



## Inspection Report

**Rydal Penrhos Pre School and Wraparound Care**

**Rydal Penrhos Preparatory School  
Pwllycrochan Avenue  
Colwyn Bay  
LL29 7BP**



**Date Inspection Completed**

26/09/2023

## About Rydal Penrhos Pre School and Wraparound Care

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Rydal Penrhos Ltd
Registered places	140
Language of the service	English
Previous Care Inspectorate Wales inspection	10 March 2020
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

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<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, settled and confident to share their views. They are making friends and interact well together. Children enjoy the activities available to them and are learning to become more independent. Staff are aware of their responsibilities in respect of keeping children safe and healthy. They know the children well and speak to them in a warm and friendly manner. People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources are of good quality and provide plenty of interesting and exciting opportunities for children to learn and develop their skills. People who run the setting are committed to managing the service effectively. Good communication has been set up with parents and information is shared effectively, ensuring children's needs are met.

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

Children are happy and settled at the setting. They are confident to make decisions about how they spend their time; they move freely around the available activities and follow their own interests. They are eager and confident to share their ideas, answer questions and chat to staff, knowing they will value what they have to say. For example, they are able to choose their own combination of the foods on offer at lunch time and are confident to ask staff for more food if they wish, knowing this will be provided. Children are also eager to point out and chat to staff about things that interest them throughout the day and know staff will respond with enthusiasm.

Children have a sense of security as they are familiar with the daily routines and are cared for by staff with whom they have formed warm relationships. They are confident and secure in their surroundings and feel comfortable asking staff for reassurance or comfort when needed. For example, younger children approach staff and indicate they want a cuddle when they are unsure about new people or situations.

Children are eager to involve their friends and staff in their play. For example, when playing outdoors, children were eager to involve staff when they pretended to be fairies, handing them a stick as their 'magic wand' and instructing them on which spells to cast. Children are enthusiastic to share their achievements, knowing they will be valued and celebrated by staff. For example, children were excited to show staff member their craft work when cutting and gluing dinosaur pictures onto a collage and smiled when they received praise for their efforts.

Children are making friends and chat together at lunch time and during play, sharing lots of smiles and laughter as they do so. They play happily together, sharing toys, taking turns and working together to complete tasks well. For example, when working together to 'paint' the fence with brushes and water, they instructed each other where to paint next and chatted and sang together as they did so. Children enjoy their play and concentrate well on tasks. For example, younger children had fun and showed good concentration skills when drawing pictures with the jumbo chalk.

Children have ample opportunities to develop their independence skills by completing tasks for themselves. For example, younger children are learning to feed themselves and all children are becoming more independent when wiping their noses, clearing their plates after lunch and washing their hands.

## Care and Development

Good

Staff understand and follow the setting's procedures effectively to safeguard children. Staff have sound knowledge of the correct procedures to follow if they have any concerns about a child and have completed training on safeguarding children. All care staff have completed paediatric first aid training. Any accidents and incidents that do occur are well recorded and these records are signed by parents. Staff monitor any patterns in accidents or incidents and work closely with parents and people who run the setting to ensure that any actions needed to lower the risk of injury to children can be taken accordingly. Staff conduct fire drills regularly and keep detailed records, ensuring all staff and children are familiar with how to exit the premises quickly and safely in the event of an emergency.

Staff promote healthy eating and hydration; they ensure children have access to their drink bottles throughout the day and provide healthy meals and snacks, such as curry with vegetables and rice or pasta, wraps or sandwiches, fruit and homemade flapjacks. Staff implement effective hygiene procedures, for instance, they ensure the tables are cleaned thoroughly with antibacterial spray between activities. They also ensure children wash their hands as and when required, thus reducing the risk of cross infection.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. They deal with any minor disagreements or inappropriate behaviour positively. For example, by reminding and supporting children how to share and talk nicely when any minor disagreements occur. Staff use praise often throughout the day to encourage children to interact and behave positively.

Staff provide a variety of fun activities they know the children will enjoy. They know the children well and set out a choice of activities and learning opportunities for children to choose from independently. Child development records are also kept, where staff take photographs and record observation notes on a dedicated online app. This ensures parents receive regular information about their children's progress. Termly progress reports are created using staff observation notes and children's progress trackers and these are also shared with parents. Staff complete daily diaries for younger children so they can share details such as food, sleep and toileting information with parents each day. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs and preferences.

## Environment

Good

People who run the setting prioritise children's safety and ensure that effective systems are in place to manage, monitor and minimise any potential hazards to children's safety. Comprehensive risk assessments are in place, which identify any potential hazards to children's safety and the steps taken to eliminate or minimise the risk to children. These risk assessments are reviewed regularly, as well as monitoring any patterns and considering if any changes are required in response to any accidents which do occur. Regular safety checks take place to ensure that all areas and resources are free from any potential hazards and practitioners are vigilant in ensuring that areas are cleaned and cleared regularly to minimise the risk of potential accidents.

People who run the setting ensure all play areas are comfortable and welcoming with plenty of space to allow children to move around freely. They ensure children have a sense of belonging by displaying photographs and samples of children's work on the notice boards throughout the setting, as well as displays listing children's favourite toys and activities to help with activity planning. Playrooms are well organised, with a good range of natural resources and materials both indoors and outdoors. For example, a wide range of recycled materials are available for junk modelling and a range of twigs, leaves, pine cones and shells are included in the discovery area for children to explore.

People who run the setting ensure the outdoor areas offer children a range of interesting and exciting play opportunities that help children develop their knowledge and understanding of the world around them. For example, mud kitchens, sand and water play areas are available for all age groups, as well as planting areas and outdoor stages to promote children's imagination and creativity. People who run the setting ensure all playrooms have suitable furniture and equipment to aid children's independence, such as low level sinks, toilet seats for younger children and low level tables and chairs. There is also a good range of toys and resources, which promote diversity and help children to learn about different cultures, such as books, jig saws, dolls and posters.

People who run the setting ensure they provide a wide range of interesting and exciting toys and resources in each playroom. These are of good quality and are appropriate for the ages of children in each room. All toys and resources throughout the setting are stored at low level in labelled boxes. However, most are labelled with small print, which makes it more difficult for younger children to choose independently. Staff ensure children's interest in the toys and activities is maintained by rotating the toys regularly. This also enables them to clean and check them regularly, ensuring that they are kept in good, clean condition

## Leadership and Management

Good

People who run the setting ensure staff are aware of their responsibilities and are familiar with the setting's policies and procedures. The setting's statement of purpose is comprehensive and has recently been updated to reflect the current management and the services offered. This means parents can make an informed decision about whether the setting can meet theirs and their child's needs. The setting's policies contain all the required information and give clear information for staff and parents about how the setting operates. However, not all policies are reviewed annually.

People who run the setting are keen to ensure they are continually developing and improving the service they offer. They respond promptly to any issues fed back by parents. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. People who run the setting have written a report in response to the feedback received. This report outlines what improvements have already been made and those which are planned for the future.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. They have ensured staff files are comprehensive and contain the required information, showing safe recruitment procedures are in place. Written records show that staff meetings, staff supervision meetings and annual appraisals take place regularly. This was also confirmed by staff we spoke with, who told us they could approach people who run the setting at any time to discuss any issues they have. People who run the setting ensure the required staffing ratios are met each day, including during break times.

People who run the setting are committed to provide a good quality service to children and parents. A new management structure has recently been established. The new responsible individual has worked hard to ensure better communication links have been established with parents, such as weekly newsletters sharing important dates and any changes. This means parents are well-informed about the service provided.

### 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

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
All policies should be reviewed annually and the date on which the review takes place should be recorded.
Using photographs and larger prints to label storage boxes to promote children's independence.

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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