



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

## Snuggles Day Nursery

Sunny Mead  
Rhyl Road  
Denbigh  
LL16 5TG



**Date of Publication**

28 December 2017

**Welsh Government © Crown copyright 2017.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Snuggles Day Nursery is located on Rhyl Road in Denbighshire. The registered person and person in charge is Tina Griffiths and she has appointed a deputy manager to oversee the day to day running. The service is open from 7:00 to 18:00 Monday to Friday, closing for bank holidays and Christmas. The service is registered for 82 children aged 0 – 11 years and places are offered as part of Early Entitlement for children aged 3.

This is a service that does not provide the Welsh Language 'Active Offer'. This is because the service is situated in a primarily English speaking area.

## **Summary of our findings**

### **1. Overall assessment**

Children are settled and happy to attend but improvements could be made to ensure they are kept active and stimulated and their independence is promoted. Staff are caring but sometimes routines take precedence over the children's care and the television is used as entertainment. The environment is generally suitable and safe but risk assessments and procedures need to be completed on all areas to ensure hazards are identified. Leaders know their service well but they need to ensure staffing ratios are adhered to and consider a more formal way of conducting staff supervisions.

### **2. Improvements**

Since the last inspection the registered person has ensured the rooms used for pre-school and holiday club children are kept at an appropriate temperature. The building known as the cabin has two rooms which are now utilised and have been rearranged to ensure children are provided with suitable, sufficient space to play and learn.

### **3. Requirements and recommendations**

We found the service did not meet with regulations in relation to staffing ratios in the Toddler Plus room and we have issued a non compliance notice to ensure it is addressed immediately.

We found the service did not meet with regulations a legal requirement in relation to hazards not being identified within the environment. The registered person has provided evidence during the writing of this report to show the hazard has been addressed; therefore a non compliance notice has not been issued.

We also made recommendations in relation to heaters within the cabin, storage facilities outside, maintenance of the yard used by children, the over use of the television within some of the rooms, the availability of knives and forks for children who are able to use them and ensuring there is a more formal way of conducting and recording supervision.

# **1. Well-being**

## **Summary**

Children are able to confidently communicate, expressing their needs and requests. Children are safe and happy and interact well with each other, staff and us. Children generally enjoy their play and learning and develop a range of skills. More opportunities for children to have free choice and more availability of some resources would increase their learning experiences and further develop their independence.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are able to express themselves and their needs.

Children had a free choice of activities they wanted to take part in. Children in what is known as “the cabin” were also allowed to request to play outdoors, which they were able to do if others were not using the yard. Children had choices and expressed their needs and wishes. For example, a baby was heard asking for their buggy because they were tired, which staff responded to. Children were asked if they would like more snack or lunch. Younger children were also heard having discussions with staff about the resources they would like out to play with. One child requested the puzzles, which were given to them.

Children have a voice and know they will be listened to well.

### **1.2 To what extent do children feel safe, happy and valued?**

Children feel happy and safe.

Children separated well from their parents. They were settled and those who were a little upset, because they missed their parents, were comforted by staff. They were encouraged to join in with the activities, which they did and were then happy. Children felt safe as they were aware of the routines and were familiar with the other children and staff. For example, babies knew they had to sit round the table during snack time and older children knew after lunch was quiet time where they watched a DVD. Children were seen seeking out others to play with, showing they had formed relationships which helped them feel happy. One child was asking for their friend as they wanted to play together.

Children know routines and are familiar with children and staff which help them feel safe and happy.

### **1.3 How well do children interact?**

Children are able to confidently express themselves.

Children were confident to communicate with other children, staff and us. They were happy to talk to us and allow us to share in their play and learning. For example, a child was happily talking to us about a bracelet they were making and showing us what they were doing. Children were beginning to co operate and share. For example, children playing

outside were collecting plastic cones and together they were lining them up and building with them. Children respected the toys and used them appropriately and helped to return them when they had finished.

Children interact well and learn to cooperate and share.

#### **1.4 To what extent do children enjoy their play and learning?**

Children generally enjoy their play and learning.

Children generally enjoyed their play and learning. Sometimes they had a free choice of activities which allowed them to follow their interests. For example, children were having fun using the ICT equipment in the holiday club. Their enjoyment could have been improved in the toddler room, with more opportunities for children to explore their environment rather than being sat in front of the television. Children had opportunities to take part in some adult led activities. We saw children completing collages as part of their topic on Remembrance Day. Children were enjoying cutting and sticking a range of materials on their drawing. They were able to concentrate until they had finished.

Children have opportunities to follow their interests but this could be made available more frequently to help improve their enjoyment and learning experiences.

#### **1.5 How well do children develop, learn and become independent?**

Children are able to develop a range of skills.

Children were able to access resources within their rooms. When the opportunities were provided they could freely explore the environment and choose what they wanted to do. Older children were able to be independent as they could freely access facilities including the toilets and outside area. Children in pre-school could also be independent through their choice of activities but this could have been improved if they were provided with knives and forks at lunch time. This would allow them to attempt to cut up their own food and not always have to ask for help.

Children develop and learn through their play but availability of more free choice and some resources which promote independence would benefit the children.

## **2. Care and Development**

### **Summary**

Staff keep children safe and healthy through following effective policies and procedures. Interactions are generally managed well, with lots of opportunities for discussions and communication. Improvements could be made to ensure staff respond effectively to all behaviours displayed by the children. Staff plan a range of activities for the children and allow them to develop some independence. This could be improved by staff ensuring routines do not disrupt children's play and learning experiences too much.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff understand safeguarding and promote healthy lifestyles.

Staff know what process to follow should they have concerns about a child. Staff provided healthy meals and snacks, which was evident during our observations and when looking at the menu. Cleanliness was promoted with hands washed and tables wiped before food. Staff made sure children had opportunities to get fresh air. Throughout the day children from different rooms were observed using the yard and being active outdoors.

Staff understand the policies and procedures of the service which they follow effectively to support them in keeping children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff generally manage interactions well but do not always respond to children who are attempting to communicate through their behaviour.

Staff were generally engaged in children's play and learning. They sat with them during their free play as well as for adult led activities. Lots of conversations and discussions were heard between staff and children. Staff also made lunch and snack time sociable experiences by sitting with the children. Staff dealt with most unwanted behaviour well by following the policy in place but sometimes the children, especially the younger ones, became disinterested when watching the television. Staff did not always respond or identify the needs of the children as they did not pick up on a change in their behaviour. For example, children in the toddler plus room became fidgety and wanted to walk about, so were standing up trying to walk amongst the other children who were sitting down.

Staff promote some positive interactions and understand the need to review how some unwanted behaviour is dealt with.

#### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff have effective planning in place but need to extend this to ensure children are kept active and stimulated.

Staff planned a range of activities and tracked children's progress, using the observations they made. Planning records inspected showed consideration was given to the ages and stages of development of the children. Staff also planned adult led activities and free play learning opportunities within the continuous provision areas, which is in line with the foundation phase philosophy. This included having the farm animals in the small world and natural items in the investigation area. Some improvements could be made to routines which would ensure children remained engaged and focused. Reviewing how much television was used within the rooms and planning different experiences for the children during times of the day when routines such as nappy changing were taking place would further support children's learning and development.

Staff promoted children's independence through allowing them opportunities to explore their environment and access the toys and resources they wanted. This could be improved in the pre-school by ensuring they have access to knives and forks during lunch time. This would allow children to have a go at independently cutting up their own food and not having to ask for as much help.

Staff track children's progress and use this to plan suitable activities but they need to ensure routines provide children with stability and security but do not overtake their learning opportunities.

### **3. Environment**

#### **Summary**

Leaders generally provide a safe environment. They need to ensure risk assessments have been completed on all the areas used by the children and potential hazards are eliminated. Leaders provide a suitable indoor environment where children can play, learn and have access to age appropriate resources and facilities. The outdoor areas are suitable but improvements are needed to ensure they are kept well maintained and storage is available for resources.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders have some procedures and checks in place to support them in providing a safe environment but improvements are needed.

Leaders had ensured access to the service was secure with a thumb activated lock controlling entrance and exit from the premises. Registers of children and staff were kept and visitors were requested to sign in and out. Fire drills were also completed regularly and at different times of the day. This ensured everyone could be accounted for and knew the procedure to follow should they have to evacuate the premises quickly.

Risk assessments had been completed on most areas used by the children but we found some areas had not been assessed and posed a potential risk to the children. Access to the outdoor yard involved the children crossing a small corner of the car park. Potentially children would be able to run across the car park and onto the main road as there was no fencing or gates to prevent them. We also saw two electric heaters in the pre-school room were not covered and were very hot. We informed the registered person that all areas should, wherever possible, be free from hazards.

Leaders complete some risk assessments and eliminate some potential hazards but these are not thorough enough and do not ensure all potential hazards are identified and addressed in order to minimise the risk of harm to children.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders ensure the indoor environment provides a suitable space for the children but improvements are needed to some areas outside.

Leaders provide children with suitable indoor space where they can play and learn. Rooms provided were welcoming and spacious with separate toileting, nappy and kitchen facilities close to every room. This allowed staff to access these areas easily and for children to use the facilities independently. For example, the cabin, used by pre-school and holiday club and not part of the main building, was self contained. There were two large rooms, toilets, storage and a kitchen.

Leaders provided outdoor areas where the children could play. At the back of the property were several enclosed grassed areas. At the front of the main building there was also a

grassed area with trees for shelter. We did not see these in use due to the weather conditions. Leaders had ensured children could access outdoor space in bad weather by providing an enclosed area to the side of the main building and the cabin. We saw children of all ages enjoying this space on their bikes and scooters. However some general maintenance would help to improve the area. The surface was uneven and there was a large pot hole filled with rainwater, this posed a potential risk of children slipping or tripping.

Leaders ensure children have access to suitable facilities and areas to play indoors and outside but general maintenance is needed to ensure the yard is fit for purpose and safe.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide suitable resources but improvements are needed to the way these are stored outside.

Leaders had provided children with a range of indoor, age appropriate toys and resources which were stored effectively. Most storage boxes were labelled and accessible to the children, allowing them to independently get what they wanted and return them when they had finished. Leaders had provided some suitable resources for the children to play with when on the yard. However, given that these were kept outside, as there were no storage facilities available. This led to them not being as clean and well maintained as they could be.

Leaders ensure resources are appropriate for the age and stage of development of the children but the availability of outdoor storage would help to ensure they are kept clean and well maintained.

## **4. Leadership and Management**

### **Summary**

Leaders have a clear understanding of the service and care they offer. They consider the views of others when conducting self evaluation and planning improvements. Leaders generally manage staff well but they need to ensure ratios are always met and they should consider implementing a more formal way of conducting and recording staff supervision. Positive partnerships have been developed with parents and the local community and environment is used to provide opportunities for the children.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders know the service they offer well and share this effectively.

Leaders know their service well and were fully involved in the day to day running of the service. The statement of purpose they had produced was informative and provided parents with all the details needed for them to make an informed decision about the care their child received. Policies and procedures in place were effectively shared with staff and were dated and signed when they had been updated.

Leaders are effective in their management of the service.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders conduct regular self evaluation of the service.

Leaders had completed a very thorough and in depth self evaluation of the service. All aspects of care were taken into consideration. They had collected the opinions of staff, parents and children and these were considered. Leaders had used the opinions and information they had collected to help them plan improvements. For example, parents had commented that the back outdoor area was uninspiring, so leaders had given it a bit of a facelift with some painting and planting taking place.

Leaders effectively gather the opinions of staff, parents and children and consider these when planning improvements.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders ensure staff are suitably qualified and experienced.

Leaders had an effective recruitment process in place ensuring all the relevant checks had been completed and staff were suitably qualified and experienced. There was a good induction process in place to ensure all staff knew the policies, procedures and general workings of the service. We inspected staff files and found them to be complete although we recommended there is a more formal way of conducting and recording staff supervision. This would allow information and any issues that may arise to be shared and training needs identified.

Leaders generally ensured staff were deployed effectively, placing staff with the age group of children who they had experience with. We discussed with the registered person the need to ensure there are enough staff for the number of children attending and that they have a contingency plan in place for when staff are absent. This would ensure that ratios are met and children are sufficiently supervised.

Leaders deploy staff well but need to ensure there are enough staff to meet required ratios in order to ensure children are appropriately supervised.

#### **4.4 How effective are partnerships?**

Leaders understand the need to develop positive partnerships.

Leaders ensure parents are kept fully informed about their child's time at the nursery. Time was made available for staff and parents to have discussions at the beginning and end of a session and daily diaries were sent home. Leaders also produced termly newsletters and had started a social media page. This allowed information, celebrations and dates to be shared.

Leaders had developed close links with the local environment. Staff were encouraged to plan opportunities for the children to visit local places of interest including the park and library. Children had visited the library on the day we visited and they were happily telling us that they had borrowed some books and DVD's. These visits gave children a range of experiences and a sense of belonging in the community.

Leaders form positive partnerships with parents and encourage staff to use the local community so children have access to a range of experiences and develop their sense of belonging.

## 5. Improvements required and recommended following this inspection

### 5.1 Areas of non compliance from previous inspections

None

### 5.2 Areas of non compliance identified at this inspection

We informed the responsible individual that they were non compliant with the following regulation:

**Regulation 27 (a) (b) *The Child Minding and Day Care (Wales) Regulations 2010***: the registered person must ensure that there is at all times a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.

We consider this to be a serious matter and have issued a non compliance notice.

**Regulation 25 (a) (c) *The Child Minding and Day Care (Wales) Regulations 2010***: the registered person must ensure that all parts of the relevant premises to which relevant children have access are so far as reasonably practicable free from hazards to their safety and unnecessary risks to the health or safety of relevant children are identified and so far as possible eliminated.

The registered person has provided evidence to show this matter has been addressed; therefore a non compliance notice has not been issued.

### 5.3 Recommendations for improvement

We recommended that the registered person should consider:

- Reviewing the storage facilities for the resources used on the yard. This would help ensure they are kept clean and well maintained;
- reviewing risk assessments to ensure all areas within the service are free from hazards and include the heaters used within the cabin;
- reviewing the use of the television within the rooms. This would help ensure children are kept fully occupied, stimulated and interested;
- providing knives and forks to those children who are able to use or attempt to use them. This will help promote independence, and
- adopting a more formal way of conducting and recording staff supervisions. This would help ensure information is shared and training needs are identified.

## 6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 6 November 2017 for approximately 6 hours 30 minutes.

We:

- Inspected a sample of documents and policies including registers and risk assessments;
- read through the SASS 1 & 2 including statement of purpose and quality of care review;
- inspected four staff files and four children's files.
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, the registered person, deputy manager and staff, and
- inspected the areas used.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

<b>Type of care provided</b>	<b>Childrens Day Care Full Day Care</b>
<b>Registered Person</b>	<b>Tina Griffiths</b>
<b>Registered maximum number of places</b>	<b>82</b>
<b>Age range of children</b>	<b>0 – 11 years</b>
<b>Opening hours</b>	<b>7:00 – 18:00</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous CSSIW inspection</b>	<b>24 November 2015</b>
<b>Dates of this inspection visit(s)</b>	<b>06 November 2017</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>Yes</b>
<b>Does this service provide the Welsh Language active offer?</b>	This is a service that does not provide an 'Active Offer' of the Welsh language. This is because the service is situated in a primarily English speaking.
<b>Additional Information:</b>	



**Care and Social Services Inspectorate Wales**  
**Children and Families (Wales) Measure 2010**  
**Child Minding and Day Care (Wales) Regulations 2010**  
**Non Compliance Notice**

**Childrens Day Care**

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

**The issuing of this notice is a serious matter. Failure to achieve compliance will result in CSSIW taking action in line with its enforcement policy.**

Further advice and information is available on CSSIW's website  
[www.cssiw.org.uk](http://www.cssiw.org.uk)

**Snuggles Day Nursery**

Sunny Mead  
Rhyl Road  
Denbigh  
LL16 5TG

Date of publication: **28 December 2017**

**Welsh Government © Crown copyright 2017.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.*

<b>Leadership and Management</b>	<b>Our Ref: NONCO-00004927-LYLJ</b>
<b>Non-compliance identified at this inspection</b>	
<b>Timescale for completion</b>	<b>12/12/17</b>
<b>Evidence</b>	
<b>Description of non-compliance/Action to be taken</b>	<b>Regulation number</b>
The registered person must ensure that there is at all times a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children. The registered person must provide CSSIW with documentation to evidence staffing ratios are sufficient to meet the needs of the children and are in line with National Minimum Standards.	27 (a) 27 (b)
<ul style="list-style-type: none"> <li>- The responsible individual is not compliant with regulation 27 (a) (b): They must ensure that there is at all times, having regard to the statement of purpose and the number and needs (including any needs arising from any disability) of the relevant children, and the need to safeguard and promote their health and welfare, a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.</li> <li>- This is because when we inspected the toddler plus room we found there were only two members of staff caring for 9 children therefore they were over ratio.</li> <li>- There were 9 children aged under 3 attending and only 2 staff.</li> <li>- The impact on people using the service is the staff were not be able to provide children with sufficient care and support to ensure their needs are met in a timely manner.</li> </ul>	