Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Kids Planet Meithrinfa Dyddiol Denbigh

Kids Planet Denbigh
Rhyl Road
Denbigh
LL16 5TG



Date Inspection Completed

06/03/2025

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Kids Planet Meithrinfa Dyddiol Denbigh

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Kids Planet Meithrinfa Dyddiol LTD
Registered places	82
Language of the service	English
Previous Care Inspectorate Wales inspection	Post Registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children have a voice, confidently communicating and freely choosing from the activities available. They are happy and enjoy playing and learning alongside staff and their peers. Children learn to be polite, well-mannered and interact well, showing understanding and respect for others and the resources. Children engage well in their play and learning as they have access to exciting and inspiring opportunities and routines that allow them to follow their interests and be independent.

Staff keep children safe and have effective procedure and routines in place to support them in leading a healthy lifestyle. Staff are caring, supportive and good role models for the children. They interact effectively with the children, support their development and communications skills. Staff plan effectively to ensure children can learn and develop a range of skills through exciting play opportunities.

Leaders have effective risk assessments and daily checks in place to ensure the environment is safe and secure. They have made positive improvements and created a warm and welcoming environment where children feel comfortable to play and learn. Leaders have equipped the environment with an excellent selection of resources that inspire children's curiosity and imagination.

Leaders manage the setting well. They are dedicated in their role and committed to making positive improvements. Staff are managed well and have the support they need to provide the best care possible. Good relationships are developed with parents and relationships with other settings benefit the children and care they receive.

Well-being — Good

Children have a voice, and are happy and confident to share their thoughts, ideas and experiences with others. They know staff will listen to them and show interest and understanding in what they have to say. Children with no or limited verbal skills communicate well in their own way and staff respond effectively to their gestures and attempts at communicating. For example, a baby held their bowl up to a staff member who was helping to feed them to show they would like more cereal. Staff understood and gave them more. Children share their interests through conversations or when observed, and these are considered effectively when staff plan activities. This helps keep them engaged and interested in what they are doing.

Children settle well and are happy in the environment and in the care of staff. They develop positive relationships with staff and feel valued as their interests, needs and personalities are known and catered for. Children are confident to share their experiences with others and invited us into their play, evidencing they felt happy and safe in their surroundings. Children know and happily follow routines, knowing what is expected of them as they are appropriate and embedded in practice.

Children interact well. They learn to be polite and well mannered, as they have good role models and routines in place to support them. Children enjoy playing alongside their friends and nearly all are respectful and understanding of others, sharing resources and space. For example, when playing with the road and cars together. One child, very politely said to the other one, “Can you pass me that please?” pointing to a building. Without hesitation the child passed the building over and the child said, “Thank you”.

Children actively engage in play and learning activities as they enjoy their experiences. They move around their rooms and choose how they spend their time. Children have access to a good range of activities and experiences that allow them to follow their interests and build on their skills. They enjoyed dressing up as characters and splashing in the water.

Children have access to some lovely activities, experiences and resources that really inspire their creativity, curiosity and imagination. Children enjoy playing outside and were proud and confident to ask us to sit and watch as they stood on the stage and sang to us. Children have some inspiring opportunities to be independent. They access drinking water freely and help serve themselves at lunchtime.

Care and Development — Good

Staff implement effective policies and procedures to ensure children are safe. They have up to date knowledge and understanding of safeguarding, so they know the procedure to follow if they have a concern about a child. Staff have appropriate first aid training, so they can deal with minor accidents and incidents. Staff understand the importance of supervising children appropriately to ensure they are safe. During the inspection staff were sometimes distracted when labelling cups for children when they requested a drink. Leaders have confirmed that they have now reviewed this routine.

Staff follow appropriate procedures and routines that support children to lead a healthy lifestyle. They have effective cleaning procedures to help prevent the spread of germs. These include tables, chairs and highchairs being cleaned before and after use. Personal care of children is completed effectively including nappy changing and nose wiping. Staff provide healthy snack and meal choices, so children are supported to have a nutritious diet. They ensure children are given opportunities to be active and get fresh air as they access the outdoor areas and take walks in the local community.

Staff are good role models and have a lovely manner with the children, always showing them care, understanding and respect. Staff interactions support children and help them to develop a range of skills including their speech and language. They talk to the children during their play and when completing routine activities, so children are kept engaged and know what is happening. For example, during nappy changes. Staff explained what they were doing and made it an enjoyable experience. Children and staff enjoyed singing, if your happy and you know it, during a nappy change and the child responded by clapping their hands and blowing a kiss. Staff implement positive routines that are embedded in practice and these support children's behaviour. For example, children happily tidied up when asked to do so as they knew they could return to their play later and children patiently waited for all the children to sit at the tables before they started to eat their lunch.

Staff are dedicated and support children's learning and development effectively. They get to know the children well, which allows them to cater for any individual needs they may have. It also allows them to provide suitable resources and activities to inspire their play and learning experiences. Staff complete appropriate planning to reflect on children's interests and support their learning. For example, staff explained that a child had come in dressed up for World Book Day and the child showed a real interest in the character, so staff made plans for an activity in relation to this character. Staff provide some resources and activities that support children to learn about different cultures. They learn about different celebrations from a variety of cultures. However, more resources and planned activities would support this further. The Welsh language is promoted well by staff throughout the setting. They confidently and consistently use Welsh with children of all ages to support their knowledge.

Environment — Good

Leaders ensure risk assessments are completed and reviewed regularly to ensure the environment is a safe and secure place for children. Daily checks are conducted to make sure any new hazards are identified and managed effectively. Leaders have reviewed security systems and ensured the entrance into the setting and external gates and fences are secure. Registers are completed for staff and children and visitors are recorded so everyone can be accounted for.

Leaders have made improvements to the environment and have plans in place to further improve the indoor and outdoor areas. The environment has been redecorated with neutral colours, creating a warm and welcoming atmosphere. Leaders have created suitable spaces for children to allow them to be cared for in groups according to their ages and stages of development. This allows the space to be organised and equipped effectively to support children's play and learning experiences. The preschool has a designated outdoor area that can be accessed directly off their main room. This is a large, secure space where children can play and learn. Children in rooms in the main nursery currently have access to the front of the building, with a large tree that provides shelter. The grassed area is used by children to be active and get fresh air. Leaders have begun to redevelop a large outdoor space, and plans show this will provide children with lots of different areas and opportunities.

Leaders have equipped the setting with an excellent selection of good quality resources. Most of the resources available are made from natural materials and inspire the children to develop their curiosity. The rooms have creative areas of learning set up for children to access independently. The areas are inviting and allow children to follow their interests. For example, the home corner in the preschool has a mocked-up fireplace and wicker three-piece suite. Leaders ensure children have access to resources that inspire them to use their imagination and be creative. This includes water and sand play that is freely available for children. The areas of learning have been enhanced with authentic resources including real China plates in the home corner and a variety of real brushes for children to use, which they enjoyed as they pretended to brush their hair and then wanted us to do the same. Leaders ensure there is furniture that is a suitable size so children can be comfortable and independent.

Leadership and Management Good

The setting is managed well and there is a strong leadership team that are committed to their role. Leaders have developed a statement of purpose that provides parents/carers with the information they need to decide if it is the right setting for their child. They ensure policies and procedures reflect current guidance and practice, are updated regularly and embedded in practice. Paperwork is well organised and complete, so information needed is easy to find. This includes children's records and safety procedures. Leaders are supported well as they are part of a larger team. This ensures they have support and guidance when needed.

Leaders understand the importance of regularly evaluating the care they provide. They complete an annual quality of care review, which considers the views of staff, children and parents/carers. Leaders have made positive changes since acquiring the setting, including improvements to the decoration and resources available. They have started making positive improvements to the outdoor area and explained their plans for further changes to some of the rooms inside, which would provide more space and opportunities for play.

Leaders have a good team of staff who work well together. Those we spoke with said they enjoyed working at the setting and felt supported in their role. Leaders manage staff well and ensure they complete regular supervisions and appraisals. This ensures staff are supported, information is shared, and training needs are identified. Leaders have a robust recruitment procedure they follow to ensure staff have the required checks before starting to care for children. They support staff to complete training to gain qualifications which help them develop and support them in their role.

Leaders have a good relationship with parents. They ensure they are kept updated on their child's day and experiences via an app and through discussions at the end of the day. Leaders have links with local schools which helps them support children when they transition. As the setting is part of a large company, they have close links with other settings and have lots of opportunities to share ideas, information and good practice.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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.

Best Practice
Recommendation(s)
To ensure any tasks that can be completed prior to children arriving are done to avoid taking staff away from supervising children.
To further support and develop opportunities for children to learn about different cultures.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 04/04/2025