Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Chwarae Teg Day Care Nursery

Methrinfa Chwarae Teg Nursery
2 Penrhyn Isaf Road Penrhyn Bay
Llandudno
LL30 3LT



Date Inspection Completed

13/02/2025

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Meithrinfa Chwarae Teg Day Care Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Barcallan Ltd
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	24 March 2023
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and settled. They have formed positive relationships with staff and each other. Children enjoy the activities available to them and are confident to ask staff for support if needed. However, the opportunities for children to make decisions about how to spend their time and to follow their interests are more limited since most activities are already laid out for them by staff.

Staff understand their responsibilities to keep children safe and healthy. They provide responsive care and use positive methods to encourage children to interact well together. Staff take children's individual interests and developmental needs into account when planning learning experiences.

Leaders ensure the premises are secure and in good condition. They have robust systems in place to monitor and manage risks, as well as fire safety effectively. Leaders make the environment welcoming to children. They provide a good selection of toys and equipment. However, the range of opportunities to explore natural, real-life materials and resources which promote cultural awareness and diversity is more limited.

Leaders understand their responsibilities and strive to provide a high-quality service to children and their families. They have a range of policies in place to ensure the setting is well run and staff understand their roles. However, these are not always updated annually. Leaders have established positive partnerships with parents, ensuring they are well informed about their children's learning and development.

Well-being — Good

Children are happy and settled at the setting. They have formed close bonds with staff and feel confident to express their wants and needs, knowing that staff will respect their wishes. For example, children are confident to say which foods they like and don't like at lunch time and to ask for which toys they want off the shelf. Children move freely around the activities which have been set out for them by staff, but the opportunities for younger children to choose resources for themselves are more limited.

Children feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to share their stories with staff while they sit and complete activities or during lunch and snack times. Children are eager to point out and chat to staff about things that interest them throughout the day, smiling as staff show great enthusiasm in what they have to say. 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 tired or when they have fallen over. They are confident to approach visitors to talk about what they are doing.

Children are eager to involve their friends and staff in their play. For example, when playing with the jig saws, children were eager to involve staff by handing them pieces and asking them to help. Children are enthusiastic to share their achievements, knowing they will be valued and celebrated by staff. For example, children were excited to show staff how high they could jump on the trampoline 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, they worked together to complete a number puzzle, instructing each other where to put each piece and cheering when they had completed the puzzle. Younger children waited patiently for their turn to use the rolling pin and cutters while making heart shaped biscuits, showing interest and smiling as their friends successfully cut out their biscuits. Children enjoy their play and concentrate well on tasks. For example, they had fun and showed good concentration skills when exploring the messy play activity, using the cars to crush the cereal and enthusiastically chatting together as they played.

Children have some opportunities to develop their independence skills by completing tasks for themselves. For example, younger children are learning to feed themselves and to put on their own coats and shoes. Older children change their clothes independently before and after school and complete self-care tasks independently.

Care and Development — Good

Staff understand and follow the setting's procedures effectively to keep children safe and healthy. They know and understand the correct procedures to follow if they have any concerns about a child and have completed appropriate training on safeguarding children. Most 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 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 fish with mashed potato and beans, fruit and crackers. They 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 to children with warmth and affection. They are kind, provide comfort and reassurance when children need it and treat them with respect. Staff encourage positive interactions using highly positive and effective strategies. They model positive interactions throughout the day and give clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when children do not want to share toys, staff clearly explain their expectations to children, supporting them to ask politely and take turns. They congratulate children when they manage this well. Staff use praise often throughout the day to encourage children to interact and behave positively.

Staff know the children well and respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of activities and experiences that children will enjoy. Staff conduct regular observations and assessments for all children, and these are kept in the children's individual learning records and used to plan their next steps for learning. Photographs and samples of children's work are collated to create individual books showing children's progress throughout the year. Staff have effective procedures in place for seeking and providing support for children with additional needs. They record observations and note any concerns on children's individual files.

Environment — Good

Leaders prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Leaders have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These documents are reviewed regularly, and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively. Daily safety checks are also completed on all areas used by children.

Leaders 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. Playrooms are well organised, with a suitable range of toys and resources set out on tables for children. For example, building blocks, craft materials, interactive electronic toys, dolls, and a play kitchen. The outdoor play area provides a good range of opportunities for the children to develop their physical skills. For example, a variety of ride on toys, climbing apparatus, trampoline, slide and sports equipment enable children to practice balancing, climbing, jumping and sliding. Staff plan some sensory and messy play activities each day. However, the opportunities for children to explore natural, recycled, or real-life materials are limited as most of the toys and resources available are made from plastic. The number of toys and resources promoting cultural awareness and diversity is also more limited.

Leaders 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. They are well-maintained and cleaned regularly, with staff keeping accurate records of when this is completed. Furniture and equipment 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

Leaders share a clear vision with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. However, these policies are not always reviewed annually and the date on which they are reviewed is not always accurately recorded. Leaders ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets theirs and their child's needs.

Leaders have robust arrangements for identifying strengths and areas for improvements. 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. Leaders create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

Leaders ensure staff have regular training and support to fulfil their roles effectively and enable them to support children's individual needs. Staff files contain the required information, demonstrating that safe recruitment checks are in place. Staff told us that they can approach leaders at any time to discuss any problems or training needs. Records of supervision meetings and annual evaluations are kept in the staff's individual files, showing these take place regularly.

Leaders have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting. They share information via regular private messages and verbal feedback. There is also a closed page on social media to share photographs and information. Leaders have developed strong links with the school, helping children to feel settled and secure. Building positive relationships between families and the community helps to promote a sense of belonging for children.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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)
Standard 7 - Opportunities for play and learning	Provide more opportunities for younger children to choose from toys and resources independently and follow their own interests.
Standard 23 - Equipment	Ensure children have more access to toys and resources which promote cultural awareness and diversity.

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 children have greater opportunities to explore natural, recycled and real-life resources.
Ensure all policies are reviewed annually and the date on which the review takes place is recorded.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 18/03/2025