



## Inspection Report

**Craig y Don Playschool**

**Craig-y-don Playschool  
Craig Y Don Community Centre  
Queens Road  
Llandudno  
LL30 1TE**



### **Date Inspection Completed**

10/01/2024

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## About Craig y Don Playschool

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Craig y Don Playschool
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since re registration
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 have formed warm relationships with staff and each other. They enjoy their time at the setting and are confident to let staff know what they want to do. Children have a good range of experiences and plenty of opportunities to choose activities or toys they wish to play with.

Staff know how to keep children safe and healthy. They support individual children in a warm and highly positive manner. They are relaxed, kind and friendly. Staff plan a good range of activities in line with children's interests which help them learn and develop their skills.

People who run the setting provide a safe and comfortable environment for children with good learning opportunities. They ensure hazards and risks are monitored and managed effectively. Staff provide a range of natural and recycled resources and authentic play experiences for children. These are effective in developing children's social, physical and creative skills.

Leaders manage the provision well and understand their regulatory responsibilities. Documents are clear and easy to find, and suitability checks are kept up to date. Parents are kept well informed about their children's development. There are highly successful partnerships with the school and the local community.

Children are happy and settled. They move around the natural resources and activities freely, choosing for themselves what they want to play with or what activities they want to join in. They are happy to follow their own interests and to express what they want to do. For example, they choose songs to sing and whether to play inside or outside as the door is always kept open. They select where to sit at lunchtime and who they want to play with.

Children have formed warm relationships with staff and each other. They settle well and feel secure and confident. For example, telling us about siblings in the school and at home. They greet friends arriving from school, hugging each other. Children are happy to approach staff for comfort, sit on a knee and respond well to positive words of encouragement and praise to sort any small disagreements.

Children share resources and play alongside each other well. For example, they play in small groups when playing in the house. Children enjoy hiding from their friends amid much giggling whilst trying to stay out of sight. They happily chat to the staff about what they are doing and what happened in the morning. They proudly show their creations to all staff and their friends. They are eager to involve staff in their play and go outside together to see how fast vehicles can travel down the drain pipe. Children concentrate well when listening to a story, snuggling together on the rug and joining in the parts they know. The children make constructive comments about the play of others. They are helpful when a friend is having difficulty finding the right block for their construction. They also enjoy spending quieter times relaxing in comfy spaces together.

Children enjoy a good range of play and learning experiences that help develop their skills. They are starting to take responsibility and use recycled resources well, making up games and using drain pipes and tyres. They access the garden daily, using the ride on toys and having opportunities to develop physical skills. Children are encouraged to do things for themselves, such as hanging up their own coats and finding their lunch boxes.

Staff understand their responsibilities to keep children safe and healthy. They are familiar with the procedures to follow with any child welfare concerns. Accidents and incidents are recorded, and parents are made aware, signing to evidence they have been shared. Staff ensure regular safety checks are undertaken including risk assessments and fire drills. Staff provide children with healthy snacks and children who stay over lunchtime bring a packed lunch. Staff ensure children wash their hands at appropriate times, such as when coming in from being outside and before eating. They follow good hygiene practices by wearing aprons and gloves to change nappies.

Staff have built positive relationships with the children. They are kind and friendly and deal with any disputes calmly and fairly with plenty of praise. They remind children of simple rules such as no running. Staff support individual children positively if they begin to show any difficulties with sharing. For example, they clearly explain how sharing works, show the younger children how to include a friend or introduce different resources.

Staff ensure children have easy access to a good range of interesting activities that develop their skills. Staff thoughtfully include activities in line with children's interests. Staff take account of the new curriculum, which provides flexibility and reflects children's choices and ideas. Staff carry out observations on the children and use these well to inform future planning. Staff use Welsh with the children and encourage them to use simple words and phrases. Records contained all information about the children prior to them attending, allowing staff to plan effectively to meet children's individual needs.

**Environment****Good**

People who run the setting provide a clean and safe environment for children. Main doors are locked, and the garden is secure. Risk assessments outline any potential hazards to children and measures are in place to manage these effectively. Staff also have daily checklists to ensure areas are safe before the children come to play. There are suitable facilities including toilets and nappy changing areas. The environment is light, bright, and well maintained throughout. Useful information for parents is displayed in the foyer.

A garden just outside the playroom is full of interesting and exciting resources which children can access themselves. Leaders ensure they provide a good range of quality resources for children to choose from. These include recycled, natural and life size equipment such as metal pans. The outdoor play areas offer plenty of space for children to play and explore. There are a range of ways to help develop children's independence skills. For example, aprons are hung for children to easily access and put on themselves.

Staff organise the resources well, storing boxes on low shelves for children to help themselves and develop their play how they want to. The result is a relaxing, calm environment with happy, busy children. Furniture of various sizes and rugs enable children to be at different levels and enjoy playing and sitting where they feel most comfortable with their friends. Books, games and small world figures reflect the diversity of the world the children live in.

**Leadership and Management****Good**

People who run the setting manage it well and promote good outcomes for children. The setting's statement of purpose provides parents with plenty of detailed information to help them decide whether the service will meet their and their child's needs. Staff follow the setting's policies and procedures effectively, ensuring that practices are safe and inclusive for all. Leaders have a good understanding of their role and regulatory responsibilities. They provide a broad range of clear and informative procedures which staff follow effectively to ensure they provide the best care within a safe and inclusive environment.

Leaders are motivated and committed to improve the service they provide. They actively seek feedback and as a result make changes and introduce new ideas with the addition of more natural materials. They know their service well and have a clear vision and recognise strengths and areas to develop effectively. They continue to make positive changes which benefit the children. Recommendations from the inspection were actioned immediately. This shows the service wants to reflect good practice and provide the best possible care for the children.

All Disclosure and Barring Service (DBS) checks are up to date. New management has recently taken over the setting and are in the process of updating documentation and records. These include staff files, several of whom have been working in the group for many years. Staff work together very well and discuss planning and how to improve learning outcomes for the children, each day. Staff feel valued and said they enjoy working in the setting, which was evident by their smiling faces.

There is a good partnership within the community. Staff take the children to the beach and to shops in the local community. They buy fruit with the children for snack in the greengrocers and have a drink and cake in the local bakery, supporting local business. Staff welcome parents at the start and the end of the session and share good information about what the children have been doing. Parents can see their children playing outside. This also provides time for parents to share any updates, enabling staff to continue to meet children's changing needs.

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

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