



## Inspection Report

**Snuggles Day Nursery (Denbigh) Limited**

**Sunnymead  
Rhyl Road  
Denbigh  
LL16 5TG**



**Date Inspection Completed**

28/02/2023

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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	English
Previous Care Inspectorate Wales inspection	6 July 2021
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.

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

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

## **Summary**

Children are happy and settled. Most make age-appropriate choices and decisions for themselves and are listened to. Nearly all are good communicators for their age and stage of development. They use Welsh and English confidently. Children are familiar and comfortable with those caring for them and interact well with their peers. Providing more opportunities for children to follow their own interests and to engage in child led play would benefit children.

Staff follow the settings policies and procedures to safeguard and promote children's well-being. They are caring and respond to children's needs promptly. Most staff currently promote children's learning by planning for a suitable variety of adult led activities and some stimulating free play. Some recent positive changes were seen in the provision for the under twos.

People who run the setting are taking reasonable action to ensure the premises are suitably well maintained, secure, safe, and clean. Planned refurbishment work is ongoing.

People who run the setting set high expectations for staff and strive to comply with regulations. They support and challenge staff to do their best. They effectively evaluate the quality of care at the setting and make improvements based on their findings and any concerns raised with them. An area of improvement has been issued in relation to the effective deployment of managers and staff across the nursery. People who run the setting work well with parents to consider the individual needs and preferences of their child.

**Well-being****Good**

Most children make some choices and decisions for themselves and ask for resources such as construction sets and sensory baskets, to be brought out for them. Nearly all children are good communicators verbally and non-verbally, for their age and stage of development. All children are spoken to in Welsh and English and are encouraged to using single words or phrases in their second language.

Nearly all children are settled and happy. They are familiar with those who care for them and are relaxed and comfortable in their company. Older children were sociable and happily returned high fives, asked questions, and spoke about what they were doing. Toddlers giggled when playing with bubbles in a water tray.

Nearly all children interact with others positively and develop friendships with other children and attachments with those caring for them. They are learning to manage their own behaviour through the opportunities they have through play, to co-operate, take turns and share. Children are easily distracted when they become frustrated and are kindly reminded to share.

Most children chose to join in with adult led activities and explore the play and learning resources set out for them. They are sufficiently well engaged and interested in what they are doing. For example, they sit at tables to explore sensory toys and complete jigsaw puzzles and learn to catch rugby balls outdoors. A few activities are child led and allow children to follow their own interests. For example, toddlers make their own pretend pancakes with flour and water; without help, decorate them with small loose parts then get ready for a pancake race. Children of all ages have opportunities to be active outdoors.

Children's independence is developed through routines such as helping to collect cups at snack time, routine handwashing, eating meals independently, and dressing. However, children do not always have full opportunities to be curious and independent.

## Care and Development

Adequate

Staff put into practice the settings policies and procedures effectively, to safeguard and promote children's well-being. Staff are given opportunities to attend safeguarding training and first aid courses, and suitable persons co-ordinate child protection and children's additional learning needs. The nursery is inclusive, providing suitable care, which is agreed with parents and included in individual care plans. Healthy eating is promoted well, as snacks and meals are balanced and nutritious and include fruit and vegetables. Staff minimise cross infections by adhering to good practice for nappy changing and regular hand washing. Record keeping for accidents, incidents, fire drills, outings and the safe administration of medication are monitored closely by managers to ensure children's needs are met appropriately, and safely. Practices are reviewed regularly during staff meetings. For example, after concerns were raised about the safe use of the 'walking rope' a manager watched children walking to school. Feedback was given to staff, and the correct procedures were explained once again. Registers examined showed the nursery is well staffed, with three managers, and sufficient staff and relief staff in place on a day-to-day basis, to supervise children, and to meet staffing ratios.

Staff manage interactions well. Their approach is consistent with the settings behaviour management policy. They distract children when they become frustrated and are learning to share, and use humour to diffuse situations. For example, when older children edge forward at the start of a race, because they are keen to win. However, some staff do not have an appropriate expectation of the children's age and stage of development. For example, very young children were expected to sit still and quiet when listening to a story.

Staff provide an inclusive caring atmosphere, and responsive care. Children's specific needs are displayed prominently in each room to inform staff. They routinely change nappies, encourage children to rest and remind them to use the potty or toilet facilities. All staff speak to children in their preferred language and promote the use of a second language. There are fluent Welsh speakers in all rooms.

Staff currently promote the development of children's learning by planning for a suitable variety of adult led play and learning activities both indoors and outdoors. For example, babies listen to stories, play outdoors and in the sensory room. Toddlers play with water and make cards to celebrate special days. In the pre-school children sit at tables with staff to complete puzzles, play with sensory toys, and to build towers with bricks. Those who run the setting have recently made changes in the baby room which are intended to promote child led activities, learning through independent free play, which in turn builds on children's curiosity. Children's progress is regularly reviewed and shared with parents via an online application.

## Environment

**Adequate**

People who run the setting are taking reasonable action to ensure the premises are well maintained, safe, secure, clean, and suitable for use. Appropriate risk assessments have been completed in relation to an ongoing schedule of maintenance work planned for the interior and exterior of both buildings. Recent refurbishment has meant some young children have been moved out of their base rooms temporarily. Portable heaters are in used to ensure suitable temperatures and there are risk assessments for their safe use. All areas are secure with digital locks restricting access into buildings, and most rooms. Safety gates are used throughout the premises to prevent children from leaving their rooms unaccompanied. Stairways are protected with safety gates and digital locks on doors. Outdoors, areas are suitable for use, with temporary fences in the car park area to minimise risks to children, and to allow them to ride trikes and scooters on a hard, dry surface.

People who run the setting are taking the action needed to ensure the areas in which children are cared for are suitable for use. At the time of the inspection, the two baby rooms were painted, and new floorings laid. These rooms and a separate sensory room downstairs, now provide a much improved and rich environment for play and learning. The layout and design of these rooms promotes children's independence and is interesting and stimulating. The lighting is softer due to the introduction of table lamps, creating a calm space for younger children. The nappy changing room is being retiled and new flooring laid. Furniture, storage units and soft furnishings have been replaced in some rooms, to provide a more interesting, clean, bright, and safe environment. The staff room has been redecorated, and new furniture provided. People who run the setting intend to continue with the refurbishment work in the pre-school. All age groups have a separate outdoor play areas and have access to a tarmac area for use in all weathers, and a small forest school area under a large tree. Pre-school children have an outdoor classroom and a suitable enclosed outdoor play area.

People who run the setting are in the process of ensuring all children have access to play and learning resources and materials, which are appropriate and suitable for their needs. They have taken time during the inspection to purchase more sustainable and recycled resources and have adopted an ethos of using real 'authentic' resources in the baby rooms in preference to the predominant use of plastic toys. People who run the setting say they intend to promote children's learning in other areas of the nursery, through building on their curiosity and giving them the resources to explore and find things out for themselves.

## Leadership and Management

Good

People who run the setting have a clear vision for the future of the nursery and set high expectations for staff. They strive to comply with all relevant regulations and to meet the National Minimum Standards. Their statement of purpose is clear and provides an accurate summary of how the setting operates. The statement of purpose and policy documents are not yet available in Welsh. Record keeping is organised and thorough. Managers support and challenge staff to do their best and insist on good outcomes for children. They have recently reintroduced the use of closed-circuit television (CCTV).

The settings self-evaluation process prioritises matters raised by nursery staff, parents, and children. Those who run the setting act promptly to address the improvements required, they change policies and procedures accordingly and consider concerns and complaints raised with them. Recent refurbishments to some areas are nearly complete and there is an action plan in place for ongoing work.

People who run the setting complete pre-employment checks when recruiting new staff and use supervision and annual appraisal systems to monitor training needs and development in relation to their roles and responsibilities. Several staff have recently left the setting, their sudden absence was covered by relief staff already known to the children. Additional suitably qualified and experienced room leaders / staff are in the process of being appointed. People who run the setting have also nominated an additional manager to help with the supervision of staff. Staffing ratios are appropriate. According to rotas, registers and staff feedback forms, lunch breaks and school runs are sufficiently covered. However, we found staff do work alone for short periods of time when they leave the room for example, to change nappies, take children to the toilet and to fetch items from the main building. While no immediate action is required and children were not placed at risk, this is an area of improvement, and we expect the provider to take action to ensure staff consider the impact they have on others when leaving a room, and if needed, that they request additional staff support them.

People who run the setting work well with parents to consider the individual needs and preferences of their child. Parents are informed about their child's well-being, care, development, and progress via an online application used throughout the nursery. However managers do not always establish trust and clear communications with parents in relation to staff changes and how staff are deployed across the nursery.



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

R1 Ensure staff understand the behaviour management strategies to be used with younger children, and that they have realistic expectations.

R2 Ensure managers and nursery staff are effectively deployed across the nursery, providing support where and when needed, and that staff do not work alone.

R3 Suitably qualified staff are appointed to roles in the pre-school room, and aware of the fundamental benefits of the new curriculum for Wales and child led play.

R4 Ensure parents are informed promptly of any changes in staff or use of the buildings, in order to provide reassurance.

### 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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20	The responsible individual has not made proper provision for the care, education and supervision of children in the pre-school room.	New
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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)
	No NMS Recommendations were identified at this inspection

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.

**Date Published 26/04/2023**