A report on

Fun Days Day Nursery

2 Seabank Road
Rhyl
Denbighshire
LL18 1EA

Date of inspection: April 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Fun Days Day Nursery

Name of setting	Fun Days Day Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Lesley Falconer
Person in charge	Darren Moss and Lauren Summerfield
Number of places	32
Age range of children	12 months to 10 years
Number of 3 and 4 year old children	13 three-year-olds and 2 four-year-olds
Number of children who receive funding for early education	7
Opening days / times	Monday to Friday from 8:00am to 5:30pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	29 August 2019
Date of previous Estyn inspection	22 June 2017
Dates of this inspection visit(s)	01/04/2025
No children speak Welsh at home. There are a few children with English as an Additional Language.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the responsible individual (RI) must address these.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.

Recommendations

R1. Ensure that all practitioners record their attendance accurately to have a clear audit of who is caring for children at all times

R2. Provide regular opportunities for formal practitioner supervisions

R3. Address the non-compliance identified during the inspection.

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children are confident communicators and enjoy introducing themselves and showing what they like to play with. They approach practitioners with confidence to make their requests and know they will be listened to. For instance, children ask practitioners politely for more fruit and this is given to them in a timely manner. Nearly all children enjoy talking with practitioners. A few younger children express their wishes through gestures and facial expressions and their requests are responded to by practitioners in a responsive and sensitive manner.

Nearly all children cope extremely well with separation from their parents and carers. This is because daily routines support their individual needs, and they are greeted warmly by practitioners. Nearly all children are familiar with daily routines and show how they brush their teeth, wipe their faces and wash their hands. Nearly all children have good bonds of affection with practitioners. A few approach them to sit on their knee for a cuddle or to have a story read to them.

Nearly all children have a strong sense of belonging and form positive relationships. For example, friends have fun using a tape measure to discover the length of the playroom, taking turns to measure the tables and chairs. Older children enjoy gardening together, sharing the tools and talking about how they will arrange the flowers in the pot. Many younger children co-operate well to tidy up their toys and learn to use 'kind hands' when playing with their friends. Nearly all enjoy the social occasion of mealtimes. They sit at the table maturely and demonstrate good manners.

Nearly all children are active and curious learners. For example, they work well together as a team, using a range of re-cycled materials to make a den. Nearly all express enthusiasm and enjoyment in the company of their friends during story time. They join in enthusiastically to say the rhyme and express through actions how the witch on the broomstick 'whooshes' through the air. Nearly all children enjoy freedom to explore their environment safely. They are self-motivated to choose their own play and guide their activities. For example, a few children develop their curiosity well by shining the battery-operated torch onto their face while looking in the mirror to see the effects. A few younger children enjoy practicing using their senses. For instance, they shake bottles to watch them fill with colourful liquid and glitter and smudge paint with their fingers to create a butterfly picture. During outdoor play, children develop their physical skills and natural curiosity effectively. For example, they ride scooters confidently, pedal bikes and whizz down slides. A few enjoy watering plants and use binoculars to observe garden birds.

Nearly all children respond well to opportunities to develop independence. For instance, they prepare themselves well to play outdoors, helping one another to zip up coats and working out how to put on their wellington boots. Many children sustain concentration appropriately. They take their time to consider which colour paint to choose by using a colour pallet. At snack time, most children help themselves to fresh drinking water or milk.

Overall, many children do things for themselves successfully and this helps them to develop their creativity to experiment and be imaginative.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Nearly all children make good progress from their starting points during their time at the setting. Many children express themselves clearly using simple sentences, words and gestures. For example, they share preferences when playing a card game, discussing their foods. Nearly all children join in with songs at whole group music time and enjoy acting out the actions to the 'Sleep little bunnies' song. Most children enjoy looking at books, turning pages independently, and talking about what they see in the pictures. They experiment positively with mark-making, using different media such as paint, pencils and pens, to draw pictures of their families.

Most children develop good mathematical skills. They use language of size when describing the wellies as 'too small' and successfully match them when dressing to go outdoors. Nearly all children are familiar with the routine of the session and talk about going to a dance class later in the day. Many explore two dimensional shapes and are beginning to name them correctly. A few children select and use appropriate mathematical equipment to solve practical problems. For example, they select a measuring tape to measure the height of their friends.

Many children are developing good Welsh language skills. For example, they recite numbers up to ten and understand familiar instructions. They are beginning to repeat simple words and phrases. For example, they copy the practitioners and say 'barod' to show they are ready to start playing a game to find the teddy bear.

Nearly all children's physical skills are developing successfully. They use coloured dough, tools and scissors skilfully in their learning, showing good fine motor skills. Many children are active in their play. For example, they run and use wheeled toys outdoors. Many develop their imagination well, such as adopting a role in the home corner pretending to be a parent and cooking meals.

Nearly all children develop effective digital skills and use them well in their play. For example, most children use the camera independently to take photographs and explore light and shadow with the torches.

Many children develop good personal skills, such as putting on an apron before painting and washing their hands before snack time. Many develop effective social and emotional skills and co-operate well with each other in their play.

Most children show perseverance and resilience. For example, they work together well to rebuild the rocket with blocks and independently find a magnet to keep the paper on the easel.

Care and development: Good

Practitioners know children well. They praise them consistently for their efforts, celebrating their achievements enthusiastically. Practitioners interact tenderly with children and create a homely and welcoming atmosphere, which promotes children's well-being and learning.

Practitioners have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting's arrangements to safeguard children meet requirements and give no cause for concern. Practitioners have completed mandatory training suitable for the ages of children cared for. They implement policies and procedures well to promote healthy lifestyles. For example, practitioners encourage children to eat healthily, be active and play outdoors in the fresh air. Children brush their teeth and wash their hands, helping to develop their personal hygiene practice effectively. Practitioners create sociable opportunities for children at mealtimes making sure fresh drinking water and milk is readily available.

Practitioners record children's daily hours of attendance consistently. However, they do not always record their own daily attendance accurately. They complete accident and incident records and ensure that these have been signed by parents and carers to evidence they have been informed. Practitioners ensure that fire drills are held regularly to make sure that children know what to do if they have to leave the premises in the event of an emergency. They record the information appropriately and make improvements as necessary.

Practitioners are responsive and sensitive to the individual needs of children. They follow robust arrangements to support children who may have an additional learning need. For example, they work in partnership with parents and carers and professionals to implement effective strategies to ensure that children settle and their play and that learning experiences are positive. Practitioners ensure an inclusive environment and manage interactions well. They have a good understanding of positive behaviour management strategies and encourage children to take turns, share and co-operate. Practitioners consistently encourage children to be kind to their friends, increasing their awareness of feelings and friendships.

Practitioners collaborate well to build children's confidence. They organise interesting play and learning experiences, which are led by the children's choices. Practitioners track children's progress appropriately and draw on these observations to create meaningful play and learning opportunities. They plan for the next steps in children's development and review progress regularly.

Practitioners provide children with varied and valuable opportunities to learn about the world around them. For instance, photographs show children celebrating festivals by participating in a variety of related craft, music and storytelling activities. Practitioners actively use basic Welsh throughout the session to develop children's understanding and use of the language. They provide good opportunities for children to learn about the natural world by planting seeds and watering plants.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Provision to support children's literacy and numeracy skills is effective. Practitioners foster children's enjoyment of stories by providing books in all areas of the indoor space. They provide a broad range of experiences, such as filling pots with compost and planting flowers, which allows children to develop their understanding of capacity effectively.

Practitioners plan interesting and worthwhile experiences that cover all areas of learning effectively over time. For example, they provide regular opportunities for children to use a range of recycled resources such as crates, boxes and guttering. This impacts well on children's physical development and problem-solving skills as they use the resources to build dens.

All practitioners have a good understanding of how children learn through play. They are gaining confidence in implementing the requirements of the Curriculum for Wales. They make good use of indoor and outdoor resources to support learning, and children have uninterrupted access to the outdoors. As a result, nearly all children sustain interest in their play for significant periods of time. Practitioners model activities well, playing alongside children in the different areas of provision. They support children's oracy development purposefully through modelling vocabulary such as 'sticky' when making coloured dough.

Practitioners use appropriate words and phrases in Welsh such as 'bore da' to greet children on arrival. Children have useful opportunities to learn about their Welsh heritage. For example, they celebrate St David's Day by making flags and painting pictures of daffodils. There are numerous Welsh resources in the indoors to reflect Wales, such as traditional costumes and photographs of local landmarks.

Practitioners make beneficial use of visits beyond the setting to enhance children's learning experiences. For example, children have enjoyed visits to the nearby park and beach. Practitioners recognised children's interests in maps and supported them to research the houses in the area on the laptop to create a large map. This impacts positively on their sense of belonging. However, the use of visitors into the setting is less well developed.

Practitioners provide worthwhile opportunities for children to learn about the natural world around them. For example, they grow carrots and tomatoes in the garden. Practitioners plan appropriate learning experiences promoting children's moral, spiritual and cultural development well. For example, they foster a sense of awe and wonder when children observe the caterpillar changing into a butterfly.

The setting has a range of useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks at the setting. They record valuable observations to show children's progress, which are shared with parents and carers via an app and during face-to-face meetings. Practitioners use assessments effectively to inform future experiences and to support the child's next steps in learning.

Environment: Good

Leaders provide a welcoming, safe and clean environment where children can play independently. The environment is well maintained both indoors and outdoors. Leaders ensure that the environment meets children's needs and enables them to reach their full potential.

Leaders make sure risk assessments identify potential hazards appropriately and implement procedures to manage these risks. They follow good cleaning routines, which help to minimise any risks to children's health and safety. Leaders make sure that everyone understands their responsibilities in relation to the safety and welfare of children. They ensure that clear information is available to everyone about how emergencies are dealt with. Leaders make sure that staff supervise children well across all areas of the setting and reinforce safety rules when crossing the road.

Leaders make sure that the layout of the play area promotes children's independence, successfully enabling them to access toys and resources with ease. There is a good selection of recycled and natural resources to develop children's skills. Attractive cosy corners enable children to rest and have some quiet time. There are ample toys, resources and furniture suitable for the ages cared for. Leaders provide resources to promote children's awareness about the world around them. For example, there are dolls, small world figurines showing people from wider cultures and colourful wall displays celebrating Welsh heritage. Leaders have organised a designated area for children to store their personal items and this creates a sense of belonging. They present children's artwork attractively and this shows children that their efforts are valued. There is a good variety of books on offer, and these are displayed well to invite children to read them.

Leaders have used grant monies to enrich children's outdoor play and learning experiences. They make sure that the outdoor play environment sparks children's interests and curiosity. For instance, there is a variety of climbing apparatus, resources and equipment to develop children's physical, creative and imaginative skills. Leaders make sure that children have opportunities to learn about the natural world and have organised areas to develop their nurturing skills. Additionally, they make good use of materials that have been recycled and reused, to develop children's natural curiosity. For instance, children use crates, large cardboard cylinders and wooden blocks to create dens and obstacle courses.

Leadership and management: Adequate

Leaders create a positive atmosphere of teamwork across the setting. The responsible individual is actively involved in the day-to-day running of the setting and encourages practitioners to support each other well. This creates a homely, happy and welcoming ethos. Leaders make appropriate use of practitioners and resources to support children's welfare, learning and play. They ensure that practitioners have suitable qualifications and relevant experience to develop children's capabilities, confidence and resilience. Leaders manage the setting appropriately.

A satisfactory statement of purpose allows parents and carers to make an informed decision about the service. Policies and procedures have been recently reviewed and updated. Leaders have a good understanding of their role and responsibilities to actively promote the Welsh language and culture.

Leaders ensure that they have embedded sound self-evaluation processes, which identify strengths and areas for improvement appropriately. They set relevant improvement plans. For example, they have allocated monies for digital resources and, as a result, children are developing beneficial digital skills through their play and learning. However, a few identified improvements such as developing all children's independence at snack time have not been fully addressed.

Leaders communicate with practitioners through regular meetings and informal discussions. As a result, there is a strong commitment to teamwork throughout the setting. Practitioners have regular opportunities to discuss matters as part of a team and can approach leaders with any issues relating to the setting or their own health and welfare. Leaders undertake annual appraisals with practitioners; however, they have not fully developed or embedded a formal system for regular supervision. Satisfactory systems are in place to make sure Disclosure and Barring Service (DBS) checks for leaders and practitioners are current. However, leaders have not ensured that they have viewed or recorded all the required information to ensure that staff are suitable to undertake their roles. Leaders have gathered the required information in the children's personal records to ensure that they have the information they need to meet their individual needs.

Leaders ensure that practitioners have worthwhile training opportunities, which focus on aspects such as the curriculum for nursery settings. Practitioners act on the advice provided by the local authority advisory teacher, such as helping to develop the outdoor environment. As a result, children have a wide range of experiences throughout the year in all weathers, which has a positive impact on their well-being and physical development.

Leaders and practitioners build strong links with parents and carers and share useful information about their child's progress. Parents and carers feel welcome at the setting and value the regular exchange of information via an electronic app, social media and face-to-face meetings. Leaders share photographs and accompanying explanations of what children have been doing. They have built beneficial links with the local schools, which support children's transition to the next stage in their learning.

Leaders and practitioners develop children's awareness of their community purposefully. For example, they organise visits to local sites to improve children's social skills and enrich their learning.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol/Prysg (English to Welsh).

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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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
The responsible individual has not made sure all of the required information has been gathered in the practitioner employment files to ascertain the persons suitability in their role of caring for and safeguarding children. Children maybe at risk because the provider does not ensure practitioners are suitable to work at the setting.	01/04/25

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

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