Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Mount Day Nursery

Mount Road, St Asaph, LL17 0DH

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www.themountdaynursery.co.uk

The inspection visit took place on 13/05/2026

Service Information:

Operated by:	The Mount Day Nursery Ltd
Care Type:	Children's Day Care
Registered places:	50
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children make choices in their play and move freely indoors, selecting toys and activities. They are happy, settled and feel secure, showing positive relationships and a sense of belonging. Children cooperate, share and enjoy activities. But some opportunities to develop independence are missed particularly during mealtimes.

Staff follow appropriate procedures to keep children safe and healthy. They implement good hygiene practices, record children's and staff attendance accurately and provide children with regular outdoor play opportunities. Staff support behaviour calmly, build relationships well and respond sensitively to children's emotions. They offer suitable activities that promote children's play and learning.

Leaders maintain a safe, clean and secure environment, with clear routines and organised spaces for play, rest and outdoor use. Leaders provide a suitable range of resources that support children's

general development and offer a range of experiences. However, opportunities to further enrich the environment and develop more diverse, natural, and open-ended provision are still progressing.

Leaders are developing their roles and improving oversight. They review policies and act on feedback to improve practice. They recruit staff safely and manage records appropriately. Leaders build strong partnerships with parents. However, we identified staff supervision procedures as an area for improvement and expect the provider to make improvements.

Findings:

Well-being — Good

Children experience a service where they have appropriate opportunities to make choices in their play and learning. They select from activities available within their rooms and move freely indoors, accessing toys stored in boxes or those set out for them. Children's preferences are mostly respected and responded to positively during daily routines. For example, babies are supported to have additional food when requested, older children are encouraged to choose songs for circle time and additional toys are brought out if children ask for them. However, sometimes there are delays between children expressing a preference to play outdoors and this being acted upon.

Most children are happy, settled and appear secure in their environment. They have formed positive relationships with staff, approaching them confidently to share their ideas, show toys and invite them into their play. Children demonstrate a clear sense of belonging and are familiar with daily routines, such as handwashing and face wiping after meals.

Children interact well with staff and their peers. They are beginning to cooperate, share resources and take turns with adult support, and are developing an awareness of the needs of others. For example, they wait patiently at the table whilst their lunch is cut up and brought to them. Most children listen to instructions and follow expectations well, contributing to a generally calm and organised environment.

Most children demonstrate enjoyment in their play and learning. Many children explore a range of resources, including role play equipment, books and sensory materials, with curiosity and increasing levels of sustained concentration. Toddlers enjoy making music using metal utensils and saucepans, as well as transporting food items, and mixing pretend meals. Pre-school children listen to stories with interest, enjoy chasing games outdoors and use small world vehicles imaginatively.

Children are developing independence through everyday tasks such as toileting, handwashing and feeding themselves. They are able to access some resources independently and manage aspects of their self-care. However, opportunities to further promote independence during mealtimes are limited. For example, children are not currently encouraged to pour their own drinks, serve themselves, or take responsibility for tidying away after meals.

Care & Development — Good

Staff follow appropriate policies and procedures to keep children safe and healthy. They follow hygiene policies consistently, completing cleaning tasks well and maintaining a safe environment. Staff carry out nappy changes hygienically, using appropriate personal protective equipment, gaining children's consent, and washing hands afterwards. Staff offer balanced meals and healthy snacks to children and ensure dietary requirements are met. Staff manage sleep routines effectively and have improved the storage of sleep mats with further plans to store all the bedding in closed storage boxes to help keep them fresh. Staff promote children's physical wellbeing appropriately through daily outdoor play opportunities and regular trips into the community. Staff demonstrate a sound knowledge of safeguarding procedures and understand how to make referrals if they are concerned about a child. All staff have completed appropriate face to face safeguarding training, with new staff on a waiting list to attend soon. Staff maintain accurate accident and attendance records, with leaders providing good oversight. All staff have completed appropriate paediatric first aid training with enough staff that have completed the full paediatric first aid training to meet the National Minimum Standards (NMS).

Most staff manage children's behaviour well and create a calm, nurturing environment. They interact warmly with children, engage in their play, and respond sensitively to their emotional needs. For example, staff comfort children when needed and support them to settle quickly and re-engage in activities. They act as positive role models, reinforcing expectations through clear, consistent communication and gentle reminders, such as encouraging walking indoors rather than running and appropriate manners during mealtimes. Staff praise positive behaviour regularly for tidying up or trying hard which helps build children's confidence and self-esteem. Staff encourage participation in group activities and support children to develop social skills through playing respectfully.

Staff plan and provide a range of activities, including learning about people who help us, and support children to discuss how to stay safe outdoors, such as wearing coats and using sun hats and sun cream. Staff have a sound understanding of age-appropriate learning, and planning reflects broad developmental expectations. However, planning is not yet responsive, and leaders do not consistently focus on targeting individual children's specific skills. Staff keep parents informed about their child's day by sharing regular photographs and updates electronically.

Staff offer suitable support to children who may have Additional Learning Needs (ALN). They use inclusive approaches, such as Makaton which uses signs and symbols alongside speech, and work well with external professionals to support children's communication and overall development.

Environment — Adequate

Leaders have made significant and sustained improvements to the safety, security and cleanliness of the environment. They ensure secure access through the front entrance and maintain a fully enclosed outdoor space with high, locked gates. Staff follow clear visitor procedures, including signing in and out on arrival, which supports safeguarding arrangements effectively. Leaders implement consistent cleaning routines, and staff understand their responsibilities for maintaining a clean and hygienic environment throughout the day.

Leaders provide children with a well decorated, suitable environment and use available space appropriately. They maintain tidy areas, with clearly defined spaces for rest, sleep and active play. However, resources are not always organised in a way that fully promotes independence, particularly for pre-school children. As a result, staff generally take the lead in selecting and providing tools and resources, which can limit the range of materials children independently access and reduces opportunities for them to fully lead their own play. The environment supports daily outdoor play access, and staff are working towards providing children with more free-flow opportunities between indoor and outdoor areas.

Leaders provide children with clean resources that offer a suitable foundation for play and learning and support children's general development appropriately. For example, a range of familiar play materials such as construction toys, role play areas and creative activities support children's problem-solving skills, communication and fine-motor development. The environment offers a suitable range of experiences, but opportunities to further enrich and extend these are still developing. There are a few examples of children's work up around the setting, which are beginning to make the nursery feel homely and, over time, will help support a sense of belonging. Resources that promote diversity are beginning to develop, and staff celebrate cultural and national events with the children appropriately. The range of natural and open-ended resources are developing at a gradual pace.

Leadership & Management — Adequate

Leaders are continuing to develop within their roles and are making steady progress in strengthening their effectiveness. The Statement of Purpose accurately reflects the care provided, and the majority of policies and procedures are regularly reviewed and updated in line with current guidance. Leaders are building their understanding of relevant regulations and the National Minimum Standards (NMS), which is increasingly informing practice. Since the last inspection, all previously identified regulatory issues have been addressed. These actions demonstrate improved oversight and a clear commitment to meeting regulatory requirements.

Systems for self-evaluation are in place and show a developing understanding of reflective practice. The setting's Quality of Care Review is completed appropriately and includes meaningful reflection on the service. Leaders gather feedback from parents, staff and children through annual questionnaires and ongoing informal discussions. This feedback then informs improvements to practice. For example, feedback from children has led to the introduction of a wider range of trips and outings, enriching children's experiences. Leaders understand that activity planning needs to improve, especially to better support children's development. They are also working to improve how they track children's progress and plan their next steps. This demonstrates a willingness to improve and build on current practice.

Staff and resources are managed appropriately, and recruitment procedures are robust, supporting safe practice. Children's records are well maintained, and record-keeping is managed appropriately. Annual appraisals are completed, providing suitable opportunities for performance review. Staff report feeling supported by leaders and speak positively about recent developments within the service. However, staff supervision arrangements are not yet established and have not been undertaken since the last inspection. This limits opportunities for structured support, professional development, and reflective practice. Therefore, outcomes for children require improvement and we expect the provider to make improvements. The person in charge and deputy hold appropriate childcare qualifications; however, they do not currently hold the required Level 3 playwork qualification in addition to these.

Partnerships with parents are strong and supportive. Daily updates are shared through an electronic app, ensuring parents are suitably informed about their child's care. Feedback gathered indicates that parents are happy, describe staff as approachable, and feel their children are settled and progressing well. Links with external agencies, including speech and language services, support children's individual needs. Regular trips to the park and farm enhance learning experiences and contribute positively to children's development.

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
Leaders have not yet implemented staff supervision procedures which limits their ability to monitor practice and support staff appropriately.	13/05/26

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	Increase free-flow access to indoor and outdoor spaces and develop an enabling environment with accessible, engaging resources.
Standard 13 (Day Care) - Suitable Person	Ensure leaders achieve Level 3 playwork qualifications and that a sufficient number of non-supervisory staff achieve Level 2 in playwork.
Standard 7 - Opportunities for play and learning	Ensure activity planning includes clear learning intentions, adopts current best practice approaches, and uses an effective system to track children's progress.

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)
Ensure leaders maintain up-to-date knowledge of current practice, legislation and sector developments so the service can drive continuous improvement.

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