting provide staff with good support in their roles and are committed to improving practices for children's and their families' benefit. They review the service regularly and plan and complete positive improvements. They have an enthusiastic and supportive team of staff many of several years, who work well together. There is an effective relationship between the people who run the setting and parents, which benefit the children.

## Well-being

As this was a focused inspection, we have not considered this theme, in full.

Children are confident and happy and choose what they want to play with and enjoy exploring including babies who have their own safe area. Children decide where they want to sit to have their snack and decide what to eat. Staff respect this, showing children make choices and are listened to.

Children feel secure and comfortably sit or play alongside their friends and staff. They are excited go and play outdoors, in the garden. Older children confidently approach us to show us what they are doing and tell us about their school. Other children bring things they have made, and they have lots of praise for their achievements. There are highly positive relationships with staff who they go to for reassurance especially when the youngest children see a visitor in their room. After a few minutes and a cuddle, they happily go and find a favourite toy. Older children ask questions about their toy leopard 'Lola' and invite her and us to look at what they are doing.

Children interact well for their ages, for example, they wait behind each other when it is time to leave for school or come back into nursery. They are kind to each other sharing resources with their friends. Children listen to staff and when asked, help to tidy toys away.

Children are active and learn through play. For example, there are plenty of smiles and laughter when they explain in detail what they are cooking in their kitchen. They carefully add a selection of animals to their playdough and make up games with their friends.

Children are developing well and feel at ease with the daily routine. Older children are growing in independence as they use the toilets and wash their hands themselves. They play together, laughing when someone says something funny, during an imaginary game. Their language is developing well through songs and the many conversations they have with each other and staff.

## Care and Development

As this was a focused inspection, we have not considered this theme, in full.

Staff keep children safe and healthy; they understand what to do should they have concerns about a child. Snack and meal choices reflect a healthy diet with water or milk offered with plenty of fruit. Sufficient staff have a paediatric first aid qualification who can assist with the basic administration of first aid. Staff keep accurate daily attendance registers and make sure everyone knows how to exit the premises in an emergency through carrying out fire drills at regular intervals. Accident, incident, and medication records are completed appropriately, with parents asked to sign in acknowledgement.

Staff are genuinely kind towards the children and speak to them at their level and with great respect. They encourage good manners, and calmly and gently remind children to share or be careful when sitting next to their friends. Staff support children effectively to develop their speech and language skills and encourage curiosity by asking more questions prompting further discussions. Staff are responsive, making sure they are on hand to help children find something they want or give reassurance

Staff have a good knowledge of play and learning. They plan daily activities and are taking account of the new curriculum for Wales. Records of children's development are maintained, and colourful accounts of children's work are kept in their own individual books and displayed on the walls. Staff and children are happy in each other's company and share plenty of smiles with each other throughout the session. They engage well with the children; for example, they talk to them about their families and ensure each of the children are happy and busy learning.

## Environment

As this was a focused inspection, we have not considered this theme, in full.

People running the setting make sure the environment is secure and no one can access without authorisation. For example, doors are locked, our identity was checked, and we were asked to sign the visitors' book. People running the setting ensure the safety of the children in the setting by completing risk assessments.

People running the setting ensure the environment is welcoming to children as it is light and bright, well decorated, with children's work displayed on the walls, offering a sense of belonging. Resources are clean and of good quality. Furniture such as low-level tables and chairs allow children to eat together or participate in group activities. A secure and enclosed outdoor play area directly accessed from the younger children's own designated playroom, enables even the youngest children to choose whether to play inside or outside.

The environment is well equipped with a range of toys and resources appropriate for the children which are easily accessible. People running the setting provide suitable items both natural and manmade ensuring children can follow their interests which effectively supports their learning and development. For example, there are quiet and comfortable areas to play and relax in and parts which are well resourced where they can be imaginative, including outdoors. Different materials, many natural and some recyclable including cardboard, enable children to be creative and learn to problem solve.

## Leadership and Management

As this was a focused inspection, we have not considered this theme, in full.

People who run the setting manage it well and promote good outcomes for children. The service's statement of purpose provides parents with detailed information they need to decide whether the service will meet their and their child's needs. The policies and procedures for the service are followed effectively, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are improving the service they provide. They know their service well and have developed the outdoor area well with the addition of natural materials and a defined space for the children to play, complete with a mud kitchen and area for planting. People who run the setting, told us of their views and how they want it to be. They effectively recognise strengths and areas to develop and make positive changes which benefit children and improve outcomes and skills for them especially outdoors.

Staff are happy and know who to contact should they need support. All the recruitment checks have been made for staff, and are easily accessible on computer, which ensure the staff are suitable to work with children. Annual appraisals and supervision notes include areas for future development and training. The staff work well together each knowing their roles and responsibilities and taking the initiative to guide children appropriately. Newly appointed staff, complete a very full induction and all staff are supported through regular meetings. Staff told us they enjoyed working at the service and feel happy and well supported by management.

Relationships with parents are positive and contribute to the well-being of children. People running the setting make sure parents are kept informed about their child's progress. For example, parents have access to private social media site and an App where they can keep up to date with any new information at the setting or find out what their child has been doing. Parents share relevant written and verbal information about their child with staff before their child starts so staff can provide the care each child needs. This information is updated regularly through relaxed discussions at the start and end of the session so staff are aware of the children's changing needs and family life and how best they can support them.



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

None

### 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 |
|------------|---------|--------|
|------------|---------|--------|

|     |  |     |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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