



Inspection Report

Kiddies Corner - Bangor

**Menai Nursery
Ffordd Gelli Morgan Parc Menai
Bangor
LL57 4BL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/08/2022

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About Kiddies Corner - Bangor

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Kiddies Corner Day Nursery Limited
Registered places	19
Language of the service	Both
Previous Care Inspectorate Wales inspection	Manual Insert] First inspection since re registration
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This service provides an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are active and curious learners and enjoy making choices about what they want to play with. Children's ideas and interests are listened to and interactions between children and staff are good. Children are happy, engaged and busy in their play. Children cope well with separation from their parents. Consistent routines support their individual needs. Children are developing their independence skills well and move around the environment freely choosing from the activities available and accessing the toys they want to play with.

Staff promote healthy practices. They are calm, manage interactions well and support children to understand what is expected of them. Staff praise children for their efforts and achievements. They listen to what children have to say and respond appropriately. They ensure children are given time and support to express themselves. Activities are organised and staff provide opportunities to develop skills and children's independence.

The environment is clean, welcoming and arranged into areas of learning. Children can move freely within the space. Most toys and equipment are stored at child height so they can help themselves and play independently. Play and learning areas are attractively laid out and there is a variety of age appropriate resources and toys.

People who run the service have established a team of staff who work together well. They support each other in providing effective play and care for the children. There is a good working relationship with parents. There is plenty of time to talk to staff about their children and how they are getting on at the setting. The setting is bilingual and Welsh is used consistently with the children.

Well-being

Good

Children are happy and busy. They are listened to and communicate confidently their needs and wishes. They have choices and are involved in choosing where to play and where to sit for lunch. Children are given time to talk about things that interest them such as the donkeys in the field nearby. They move around the environment freely, choosing from the activities available and accessing the items they want to play with.

Children are happy and feel safe. They are familiar with the daily routine and this gives them a sense of security. For example, a child reminded staff they had not washed their hands having returned from a walk. They approach staff for reassurance and happily sit on their knee for a cuddle or for reassurance before returning to play with their friends. Children separate well from their parents and have a good relationship with staff.

Children interact well and learn to cooperate with each other. They get on together like one big, happy family, for example all sitting together round a table mixing colours into dough. They make room on the floor for their friends to sit next to them. They share resources and play well together taking an interest in what their friends are doing. Some children came to chat to us about what they liked to do and were happy to talk about their family and friends, and how they like coming to the setting.

Children have ample activities to choose from and they enjoy their play and learning. They enjoy the resources they have picked and choose to play alone or with other children. Some children chatted about what they were doing and were curious to know what we were doing too. They were keen to tell us about their walk and the things they saw whilst they were out. Others were happy to add comments and extra bits to the story, showing approval, with all deciding they had a lovely time together.

Children are able to develop independence skills, for example, they can access the bathrooms and wash their hands. A few try to cut up their own food at lunch time. They develop skills in their outdoor area. Almost all children are fluent Welsh speakers, and they have plenty of opportunities during the day to develop their language.

Care and Development

Good

Staff keep children safe and promote a healthy lifestyle. Routines and procedures they follow are effective, such as washing hands when coming in from outside or before eating. Staff provide nutritious snack choices, with milk or water to drink. Staff have up to date training and knowledge of what to do if they have concerns about a child. They have completed paediatric first aid training, which enables them to deal with any minor incidents appropriately. Staff ensure regular fire drills are carried out, so they and the children know what to do in an emergency. Staff provide regular opportunities for children to access the outdoors, and local area which gives them opportunities to get fresh air and be active.

Staff are calm and kind and manage interactions well and support children to understand what is expected of them, such as not to run in the playroom. They listen to what children have to say and respond well, ensuring children are given time and support to express themselves particularly those with limited communication. Staff are involved in children's play and learning when invited to do so by the children. They sit on the rug next to them to chat about their construction, providing a helping hand when it does not work. Staff use good humour effectively and soon all are laughing.

Staff know the children and their families well and use their observations and children's progress to plan some suitable activities, however this is not consistent and too many templates are used rather than the children's own creative ideas. Staff explained they have undertaken a course recently to review the planning to reflect the new curriculum. As a result, new planning and assessment is being developed. Staff ensure children learn about the world around them by taking short walks in the local area and looking at nature such as birds and squirrels around their nursery.

Environment

Good

The people running the setting provide a safe and clean environment where children can play and learn positively. Risk assessments are completed appropriately, identifying the potential hazards to children and what measures are in place to manage these risks. These have regular review dates but need to be updated to accurately reflect the way in which the setting runs. People running the setting make sure everyone understands their responsibilities in relation to safety and the welfare of the children. Staff supervise children well during their activities. Cleaning routines and hygiene practices follow current guidance, and they ensure clear information is available to everyone.

The setting is set in lovely woodland and layout of the play areas promotes children's independence. Activities are organised to enable children to freely explore and make their own choices about what they want to play with. There are ample toys and resources suitable for the ages cared for. The two playrooms are light and bright. Although some of the children's craft is displayed, this is templates and pre drawn shapes rather than the children's own creative ideas, giving them a sense of belonging and achievement. Outside there is plenty of space with different surfaces and activities for children to enjoy.

The people running the setting raise children's awareness about the world around them to learn about their wider society. There are good opportunities for children to practice using their senses through being outside and caring for their garden. Most toys and equipment are stored at child height so they can help themselves and play independently. Resources are of good quality and well maintained. There is a range of natural resources that enhance children's curiosity and play experiences. These include pinecones and bird feeders, as well as man-made resources which enable children to enjoy and use a variety of materials.

Leadership and Management

Good

People who run the setting ensure the required policies and procedures are in place and updated so they reflect current practice. The statement of purpose is informative and provides parents with the information they need to make a decision about the care of their child.

There is an effective system to evaluate the setting and care provided. People who run the setting collect views and feedback as part of their evaluation. They review and make plans for changes and improvements that will benefit the children. For example, they are keen to extend the outdoor area, transforming part of it into a forest school, which will provide additional learning experiences for the children.

People who run the service ensure staff are aware of their roles and responsibilities which means the setting runs smoothly. Nearly all staff have worked in the service for many years which shows they are happy. They say managers are approachable, they have good support and there is a relaxed and friendly atmosphere. Meetings are held regularly and information is communicated appropriately to the other settings and the responsible individual.

There is a good working relationship with parents. People running the service make sure parents are kept informed verbally and through an App about their child's progress, any new information or to find out what their child has been doing. Parents share relevant written and verbal information with staff before their child starts so staff can provide the care each child needs. This information is updated regularly and through relaxed discussions at the start and end of the session staff are aware of the children's changing needs and family life and how best they can support them. This has a positive impact on the care of the children.

Recommendations to meet with the National Minimum Standards

R1 To continue to develop planning and observations in line with the new curriculum.

R2 To limit the use of templates and pre drawn shapes.

R3 To update the risk assessments to reflect the way in which the setting runs.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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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Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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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