



Inspection Report

Chunky Monkeys Day Nursery

**Chunky Monkeys Day Nursery
Principality House
Brackla Industrial Estate
Bridgend
CF31 2BB**



Date Inspection Completed

24/03/2025

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About Chunky Monkeys Day Nursery

| | |
|---|--|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Jungle Island CO Ltd |
| Registered places | 107 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 2 February 2023 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service. |

| | |
|----------------------------------|-------------|
| <u>Well-being</u> | Good |
| <u>Care and Development</u> | Good |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Good |

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

Summary

Children are happy, settled and clearly enjoy their time at the setting. They interact well with peers and staff members. Children have good opportunities to learn and develop, choosing activities which engage and interest them.

Overall, staff implement policies and procedures effectively. They are positive role models and kind towards children. They provide positive interactions to ensure children feel happy and have an appropriate understanding of how to keep children safe and healthy. Staff are aware of children's individual needs.

Leaders have effective policies and practices in place. They ensure the environment is suitably safe, secure, and appropriately maintained indoors and out. Children access a range of activities and resources, most of which are readily available to them.

Leaders have a sound understanding of the regulations and national minimum standards. They are very organised and have a clear vision at the setting. Leaders are keen to drive improvement. There is a strong team ethos which promotes an effective provision.

Well-being

Good

Children are happy, settled and engaged at the setting. They have opportunities to make choices and decisions. There are a range of resources and activities available to children and they freely decide which activities they would like to play with. Children feel confident approaching staff and their voice is heard. For example, children ask for comforters during nap time.

Children are confident communicating their wants and needs. For example, children choose the songs they want to sing during circle time. They have strong relationships with staff and call them by their names. Children are comfortable approaching staff. Children smile proudly when discussing their artwork and feel valued when they are praised by staff. Children are familiar with the routines of the setting. For example, they know to wash their hands before snack time.

Children interact well for their ages and stages of development. We saw children listening to others during story time and learning to share when playing with toys. The interactions between children, their peers and staff are positive. They express enthusiasm and enjoyment when completing activities. For example, proudly showing us, Care Inspectorate Wales (CIW), how they cleaned their dolls and dressed them.

Children enjoy their play and learning opportunities. They confidently explore the environment and engage in child led activities, with adult support if needed. For example, playing in the water trays, on the slide, magnetic fishing and with the ball outside. Children take part in physical activities, using the outside play areas. Children are encouraged to use their manners and staff promote the use of simple Welsh words and phrases. For example, counting to 10 in English and Welsh.

Children are learning to develop their independence skills by washing their hands with support and tidying up. Children competently feed themselves during mealtimes. Older children attempt to pour their own drink of water, with support from staff if needed. However, there are limited opportunities for children to develop their independence skills.

Care and Development

Good

Staff work well to keep children safe. Most staff have appropriate paediatric first aid, safeguarding and food hygiene training. Staff understand the importance of safeguarding children and suitably answer child protection scenario questions. There are nearly always healthy hygiene practices in place, with handwashing prior to meals and after using the bathroom. However, food was placed directly onto the table at snack time. Staff wear aprons or pinnies and gloves when they serve mostly healthy snacks and meals. They are aware of dietary, and allergy needs, with effective systems in place to ensure allergies are managed well. They ensure medication is stored securely, with appropriate short term and long-term medication forms complete. Staff wear appropriate PPE (personal protective equipment) for nappy changing. However, the policy is not always followed consistently. Following our inspection visit, the nappy changing policy has been updated to reflect current infection control guidance. Staff complete registers and have clear information to know which children are attending the setting, as well as the staff members who are caring for them. Children have regular visits to the next room, when they are developmentally able to, or prior to their birthday. Overall, the age ratio of children to staff is well managed and nearly always maintained. However, on the day of our visit, this was not consistently maintained in one room, as the required staff to child ratio for visiting children, aged under 2 years, was not always met.

Staff are calm, kind and caring and promote effective interactions. Staff consistently praise children and use positive phrases such as 'well done' and 'da iawn'. Staff know the children well and support their needs effectively. There is a consistency in the care provided. Staff recognise when children are tired and hungry and take prompt action to meet their needs. Staff manage children's behaviour by interacting at their level and engaging kindly with them. Staff engage well in children's play. For example, playing tag with them outside. There is a mixture of child-led and more structured adult-led activities throughout the day. Many rooms promote a continuous provision which allows for child-initiated play. Staff promote children's self-esteem well. For example, praising children for their artwork and when they count in Welsh. Overall, staff create a happy and calm environment. Although, during busy transition times such as nappy changing and nap time, some rooms became a little disorganised, compared to the rest of the day.

Staff know children well and have good systems in place to ensure their individual needs are met. They provide children with opportunities to play with a range of activities and resources. For example, physical and creative activities. Staff are aware of the individual needs of children and their next steps of learning. They praise children when they achieve these and document them effectively. Celebrations and events for the year are shared with parents and carers, along with daily communication.

Environment

Good

Leaders ensure the environment is safe, secure, and suitably maintained. The main entrances to both floors have secure locks, with buzzer entry and key code systems to

access the buildings. There is CCTV and telephone intercoms throughout the nursery and all visitors sign in. There are a range of risk assessments, including many areas and aspects of the building, alongside specific risk assessments for activities and outings. Staff complete and record daily health, safety, and cleaning checks. Regular fire drills are completed at different times of day. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Effective cleaning routines are in place. A child level handrail has recently been put in place on the staircase.

Leaders ensure the service provides a range of opportunities for children. The indoor play space provides children with a variety of areas of play, depending on their ages. There are additional rooms for gross motor sensory play, sleep room for babies and a dining hall with access to an outside under two's play area. There are suitable toilet and appropriate nappy changing facilities. Children have areas to store their belongings. Many children choose their interests and resources independently, within the continuous provision. There are tabletop activities and floor space allowing for children's play. Staff organise the play environment well. There are a variety of displays and notice boards, providing children's next steps, routine and key information. Children's artwork is attractively displayed. We saw photographs of children and their families, promoting a strong sense of belonging. The outside play areas are secure with a variety of equipment and resources depending on the ages and stages of children, including sensory play, mark making, swings, ride on toys, climbing frame, outside classroom, and willow structure.

Leaders provide a range of developmentally appropriate play and learning resources. Many of the resources are available for children to access independently, freely choosing where they play. They provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. There is a mixture of natural objects and resources to help develop children's curiosity, alongside more robust hard-wearing toys. They provide resources and learning opportunities which promote children's understanding about wider society, celebrating equality, diversity, and cultural awareness. For instance, there is a strong promotion of Welsh culture throughout the setting. Children visit local areas of interests, such as the park.

Leadership and Management

Good

Leaders are experienced in their role and are very organised, they meet and often exceed the national minimum standards and regulations. They are involved in the day to day running of the provision. Leaders are visible and proactive, sharing a strong vision for the setting. They engage positively with CIW and inform us of any significant events at the

setting, they are keen to drive improvement. There is an up-to-date statement of purpose which reflects their service. Leaders ensure clear regulatory records are in place, such as registers for children and staff, contracts, and consent forms. Policies, procedures, and documents are regularly reviewed. Following the inspection visit, key policies have been updated to reflect current practices. They have appropriate public liability insurances and are registered with the ICO (Information Commissioner's Office).

Leaders have systems in place for the evaluation of the service. An informative quality of care report has been provided alongside the recent Self-Assessment of Service Statement (SASS). The report provides information in relation to areas they wish to develop and plan. It does not reflect parental, children or professional views, although these are sought as part of the evaluation.

Leaders ensure staff have Disclosure and Barring Service (DBS) checks. They follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. Staff undertake training as part of their continual professional development. Staff informed us, CIW, they feel well supported by leaders and each other. They work well as a team and have staff contingency plans in place. Many staff are long standing and have worked at the setting for several years, promoting a consistent team. Staff receive formal supervisions and appraisals. However, supervisions need to be completed more regularly. Following our inspection visit, a supervision and appraisal plan has been developed to help maintain regular supervisions in the future.

Leaders have strong partnerships. They have effective links within the community. For example, with visits from the police and fire service, alongside a librarian to read stories. The setting work with the local authority and actively seek out grant funding to develop and improve the setting. Leaders promote positive partnerships with parents. They keep parents and carers up to date, with the use of an online application, through verbal conversations, monthly newsletters and weekly updates. As part of the inspection process, we spoke to parents and carers who confirmed they were very happy with the service provided.

Comments from feedback questionnaires, include *“Staff are friendly and provide updates on activities throughout the day. The activities include creativity and outdoor play, and the food seems good too.”*, *“My child is clearly very happy attending, and I feel he is cared for to a high standard and his development has exceeded all expectations and milestones since attending chunky monkey”* and *“The nurture and care they have shown for both my children is second to none. They understand each child’s needs and cater for it.”*

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.

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 20 - Child protection | All staff to complete relevant safeguarding training in line with the NMS. |
| Standard 10 - Healthcare | Provide consistency with effective hygiene practices. |
| Standard 15 - Staffing ratios | Consistently maintain child age and staff ratio to prioritise the children's needs. |

Best Practice

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.

| Recommendation(s) |
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| Further develop children's independence during snack and meal times. |
| Increase frequency of formal supervisions. |

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