Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rydal Penrhos Pre School

Rydal Penrhos, Pwllycrochan Avenue, Colwyn Bay, LL29 7BT

01492530155

www.rydalpenrhos.com

Date(s) of inspection visit(s):

16/06/2025

Service Information:

Operated by:	Rydal Penrhos Ltd
Care Type:	Children's Day Care
Registered places:	140
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children are happy and express themselves well. They have good opportunities to make choices about what affects them. Children interact positively with their friends and those caring for them. They are busy, actively engaged and interested in their play and learning. Children are developing their independence skills appropriately.

Staff have a good understanding of their responsibilities to keep children safe and healthy. They know the children well and speak to them in a warm and friendly manner. Staff plan a variety of interesting play experiences for the children to help them develop positive social skills.

People who run the setting make sure the indoor and outdoor environments are safe and clean. People who run the setting ensure toys, resources and equipment are appropriate for the children's

age, in a good condition and kindle their interest.

People who run the setting understand their responsibilities and strive to provide a quality service for the children and their parents. Parents speak highly of the service and its staff and the care their children receive.

Findings:

Well-being — Good

Children are happy and settled at the setting. They are confident to make decisions about how to spend their time. For example, they move freely around the activities and follow their interests. Children are eager and confident to share their ideas, answer questions and chat with the staff, knowing they will appreciate what they have to say. For example, they are confident to say which foods they like and don't like at lunch time and to ask for help to put on a costume from the role play area.

Children feel safe as they are cared for by staff with whom they have developed warm relationships. They feel comfortable asking staff for comfort when needed. For example, by approaching staff for cuddles when they feel tired. Children are confident when speaking to other adults visiting the setting as they feel safe and secure.

Children make friends and chat together during mealtimes and during play, sharing lots of smiles and laughter as they do so. They share toys, take turns and work together to complete tasks well. For example, when playing outside they work together to create a tunnel with the hula hoops and have lots of fun taking turns to crawl through their creation. Children follow the rules of the setting, behave well and are beginning to understand the needs of others. Older children show consideration and friendship towards the younger children and are eager to share their interests with them without prompts by staff.

Children are interested and enjoy their play and learning activities. For example, younger children enjoy experimenting with sand. They create different patterns by pushing trucks through the sand and hide objects in the sand for their friends to find. Children follow their own interests and staff follow the children's lead. For example, when sitting outside reading a book with staff about insects, the children take a keen interest in the Praying Mantis. They ask many questions, and staff find facts and more pictures of the insect on the tablet, which leads to enthusiastic discussions amongst the children.

Children are given some opportunities to develop their independence skills by completing tasks for themselves. Children wash their hands independently and are encouraged to pour their own drink during lunchtime. They also help to tidy toys away.

Care & Development — Good

Staff have a good understanding of their responsibilities to keep the children safe and healthy. Staff understand their duties to safeguard children and have completed safeguarding training. They are confident in the correct steps to follow should they have a welfare concern about a child. All staff have current paediatric first aid certificates and accidents and incidents are recorded. However, these records are not always shared with parents on the same day. Staff ensure children know how to exit the premises quickly and safely if required, by completing regular fire drills. These practices are well documented on a dedicated record. Staff encourage healthy lifestyles by providing opportunities for physical activity, ensuring children spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. Healthy snacks and meals are available for children, and staff have completed food hygiene training.

Staff have formed positive relationships with the children. They speak to them affectionately and treat them with care and respect. Staff use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. They set realistic boundaries, having regard to children's understanding and stage of development. Staff use praise frequently to encourage children to interact and behave positively. They model social skills effectively when playing alongside the children.

Staff provide a variety of fun activities they know the children will enjoy, including a good mix of indoor and outdoor activities. They know the children well and are familiar with their likes and dislikes. Staff support children's learning and development appropriately. They monitor children's progress, carrying out regular observations and using developmental progress tracking systems. Staff plan appropriately around children's individual development and consistently review progress. They support children displaying any emerging additional learning needs effectively and promptly and seek additional support from a range of relevant professionals.

Environment — Good

People who run the setting provide an environment that is safe and secure. For example, entrance to the setting is controlled, with visitors being asked to sign in on an electronic system on arrival. Staff keep an accurate register of children's attendance, including the times of arrival and departure of each child. People who run the setting have completed appropriate risk assessments, identifying the potential hazards to children and what measures are in place to manage these risks. Following any accidents and incidents they review these risk assessments and put appropriate measures in place to eliminate these events taking place again.

People who run the setting provide a welcoming and homely environment, with plenty of room for children to move around freely. Examples of the children's work are displayed on the walls, creating a sense of belonging. People who run the setting ensure all space is used effectively to encourage children's development, imagination and curiosity. Toys and resources are stored at low level so children can access them with ease. The toilet area includes suitable facilities and low-level sinks to promote the children's independence. The outdoor area provides opportunities for children to develop their physical skills by using climbing apparatus or choosing from the selection of outdoor toys.

People who run the setting provide a variety of toys and resources which are in a good condition and suitable for the children's ages and stages of development. Resources are available to develop children's sensory skills, their language, numeracy and self-awareness. They provide opportunities for children to explore natural, sustainable, and recycled materials to develop their natural curiosity.

Leadership & Management — Good

People who run the setting manage it appropriately. They have a good range of policies and procedures in place. These policies are reviewed regularly, ensuring they are up to date and contain all the required information. People who run the setting ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether the setting meets their child's needs. People who run the setting are aware of their duties to meet with requirements and seek advice from relevant agencies appropriately.

People who run the setting are keen to ensure they continue to develop and improve the provision. They continually collect feedback from the children, parents and staff using a range of different methods, such as questionnaires, observations and verbal feedback. They will use the information gathered to complete a quality of care review and use this review to plan improvements.

Staff told us they feel supported by the people who run the setting, and they feel comfortable to approach them with questions or to discuss any problems. Staff receive regular supervision. People who run the setting ensure staff employment files are comprehensive and contain the required information, showing safe recruitment procedures are in place.

People who run the setting have appropriate systems in place for communicating with parents and carers, keeping them informed about their child's time at the setting. Weekly newsletters are shared as well as offering regular opportunities for parents and carers to attend stay and play sessions. People who run the setting encourage staff to use an electronic app to share information with parents and carers about the children's activities and daily routines. For example, how much they have eaten, when they have slept, details of nappy changes and pictures of children taking part in different activities.

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