A report on

Borthyn Bunnies and BB Club

Denbigh Road
Ruthin
LL15 1NT

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Borthyn Bunnies and BB Club

Name of setting	Borthyn Bunnies and BB Club
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Teleri Llwyd-Jones
Person in charge	Sinead Morris
Number of places	19
Age range of children	3-11
Number of 3 and 4 year old children	13
Number of children who receive funding for early education	5
Opening days / times	11:30-15:15
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of Welsh language and culture.
Date of previous CIW inspection	17/12/2019
Date of previous Estyn inspection	22/02/2018
Dates of this inspection visit(s)	30/06/2026
Additional information	

Summary

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

Non-compliance

We identified serious non-compliance in relation to the Environment as well as Leadership and Management and we have issued priority action notices to the provider.

We notified the Registered Person of an Areas for Improvement where the setting was not compliant with the Regulations. A notice was not issued, but these are identified as areas for improvement, and the Registered Person must address this.

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 staff complete the appropriate and full paediatric first aid training

R2 Develop practitioners' ability to interact and extend children's thinking and independence

R3 Ensure observations and assessments of children inform future planning of learning experiences effectively

R4 Improve and embed opportunities to develop children's understanding of Welsh language and culture

R5 Ensure that resources support play and learning opportunities

R6 Review and organise the operational plan to clearly reflect current practice

R7 Address the areas of non-compliance identified during the inspection

What happens next

His Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that joint follow up is required in relation to this setting. The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn and/or CIW will monitor the setting's progress.

Main findings

Well-being: Adequate

Most children are happy, settled and comfortable within the setting. They have opportunities to express their views and make some choices about how they spend their time. Children move freely around the room and independently select from activities and resources available to them. Most children show confidence and sustain interest in these experiences.

Children feel safe, happy and valued at the setting. Most children arrive confidently, separate from parents or carers with ease, and independently follow familiar routines, such as self-registering and organising their belongings. They show a good understanding of daily routines, such as handwashing, and feel secure in knowing what happens next. Many children manage transition independently, while others seek reassurance or some quiet time alone to adjust. A few children are developing an understanding of their own feelings, show awareness of the feelings of others, and seek comfort or support from staff when needed.

Most children interact positively with one another and with staff. They are beginning to play alongside each other, share resources and develop cooperative play, for example, when filling and emptying containers during water play. Children prefer to observe activities and are given space to decide whether to join in when they feel ready. Children are beginning to communicate their preferences both verbally and non-verbally. For example, at mealtimes, some smile at staff to show enjoyment, and gesture when they need support, while others confidently talk about their families and favourite foods.

Most children enjoy many aspects of their play and learning experiences. A few children, particularly older children, show enthusiasm, sustained concentration and curiosity when engaged in activities that interest them. They demonstrate perseverance and care when completing tasks, such as when transporting resources between play areas or repeating actions to develop their physical skills. At times, a minority of children lose focus during group activities or periods of waiting, which affects their engagement in learning.

Many children are beginning to develop appropriate independence skills and confidently manage personal care routines such as toileting and handwashing independently, while others continue to benefit from staff supervision. During snack time, many children use tongs confidently to select fruit and vegetables and pour their own drinks. A few children willingly take on responsibilities, such as helping with daily routines and supporting staff with certain tasks. Children's individual pegs are clearly labelled, and accessible however, most children do not consistently access or manage their own bags, coats and water bottles independently.

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

There is no report on children's learning. This is because the number of three or four-year old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Adequate

Practitioners show genuine kindness, care and respect towards children. They model respectful relationships with one another and are good role models. Practitioners speak calmly, listen to children and respond positively to their needs and preferences. They generally support children to understand expectations and ensure they are familiar with the boundaries of others. Practitioners encourage positive behaviour through praise, reassurance and gentle reminders. For example, they remind children to use their 'listening ears' and encourage them to be kind and considerate towards their friends, celebrating their achievements with friends and families.

Practitioners have a suitable understanding of their responsibilities to keep children safe and promote their health and well-being. However, practitioners do not hold childcare qualifications that meet the requirements outlined in the National Minimum Standards (NMS). Practitioners implement appropriate hygiene procedures during nappy changing and daily routines. They support children to develop healthy habits, including handwashing after outdoor play and before eating. They complete accident an incident forms promptly and ensure that parents acknowledge receipt of information. Although many practitioners have completed paediatric first aid training, not all have completed the full and appropriate training as required by the NMS. Practitioners accurately record attendances and supervise children well during daily routines. They have an appropriate understanding of safeguarding procedures and know how to respond to concerns about children's safety and welfare. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners promote healthy lifestyles by providing regular opportunities for physical activity outdoors and offer healthy snack choices. They ensure dietary information is communicated to cater for allergies or specific needs.

Practitioners provide some suitable play and learning opportunities through continuous provision and adult-led activities. Some practitioners confidently intervene in children's play and support engagement. However, interactions are not consistent and used well enough to extend children's thinking and independence, for example, opportunities to ask questions, model ideas or promote children's next steps are often missed. Practitioners adapt their approaches appropriately to suit individual personalities and to meet the needs of children with Additional Learning Needs (ALN) to help them feel secure and included. They promote inclusion and support communication through the use of hand singing alongside spoken language. For example, at snack time, practitioners use signing for 'more' and 'finished', which children respond to positively.

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

Practitioners establish positive relationships with children and create a learning environment where most children feel able to explore and play. A majority of practitioners have an appropriate understanding of the importance of learning through play. They consider children's interests suitably, and respond appropriately during daily play sessions, for example, by allowing children to select their favourite book at story time and providing resources in response to children's requests.

Many practitioners support children's language and communication skills appropriately. They model language well and introduce new language through play, for example when encouraging children to use the word 'newt' while exploring insects in the forest area. As a result, many children make suitable progress in developing their communication skills. A few practitioners support children's early literacy skills suitably through sharing stories and asking relevant questions to encourage engagement. They also provide suitable opportunities for children to make marks during activities, such as recording the insects they find on a chart.

Adults model counting appropriately during songs and daily routines, and encourage children to join in. However, they do not provide enough planned opportunities for children to develop and apply their numeracy skills in their play. As a result, children's progress in developing these skills is limited.

Practitioners promote children's physical, social and emotional development appropriately. They encourage children to work together, for example as they help each other climb over tyres in the outdoor area. Practitioners provide sufficient opportunities for children to develop their physical skills through activities such as balancing on equipment and riding bikes and scooters. They ensure that suitable resources are available for children to strengthen their hand muscles, such as when spreading butter onto crackers at snack time.

Practitioners encourage children to observe the natural world and notice changes in the weather. They help children develop a sense of awe and wonder as they explore nature and notice the movement of bubbles in the wind.

Practitioners provide adequate opportunities for children to learn about Welsh culture and celebrate Welsh traditions, such as St David's Day. They make a few Welsh resources available, such as Welsh story books. They also use a few Welsh words during routine activities, for example, when adults sing a tidy up song and goodbye song during transitions. However, practitioners do not provide enough opportunities for children to hear and use Welsh naturally throughout the day or to develop their understanding of Welsh culture through everyday play and routines. Practitioners provide valuable opportunities for children to develop a sense of belonging within their local community, for example through visits to the local park. There are very few opportunities for children to learn about cultures beyond their own.

Practitioners respond to children's daily interests appropriately and allow children to explore the environment. They have adopted an on-line programme that is used to record children's activities and interests, and these are occasionally shared with parents. Practitioners are beginning to develop developing an early understanding of how they can use their observations of children's achievements to inform the next steps in their development. However, practitioners make too few purposeful observations of children's learning, record these inconsistently and do not use them well enough to inform future planning. As a result, planned experiences do not consistently meet children's individual learning needs to support them in making progress.

Environment: Poor

Leaders provide a warm environment that promotes a sense of belonging. It is decorated with displays of children's artwork and images of experiences and families, helping children to feel valued and included. The environment is clean, warm and generally well maintained. It meets children's basic needs appropriately and leaders generally make suitable use of the available space. Opportunities for children to move freely between spaces or make wider choices about how and where to play is limited. The environment provides a few defined areas, such as sensory, reading and creative spaces for children to relax, read or enjoy sensory toys. Leaders ensure children access the outdoor play area with opportunities for planting, construction and exploration, supporting their physical skills appropriately.

Leaders have many procedures in place to support children's safety. They ensure external doors and gates are kept locked, and visitors sign in and out of the setting. Fire drills are regularly completed to ensure children become familiar with procedures in the event of an emergency. They complete some daily risk assessments for different areas of the setting and during visits. However, they do not identify all risks to children, and there are many unaddressed hazards at the setting. The setting has been issued a Priority Action Notice in relation to hazards being effectively identified, managed and addressed.

Leaders provide age-appropriate resources and activities for children. However, too many large, manufactured toys, do not support children's learning and development effectively. Although children enjoy using a wooden board to create a ramp for toy cars there are limited play and learning opportunities that support children's natural curiosity and exploration. As a result, opportunities for children to experiment, investigate and problem solve are restricted.

Leadership and management: Poor

Leaders have created a warm and welcoming environment which promotes a positive ethos. Practitioners work well together and contribute to a caring atmosphere for children and their families. Leaders maintain a relevant statement of purpose which reflects the work of the setting and provides parents with enough information to make informed decisions. There are a small range of appropriate policies in place that reflect current procedures and guidance.

Leaders do not have a secure enough understanding of their roles, responsibilities or the requirements of the Regulations and NMS. As a result, they do not ensure that statutory requirements are met or that children make the progress they should. There are some significant shortcomings in important areas and leaders do not have a clear operational plan to coordinate responsibilities, drive improvement, set priorities or evaluate the impact of their work.

Leaders work with external partners to help identify suitable strengths and areas for development when planning improvements. However, these do not always focus on the most significant areas for improvement and do not lead consistently to bringing about changes that impact well enough on children's learning. For example, leaders do not ensure that practitioners observe children's play and learning often enough to evaluate the progress

they make over time. In addition, they do not use available grant funding effectively to improve learning opportunities and outcomes for children.

Leaders maintain comprehensive files on children and staff, and these are stored securely. However, recruitment processes are not robust enough to ensure practitioners hold appropriate childcare qualifications. We have therefore issued a priority action notice to address this issue. Leaders support practitioners' well-being through informal discussions. However, they do not implement regular, formal supervisions and appraisal to monitor practitioners' performance, identify concerns or support professional development effectively. As a result, practitioners do not attend enough relevant training to develop their understanding of early learning childhood development.

Leaders develop good relationships with parents and carers. They engage well with them to understand children's needs and interests on entry to the setting. They share useful information about children's well-being and their daily activities at the end of sessions. However, information shared about children's learning and development is insufficient. Leaders have effective partnerships with outside agencies such as speech and language therapists, and advice is used appropriately to support children's 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

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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
Children may be at risk if the provider does not formally monitor and review staff performance on a regular basis. This could potentially impact the standard of care children receive if practitioners are not familiar with current practice.	30/06/26

Summary of areas for Priority Action	Date identified
We found poor outcomes for children as the Responsible Individual did not follow robust recruitment processes to ensure any staff at the setting are suitably qualified full day care practitioners. As a result, valuable interactions and learning opportunities and children's outcomes are impacted.	30/06/26
Outcomes for children are poor as they are at risk of harm due to hazards not being effectively identified, managed and monitored consistently through robust procedures and dynamic risk assessments.	30/06/26

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