Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Squiggles Pennard Day Nursery

Pennard Road, Pennard, Swansea, SA3 2AD

01792230247

www.squigglesnursery.com

The inspection visit took place on 17/11/2025

Service Information:

Operated by:	Samantha Lewis
Care Type:	Children's Day Care
Registered places:	32
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Good
Care & Development	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children have a voice and make choices about how they spend their time. They interact well, showing respect and understanding towards others. Children enjoy their play experiences. Overall, they have opportunities to be independent during their play and daily routines.

Staff are caring and nurturing towards the children and plan suitable opportunities for children to play and learn. They promote healthy lifestyles appropriately, providing healthy snacks and lunch, along with opportunities for fresh air. Not all staff are confident of the settings procedures to ensure they keep children safe at all times. Staff manage behaviour effectively and support children's learning, play and experiences through positive interactions. Staff know the children well and the tracking of development is in place to evidence and support children's progress.

Overall, the people running the setting make sure the environment is safe and secure. Following the visit, risk assessments have been further developed. The environment is spacious and utilised well to ensure children have different rooms and areas of learning. All areas are appropriately equipped with a range of toys, resources and equipment suitable for the ages and stages of

development of the children.

People who run the setting show commitment and dedication in providing a good service for all those who use it and manage it appropriately. They have a good understanding of the care they offer. Following the visit, the setting has made improvements in relation to record keeping and managing staff. The setting has a good relationship with parents and close links with the school which benefit the children.

Findings:

Well-being — Good

Children separate well from their parents, and they arrive happy. Children are familiar with the environment, staff and routines. Children form friendships and enjoy playing alongside and with other children, for example, younger children happily sit side by side and play with sensory toys whilst older children support one another to build a train track. Children behave kindly and considerately towards their peers. For instance, we observed a child hand their friend their comforter. Younger children are learning to take turns and share resources. Older children readily take instructions and reminders from staff to use the 'magic word' and respectfully say 'please' and 'thank you' when prompted. Children interact well with one another and develop friendships. For example, we heard one child ask another *'Excuse me, do you want to play with me?'* Children develop a sense of belonging as their work is displayed and celebrated in some areas of the nursery.

Children are confident communicators who feel assured their voices will be heard. Children enjoy the company of staff and approach them to chat, ask for assistance or invite them to play. During the visit, we also heard one child tell a staff member they were giving them a 'magic hug' whilst another child eagerly told the staff member *'watch me'* as they used the spinning toy. Most children are developing resilience and show pride when sharing their achievements, confident their efforts will be recognised and celebrated by staff. For instance, children were excited to show how they had dressed up, smiling proudly when praised for their efforts. Children can access most resources independently. They have good opportunities to make choices and decisions about matters that affect them, such as how they spend their time. Children move freely and purposefully between a wide range of activities and resources, following their interests and engaging in play. For example, outdoors some chose to play with the ball, whilst others climbed the apparatus or made marks with chalk.

Children enjoy their play and learning. They are active and engaged, with many showing sustained interest in activities. For example, children spent extended periods sweeping water outdoors, demonstrating focus and concentration, whilst younger children engaged in a 'what's in the box?' session. Children of different ages play well together, particularly in the mud kitchen, where they use cups of water to make potions, taking part in imaginative role play and building positive relationships. Nearly all children participate enthusiastically in play-based activities. They are free to explore their environment and spend time on activities that interest them, they can relax and have quiet time or choose more physical activities.

Children have opportunities to develop their independent skills through the experiences and routines in place. Items are stored appropriately so they are accessible for the children. Children

learn to wash their hands after outdoor play, before meals and after using the toilet. During snack and lunchtimes children are given the support and encouragement they need to feed themselves and help themselves to water from the dispenser. However, opportunities to help themselves to food and snacks are limited.

Care & Development — Adequate

Overall, staff understand and implement the service's policies and procedures. Most staff's knowledge of safeguarding is sufficient. However, not all staff are clear about their own responsibilities to report a concern themselves, should the need arise. Staff complete accident, incident and pre-existing injuries forms appropriately and share this information with parents. They complete regular fire drills with the children and maintain records so they know who has practised the drill and ensure everyone can exit the building quickly in an emergency. People who run the setting ensure attendance registers are completed to ensure children are always accounted for. However, during the visit, the registers did not clearly identify which staff were caring for the children at any given time. Following the visit, improvements have been made to records and these now clearly record all staff looking after children.

Staff implement effective routines to support children in having a healthy lifestyle. Personal care of children, including nappy changing and noses being wiped, is completed appropriately by staff to help prevent the spread of germs. Staff provide children with water to drink throughout the day to ensure they are hydrated. Nutritious meals are provided, and staff are fully aware of and cater for any individual dietary needs the children may have. During the visit, we discussed the methods used at the nursery for the preparation of babies' milk bottles. Following the visit, people who run the setting confirmed a bottle warmer had been purchased and is now used to warm babies milk bottles. Staff regularly take children outside, so they have opportunities to be active and get fresh air.

Staff have a caring and supportive approach with the children. They show interest in what they have to say, allowing them to have lots of conversations. Staff appropriately engage in children's play, sitting at their level as they do so and extending their learning through the conversations and questions they ask. For example, *'what are you making?'* and *'how many have you got?'* Staff manage behaviour well through verbal praise and this is used effectively to celebrate children's achievements and behaviour. Staff use positive language and remind children to use 'gentle hands.'

Staff know the children well. They understand the individual needs of each child and provide the appropriate care and support required. Activities provided are age appropriate and allow children to learn a range of skills through their play. For example, the introduction of equipment outside allows children to develop their imagination, creativity and physical skills as they climb on the wooden arch and access the mud kitchen. Staff plan activities mainly around themes and the areas of learning. However, these plans do not include the progression of developmental skills or children's voice in relation to ideas and possible activities. Staff keep individual records of children's learning and their progress. During the visit, we heard staff use incidental Welsh throughout the day as well as sing songs. They also attend a weekly Welsh session at the local library, and an external company provides Welsh singing sessions at the nursery.

Environment

Good

The environment is safe and secure. People who run the setting ensure they have effective routines that are embedded in practice to help keep children safe. For example, external doors are kept locked. Visitors are recorded so there is no unauthorised access. Overall, there are sufficient risk assessments in place for different areas, resources and activities of the setting. The risk assessment for the outdoor area was further developed following the visit. Daily checks are conducted to ensure no new hazards have arisen and these are recorded in writing. During the visit, we discussed room temperatures with the people who run the setting. Following the visit, the people who run the setting confirmed amendments have been made to the thermostat to ensure the temperature runs in line with required standards.

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 well with various rooms available for children to access for different activities. For example, space for messy play and craft activities, a sensory room and a quiet area 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. Resources and activities are made available to children to promote their understanding of cultures and the wider society. For instance, dolls, jigsaws, plastic characters and cooking activities. The outdoor area gives children access to a range of experiences. For example, mud kitchen, climbing structure, role play in the pirate ship as well as water play to name a few. A sheltered outdoor area provides children opportunities to be outside in all weather.

People who run the setting provide suitable resources and equipment. Furniture and storage are appropriate for the children so they can be independent and comfortable. The children's ages are considered so the rooms are equipped with toys and resources to suit their ages and stages of development. For example, in the baby room there was a lot of floor play activities placed on soft foam mats such as sensory toys. Babies and toddlers can also access bean bags, low level mirrors and sensory boards on the wall. In the preschool room there are areas for mark making and role play. Child height toilets and sinks support older children to use them independently and there are suitable nappy changing facilities which allow children's privacy and dignity to be respected.

Leadership & Management — Adequate

People who run the setting have developed their management of the service and further improvements have been made in relation to records reflecting staff caring for children at all times following the inspection visit. They play an active role in its day to day running. This gives them a clear vision of the care being provided. People who run the setting have a statement of purpose that reflects the current setting and contains all the information needed for parents to decide if it is the right care for them and their child. They keep regulatory information about the children including contracts, personal details, and permissions for children. People who run the setting ensure most policies and procedures reflect practice and are implemented well. However, we found the sleep policy did not truly reflect practise observed during the visit. This was updated immediately following the visit.

People who run the setting have a good self-evaluation system to review the quality of care annually. They seek and implement the suggestions of children and their parents/carers. They produce a relevant quality of care report, looking at what they do well and where they would like to improve. For example, they have responded to parental requests in relation to sharing information on children's development and photographs of their child through the app.

People who run the setting work closely as a team with staff. They have developed a good team of staff who work well together, understanding their roles and responsibilities, which helps the setting run smoothly. People who run the setting ensure staff attend a range of training, including all mandatory training. Staff told us they feel very well supported by people who run the setting. However, one to one supervision is not consistent. Following the visit, people who run the setting provided Care Inspectorate Wales with copies of formal supervisions undertaken with some staff members following the visit. People who run the setting do ensure staff receive formal one to one appraisal so information can be shared and training needs identified. Following the visit, staff files are complete and evidence there is a good recruitment procedure in place to ensure all staff are suitably qualified and experienced to care for children.

Good relationships are developed with parents, and they are kept informed. They ensure communication systems with parents are good. They keep parents informed through a variety of methods such as the use of an electronic app and verbal daily feedback. Parents we spoke to on the day of the visit and through questionnaires submitted gave very positive feedback about the nursery and said their children are very happy there.Ffor example, *'My child loves it here and settled quickly'* as well as *'It's really nice here and the kids love all the adults.'* The setting works well with outside agencies to support individual children's needs and development. These include agencies such as speech and language. They work alongside Flying Start to ensure they are providing suitable care and this benefits children at the setting.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 22 - Environment	Ensure room temperature is maintained at 18 degrees.
Standard 7 - Opportunities for play and learning	Ensure planning of activities includes progression of skills and children's voice
Standard 4 - Meeting individual needs	Further promote children's independence, especially at meal times.
Standard 20 - Child protection	Ensure all staff are fully aware of the safeguarding procedures in relation to potential child welfare situations and they receive appropriate training.
Standard 13 (Day Care) - Suitable Person	Ensure all staff members receive regular one to one supervisions.

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