



Inspection Report

Kiddies Corner Day Nursery - Llandudno Central

**Bonkerz Play Centre
Christchurch
Llewelyn Avenue
Llandudno
LL30 2ER**



Date Inspection Completed

15/08/2022

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About Kiddies Corner Day Nursery - Llandudno Central

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	English
Previous Care Inspectorate Wales inspection	Manual Insert] September 2021
Is this a Flying Start service?	Manual Insert] No
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

Children are keen to make decisions and choose how they spend their time. They are listened to and respected. They feel safe and confidently play alongside each other. They interact well and enjoy their play and learning. Children share equipment well, make friends, and they are happy and busy. Children are becoming independent and have opportunities to develop different skills. Children settle well and are comfortable and relaxed in their surroundings with lots of smiles and chatter.

Staff keep children safe and healthy. They are good role models and make time to talk with children answering their questions well. Staff are calm and gentle with the children. They manage interactions well and promote children's play, learning and development, meeting their individual needs effectively.

People who run the setting ensure children have a suitable environment. They have 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 resources. They ensure children can make decisions about what and where they want to play.

People who run the setting have policies to keep children safe and secure and staff spoken to understand and follow the setting's safety procedures. People who run the setting offer staff support in their roles and are committed to improving practices for children's benefit. There are good working relationships with parents who are kept well updated.

Children are keen to make decisions and choose how they spend their time. They move around the available activities and play areas freely indoors and outside and follow their own interests. They are happy to chat to staff and involve them in their play. Children know staff respect their choices, showing they are listened to. For example, they ask for more resources outdoors and bubbles and a parachute are brought out to them.

Children are settled and have a sense of security as they are familiar with the routine. They have positive relationships with staff whom they readily go to for support and reassurance. They feel comfortable with staff and have started to make friends. They confidently show us what they are doing and demonstrate their skills with the parachute. Children have a sense of belonging as there is space for their coats and bags and a few of their creations are on display, which also boosts their self-esteem.

Children interact well with each other. They play together and co-operate well with adults during play, sharing smiles and laughter. For example, when asked to start tidying up they did so, but reluctantly as they were having so much fun. Children are starting to share equipment and are making friends; they are happy and busy.

Children are active and learn through good play opportunities. They listen well to a story. They are forming friendships and are beginning to share toys and take turns, for example when playing with bean bags. Children enjoy their play and taking part in activities. Children concentrate on tasks and show interest in what they are doing. For instance, making up games.

Children learn to do things for themselves as they are supported by staff for example putting on coats to go home. They are encouraged to decide for themselves what activities to take part in and how to complete tasks. They choose from the resources available, all stored within their reach. Their language is developing through the many conversations they have with each other and staff.

Care and Development

Good

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. They know what to do if they have concerns about a child. A register detailed attendance and risk assessments are followed which show staff are aware of how to keep the children safe. Staff have completed paediatric first aid training. They record any accidents or incidents appropriately and ensure these records are signed by parents. Staff also ensure fire drills are practiced so children and staff know how to exit the premises quickly and safely in an emergency. Staff provide nutritious meals which are brought from the main nursery where they are freshly prepared and promote healthy eating by providing healthy snacks. They encourage children to wash their hands and follow appropriate hygiene procedures. Staff told us children spend plenty of time outdoors in the fresh air in the garden.

Staff give plenty of praise to children, for example for sharing or listening well. This makes the children feel good about themselves. They are consistent and direct them to another activity in case of a slight disagreement. Staff are good role models and make time to talk with children answering their questions effectively. Staff are calm and gentle with the children. They use quiet voices and make sure all the children understand, reminding them of simple rules such as not to walk on the parachute. Staff have positive relationships with children; and provide reassurance when children need it.

Staff work well together to meet children's needs. They provide support positively. They gather information about the children before they begin attending, helping to plan for their needs. They know the children well and are familiar with their likes and dislikes, this means they can provide a good level of care for them. Staff encourage children to learn and to ask and answer lots of questions to develop their curiosity and thinking skills. Staff provide opportunities for children to develop skills at their own pace and promote children's play, learning and development and meet their individual needs. The person in charge is in the process of developing planning and assessment records to reflect current thinking and children's interests.

Environment**Good**

People who run the setting ensure staff understand their role and responsibilities and they supervise children well during activities. They have risk assessments, and both the indoor and outdoor areas were safe and secure. People who run the setting ensure the environment is clean and well maintained. They have identified risks and taken steps to minimise them, for example, the gates are closed at the top of the stage to keep the younger children safe.

Although the playroom was spacious and welcoming, the setting is based in an old church and the windows are sealed. The responsible individual is looking at ways to enable ventilation into the ground floor of the building. People who run the setting have arranged the room into learning areas, providing children with a good range of activities indoors. Toys and resources are stored at low level so children can access them independently. Staff display a few samples of the children's work providing a sense of belonging. Although the outdoor play area is small and staff brought out some resources and equipment for the children, this area could be better organised with more equipment to improve learning opportunities.

People who run the setting ensure children have access to a range of resources and equipment which are of good quality, natural and recycled, particularly indoors. These suit the children's ages and stages of development, giving them opportunities to work with different resources and try things out for themselves. Suitable tables and chairs enable everyone to sit together to eat and to play indoors and outside recycled wooden reels made for good impromptu seating. 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 craft activities and walks in the local area and to the beach.

Leadership and Management

Good

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 setting are followed effectively, making sure there is a safe and inclusive atmosphere for all.

People who run the setting are keen to ensure they are continually developing and improving the service they offer and as a result they regularly seek feedback. They told us of their view of the provision and how they want it to be. They effectively recognise strengths and areas to develop and make positive changes such as defined areas of play and learning indoors, which benefit children and improve outcomes and skills for them.

Staff are happy and know who to contact should they need support. People who run the setting stated all the checks have been made for staff and we confirmed they are stored on a computer in the main nursery, 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 taking the initiative to guide children appropriately. Regular managers' meetings are held to discuss the provision across the three sites which supports consistency and improves practice.

Relationships with parents are positive and contribute to the well-being of children, as an app keeps parents updated with what is happening in their child's day. Parents are happy with the service. They can speak with staff about the care of their child when they bring or collect them. This enables parents to remain involved with the care of their children.

Recommendations to meet with the National Minimum Standards

R1 To provide ventilation to the hall.

R2 To continue to develop planning and assessment

R3 To develop outdoors to provide more learning opportunities.

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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