A report on

Beach House Day Nursery

Beach House Day Nursery
37 Marine Dr
Rhyl
LL18 3AY

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Beach House Day Nursery

Name of setting	Beach House Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Samantha Elie, Olivia Allen
Responsible individual (if applicable)	
Person in charge	Samantha Elie, Olivia Allen, Bronwen Armitage
Number of places	42
Age range of children	0 to 5
Number of 3 and 4 year old children	15
Number of children who receive funding for early education	11
Opening days / times	7am to 6pm daily
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 making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service'.
Date of previous CIW inspection	11/01/2024
Date of previous Estyn inspection	First inspection
Dates of this inspection visit(s)	24/06/2025

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop observation and assessment processes

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to Leadership for dissemination on their websites.

Main findings

Well-being: Excellent

Nearly all children make purposeful choices about their play and learning. They confidently select their own resources, which supports their decision-making and independence effectively. For example, they choose which way to come down the slide and decide when they would like to listen to a story with a practitioner or look at family photographs. Children of all ages, including babies, communicate their needs successfully in an age-appropriate way, as they know practitioners respect their choices and will listen to their ideas and respond sensitively. Children show their approval by singing, smiling and clapping.

Nearly all children settle exceptionally well and feel secure as they play alongside their friends confidently. Children interact with each other and practitioners extremely well. Most are interested in what their friends are doing and add to a game by introducing a music mat amid much amusement. Nearly all children are very respectful to each other, and most are exceptionally considerate, such as when consoling a friend. Children are aware of simple rules, and remind their friends, for example, to take care on tricky parts when climbing. Children work together highly effectively, for example when tidying toys ready to go outdoors.

Nearly all children are active and learn through play consistently well. For example, they are curious about mini beasts and excitedly search for different types of insects in tyres. They enjoy exploring underneath the tyres and are excited when they find something to put into their magnifying jars. Children were mesmerised as a wood louse crawls on a practitioner's hand, taking it in turn to guess how many legs it has. When they come inside, they want to show the younger children what they have found and explain in detail about the worm before carefully returning it safely outside.

Nearly all develop independence skills exceptionally well, such as pouring their own drinks and using tongs to select different types of fruit with minimal support. They use a wipe to clean their face and a mirror to see how they look. Children carry their own chairs safely and decide where to sit during mealtimes. Their physical skills are developing exceptionally well, and children of all ages take calculated risks such as crossing a wobbly wooden bridge. They are extremely confident and proudly demonstrate how high they can climb.

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

Nearly all children are happy, curious and engage well with the learning opportunities available to them. They make good progress from their individual starting points, particularly in developing their personal and social skills. For example, in the block area a few children co-operate successfully to make a taxi to travel to the park. They decide how many wheels the taxi is going to have and after a discussion, choose to pack a spare one for the journey back home.

Many children are confident communicators and share their ideas and opinions with adults and one another well. They ask questions to clarify their understanding and talk to each

other during their collaborative play, such as when sharing resources to make sandcastles. Many children enjoy singing familiar songs and rhymes and join in with accompanying actions readily. They enjoy listening to stories read to them by practitioners and look at books enthusiastically retelling their favourite stories using illustrations.

Many children develop their mark making skills appropriately in both the indoor and outdoor areas. For example, they write lists of items to go shopping in the home area to buy ingredients to make pizzas. A few children are interested in their names and, with support, are beginning to write the first few letters.

A majority of children use their digital skills in their play and exploration well. For example, they use cameras to photograph creatures they find on a scavenger hunt. A few children enjoy exploring the use of programmable toys confidently and use metal detectors to find hidden keys. Many children make good progress in their mathematical development. They use mathematical language in their play naturally, for example when describing if their bowls of water are ‘full’ or ‘half full’. Many count and recognise numbers up to five confidently, such as when counting leaves.

Most children solve problems successfully when playing and show perseverance during activities. For example, when riding bikes and scooters a few children develop an effective ‘traffic light’ system to prevent crashes when their path was blocked by other children building a house with construction materials.

Many children’s creative skills are developing effectively. They play imaginatively, for example making homes for snails to live in from recycled materials, and enjoy painting pictures of their favourite creatures they discover in the flower garden. A few children make wands from natural materials, and delight in pretending to turn both children and adults into different animals and trees.

Many children are developing an appropriate understanding of the Welsh language and follow simple instructions well. They show enthusiasm when singing Welsh songs. Most children understand and use a few simple Welsh words and phrases as part of the daily routine. Most children are developing their physical skills effectively. They are agile and enjoy running, jumping, and hopping inside and outside. Many children are developing fine motor skills successfully, for example using tweezers to pick up fruit and berries during snack and when counting beans in the home area.

Care and development: Excellent

Practitioners provide excellent support for children. They are flexible and put the children’s ideas and needs first, which ensures highly effective interactions. They give children plenty of time to settle when they arrive and get ready to play. Practitioners support children's health and well-being highly effectively. They supervise the children particularly well on school pick up, for example when crossing a busy main road safely.

Staffing levels are appropriate to meet the needs of the setting, and resources are managed efficiently. Practitioners implement worthwhile policies consistently well and attend a range of different courses to update their knowledge and skills highly successfully. They follow best practice guidelines relating to safeguarding children and details are displayed on the back of

their lanyards, meaning that they have ready access to this information all the time to keep children safe. Termly team meetings are used effectively to discuss all aspects of the provision, including a standing safeguarding agenda item. Safeguarding procedures are clear and well understood. Practitioners report concerns directly to the designated safeguarding lead, and they understand the correct referral routes. This reflects strong safeguarding awareness and appropriate lines of accountability. Informal daily discussions further enhance communication and responsiveness. As a result, the setting's arrangements for safeguarding meet requirements and give no cause for concern.

Practitioners pay excellent attention to all aspects of hygiene. For example, they wear aprons and gloves to prevent cross infection. Practitioners ensure that water is readily available for children and offer gentle reminders to have a drink during the day. They ensure that children's allergies are meticulously recorded so everyone can enjoy their food safely. Records such as children's individual details are fully complete, including comprehensive health care needs which ensures practitioners provide a high level of care for children including those with any additional learning needs. Practitioners complete a daily register detailing attendance, and minor injuries are efficiently noted and brought to the attention of parents and carers through an app.

Practitioners are extremely thoughtful, calm and gentle in their interactions with children. They work in line with their behaviour management policy consistently well. They speak and use sign to communicate with children sensitively and praise children often for their achievements, such as sharing a meal in their outdoor kitchen. Practitioners are consistently aware of what the children are interested in, which ensures quality interactions. They are proactive and remind children of simple rules such as giving their friends some space. Practitioners make best possible use of learning through play and opportunities are seldom missed to extend the children's curiosity of the world around them, for example when showing the children a tiny ladybird and asking them to count the spots and why it tickles their hand when they gently hold it. They know instinctively when to stand back and allow children to discover on their own, or when to intervene. As a result, they support children and meet their individual needs exceptionally well.

Practitioners have highly successful relationships with parents. The setting's digital app provides clear, regularly updated information for parents during the day. Practitioners also take time to speak to parents each day. This ensures that practitioners know the children well and can adapt provision to respond to children's learning needs successfully. As a result, this means that children are happy and practitioners can provide an exceptional level of care for them.

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

Most practitioners have a good understanding of child development and how children learn. They have high expectations of themselves and children and understand children's individual strengths and needs extremely well. Practitioners provide a wide range of stimulating and engaging learning experiences that encourage children's curiosity well. They provide a range of authentic first-hand learning experiences outside the setting with the local community.

Practitioners provide valuable opportunities to develop children's numeracy skills. For example, they encourage children to count the number of berries they put into their bowls during snack time and the wheels on vehicles they have constructed. Through skilful discussions, practitioners introduce the concept of measurement effectively during construction and investigative play.

Many practitioners use questioning skilfully, to enhance children's problem-solving and thinking skills. They understand when to intervene and when to step back to give children time to work things out for themselves. Practitioners use questions well to encourage children to think and solve problems they come across in their play and promote reflection.

Practitioners make good use of the Welsh language with children, and are good language role models. Many speak clearly and purposefully to introduce new vocabulary, encouraging children to develop their understanding of simple words and phrases. They promote children's participation in singing a range of Welsh songs and rhymes and use incidental Welsh to give instructions and praise them when they have done well.

Practitioners ensure that many activities are child initiated and come from children's interests. For example, they provide exciting opportunities for children to become pirates after reading a story about a pirate's chest. Practitioners are good role models and develop children's communication skills effectively. For example, they share books with children, model how to read a book correctly and discuss the stories enthusiastically. This helps to foster an enjoyment of reading.

Practitioners plan a variety of experiences that enable children to develop their spiritual, moral, social and cultural development successfully. They offer meaningful opportunities for children to learn about their Welsh identity and culture through celebrating St David's Day, tasting traditional Welsh foods and distributing daffodils to the local business and residents. Practitioners provide informative displays of families and local features, helping children develop a strong sense of Cynefin. A diverse community is reflected effectively by visits in the local area, figures, stories and celebrating a few traditions from different countries.

Practitioners observe children's play and are beginning to use this information to identify next steps in learning and help practitioners to know what the children are interested in. However, practitioners do not always use this information well enough to plan effectively to support children's ongoing learning.

Environment: Good

Leaders ensure that the environment is safe and secure for children with visitors signing in to the premises after showing proof of identity. Risk assessments effectively identify any potential hazards and keep children safe. A cleaning schedule and good attention to infection control mean that the setting is clean, and leaders ensure an effective level of hygiene. Fire risk assessments and fire drills are carried out to ensure that children know what to do in an emergency.

Leaders provide a calm, effective learning environment using neutral colours and materials. They ensure plenty of space to move around with children's work and photographs displayed to give them a sense of achievement. Leaders have created a wall display of family

photographs, giving children a sense of belonging. They ensure that resources are stored at a low level, which means that children can access resources independently. Leaders provide suitable low-level furniture, equipment and accessories, enabling everyone to play and learn together at their level of choice. They ensure that the setting is well organised and considers children's individual needs well. As a result, children have free access to the activities and areas of the provision at the setting. They ensure that children are well cared for in a supportive and relaxing learning environment.

Leaders ensure that children have easy access to a range of good quality resources and equipment, with many made from recycled material. They successfully support children's learning through play. These include loose parts for building, tyres outside for planting and a kitchen complete with metal utensils, pots and pans, which add an authentic element to children's play. Items are stored well so that they remain clean, in good condition and freely accessible to children. The environment and areas of learning are enhanced with natural and authentic resources to create interesting opportunities for the children and to inspire their curiosity, imagination and creativity. Leaders provide accessible areas for balancing and sliding to enable children to develop a variety of physical skills. Suitable furniture and facilities are available including child sized chairs and tables so that children are comfortable and can be independent. Leaders ensure that children are aware of diversity within the community through visits to the local area as well as through stories and celebrating a few traditions from different cultures. They provide children with numerous multicultural books, and toys to begin to learn about different cultures successfully.

Leadership and management: Excellent

Leaders have high expectations of themselves, practitioners and children. They provide strong leadership and empower practitioners to lead and make decisions in the best interests of children. This clear vision and ethos promotes effective teamwork and successful co-operation across the setting. Leaders have written a clear statement of purpose, which provides an accurate picture of the setting. Relevant policies are reviewed regularly and shared with parents and practitioners. This contributes to a safe, welcoming environment in which children can grow and develop. Leaders are developing suitable self-evaluation and improvement planning procedures that consider the views of a range of stakeholders. They consult with practitioners, parents and carers to gather their feedback about the setting's strengths and areas for improvement. Leaders use this information purposefully to plan for ongoing improvement, aiming for provision of the highest standard for children in their care.

Leaders use budgets and grants effectively and prioritise expenditure against targets purposefully. They enhance children's learning experiences by investing in valuable resources, such as new furniture and improvements to the outdoor learning environment. For example, leaders have introduced a water wall and flower garden to encourage and develop children's creative, mathematical and communication skills. Their thoughtful planning encourages active participation and ensures that children are fully engaged in their play and learning.

Leaders follow effective arrangements to supervise and monitor practitioners' performance. Together, they reflect on their roles and responsibilities, identifying sensible targets for improvement and organise valuable, good quality training as necessary. For example,

practitioners have completed purposeful training on planning and strategies to support children's language and communication development. This has led to enriched learning experiences and increased opportunities for children to develop their communication skills. Leaders consistently follow timely and robust recruitment processes to safeguard children. They have excellent systems in place to ensure that suitability checks are updated in a timely manner. All practitioners have clear and relevant job descriptions. Practitioners understand their individual roles and responsibilities, and leadership oversight ensures accountability through appropriate delegation to the setting leader.

Leaders encourage a range of effective partnerships that promote children's learning successfully. They have strong links with parents, outside agencies and the local education authority. They provide parents with regular information about their children's progress, and the variety of activities they enjoy at the setting. Leaders ensure regular opportunities for parents to discuss their child's experiences and celebrate their progress in different skills. They have developed positive links with the local schools though the family link worker and, as a result, there are effective arrangements in place to support smooth transitions to the next stage of children's learning.

Parents report their children enjoy coming to the setting and participating in the wide range of experiences available to them. Practitioners are highly approachable, and parents are confident any concerns they may have, are dealt with swiftly and appropriately.

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

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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.

CIW has no areas for improvement identified following this inspection.

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

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