



## Inspection Report

**Meithrinfa Chwarae Teg Nursery Abergele**

**17 Lon Kinmel  
Pensarn  
Abergele  
LL22 7SG**



**Date Inspection Completed**

05/06/2024

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## About Meithrinfa Chwarae Teg Nursery Abergele

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Barcallan Ltd
Registered places	64
Language of the service	English
Previous Care Inspectorate Wales inspection	06 August 2018
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.

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

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

### **Summary**

Children are happy and settled and express themselves well. They have good opportunities to make choices about what affects them. Children interact positively with their friends and those caring for them. They are busy and actively engaged and interested in their play and learning. Children are developing their independence skills appropriately.

Staff are professional, well qualified and motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. A range of toys, equipment, and resources both indoors and outdoors promote children's play. People who run the setting have thoughtfully designed the layout of rooms to create an inviting space for children.

People who run the setting are committed to ensure the service is managed effectively. They share their vision for the service with staff, helping them to follow policies and procedures effectively. People who run the setting strive to provide a good quality service to children and families.

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

Children are confident communicators and express themselves well. They move freely, choosing which activities they want to take part in, and their feelings are continually valued. For example, when children want to go outside to play staff respond quickly and help them put their shoes on. Younger children communicate their wants and needs through facial expressions and babbling, and their requests are responded to swiftly. For example, babies showing subtle signs of being tired are supported to have a nap straight away.

Children feel safe as they receive care from staff members with whom they have developed warm relationships. They feel comfortable asking staff for comfort when needed. For example, by approaching staff for reassurance when they had a disagreement with a friend. Children are confident when speaking to other adults visiting the setting as they feel safe and secure. They make friends and chat with each other during lunch time and play time, smiling and laughing frequently.

Children are friendly and interact positively with the staff and each other. They share toys, take turns, and work together to complete tasks well. For example, when making a scarecrow with straw and a hessian sack, they took turns to place straw in the sack and watched intently while their friends did the same. Children follow the rules of the setting, behave well and are beginning to understand the needs of others. For example, children of all ages took part in a game of football, which they all played together cooperatively, ensuring everyone was involved.

Children have ample activities to choose from and enjoy their play and learning. They enjoy their chosen resources and choose to play alone or with other children. For example, a group of children enjoyed dressing up in hard hats in the role play area. Children were engaged and concentrated well, pretending to fix objects and toys. A group of younger children enjoyed exploring the interactive toys. They focused their attention on pressing different buttons to make animal sounds, and excitedly tried to copy the sounds it made.

Children's independence is developing well. Children are encouraged and supported to do things for themselves, and they have opportunities to develop their skills and be independent. Older children can freely access the toilet and handwashing facilities themselves. Children lead and direct their play and choose resources as they wish.

## Care and Development

Good

Staff are confident regarding their duties to safeguard children and have received appropriate safeguarding training. Staff we spoke with were confident in the correct steps to follow should they have a concern about a child. Staff ensure that children know how to exit the premises quickly and safely if required by undertaking regular fire drills. These practices are well documented on a dedicated log. Staff have current paediatric first aid certificates and any accidents that do occur are recorded effectively and shared with parents. Incidents are recorded but are not always signed by parents.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. A wide range of healthy meals and snacks are available for children. There are efficient systems in place to ensure staff are aware of children's individual dietary requirements so they can ensure children receive suitable snacks and meals.

Staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. Staff also model social skills effectively when playing alongside children.

Staff provide a variety of fun activities they know the children will enjoy, including a good mix of indoor and outdoor activities. Staff know the children well and are familiar with their likes and dislikes. 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. Staff conduct regular observations on children and keep a record of their developmental milestones, however these are not dated. Staff have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting. Individual daily diaries are completed to share information with parents about the activities children have taken part in, how much they have eaten, when they have slept, details of their toileting needs, and any other relevant information regarding the children. This ensures parents are given plenty of details about their child's time at the setting.

## Environment

Good

People who run the setting provide an environment that is safe and secure. For example, entrance to the setting is controlled, with external doors kept locked and visitors being asked to sign the visitors book on arrival. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. People who run the setting have comprehensive written risk assessments in place, which outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. These documents are reviewed and updated regularly to ensure any potential hazards are monitored and managed effectively.

People who run the setting ensure there is enough suitable space for the different age ranges of children to play and learn. All space is used effectively with various rooms available for children to access for different activities. For example, space for messy play, a sensory room for children to relax in and a quiet room for sleeping. All areas are maintained appropriately, and the displaying of children's artwork gives children a sense of belonging and helps to create a child friendly environment. The different outdoor areas are utilised well and give children access to a broad range of experiences and allows all children to be outside. For example, the grassed areas allow younger children and babies to be outside and the paved areas give children a space where they can play on ride on toys.

People who run the setting provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. People who run the setting also ensure there are plenty of opportunities for children to explore natural, sustainable, and recycled materials. For example, many of the toys were made from wood, real life objects and a variety of recycled materials was available for children to explore. Most toys and resources are stored at low level so children can access them freely and independently. People running the setting and staff have given great thought to setting out furniture and resources in each playroom and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.

## 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 decisions 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 children. For example, they are eager to complete the edible growing garden development and to utilise this for learning and development opportunities in addition to using the produce within their menus.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. They have ensured recruitment processes are comprehensive and have collated the required information. Written records show that staff meetings and staff supervision meetings 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 share information with parents effectively. Regular newsletters are also shared with parents. These include details of themes, activities, general news, important dates, and photographs of children taking part in activities. The setting also has a social media page that is updated regularly with pictures of children taking part in different activities and celebrations. Children's sense of belonging within the community is supported and developed as staff plan regular visits to local places of interest. Children also enjoyed taking part in this year's Random Acts of Kindness Day delivering cards and chocolate bars to neighbours of the setting.



### 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
	Regulation 26 - Medical records were incomplete. Most of the forms seen were incomplete - see inspection notes.	Achieved

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)
Ensure developmental milestones are dated in children development trackers.
Ensure that all incident reports are signed by parents to show they have been informed.

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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