Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

S4YC @ Kingfisher House Day Nursery

Kingfisher House Day Nursery, Hawarden Industrial Park Hawarden, Deeside, CH5 3QZ

01244 530198

www.s4yc.co.uk

The inspection visit took place on 23/04/2026

Service Information:

Operated by:	S4YC Ltd
Care Type:	Children's Day Care
Registered places:	75
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy and busy. They enjoy their play and are relaxed following day-to-day routines well. Children interact successfully with each other as staff show high levels of engagement. They are learning to make good choices to develop confidence and levels of independence. Children know their decisions will be listened to and respected. They form close, warm relationships with staff and the other children.

Staff encourage healthy lifestyles and promote children's well-being successfully. Staff work well as a team, completing relevant records and sharing information with parents. Staff are appropriately qualified and implement consistent practice, learning from each other to support children's play and development. They manage interactions with children well and are good role models. They know the children, listen to them and offer opportunities that promote their development, interests and curiosity.

The environment is welcoming, with neutral tones on the walls and displays of children's work, age-appropriate furniture and resources that are clean and well maintained. The spaces are well organised, and well-equipped both inside and outside to meet the developmental needs of children. Outside play is very well supported with stimulating play opportunities for children to explore.

Regular monitoring, risk assessments and daily checks are completed to keep children safe.

Leaders are exceptionally motivated and committed to making improvements and maintaining high standards within the setting. They have effective oversight and demonstrate a clear vision. Leaders have developed and implemented their own highly effective technology systems within the setting which ensure children can be cared for exceptionally well. Partnerships with parents and outside agencies are positive, benefitting children. Leaders have good relationships with children, staff and parents. Staff enjoy working at the setting with several working in the setting for many years.

Findings:

Well-being — Good

Children make choices confidently and communicate very well with staff and each other. They know their opinions and interests are acted upon and respected by the staff who care for them. Children move freely between different activities and choose whether to join in or develop their own play. Older children are keen to know who we are and what we are doing. They ask our name and then tell us theirs. The youngest children show us books and delight in feeling the different textures on the pages and naming the animals. Children point out which bed they are going to sleep in after lunch and show us their blanket. Their needs are responded to warmly, and they like to include staff and visitors in their play. Children are happy, and comfortable at the setting as they sing spontaneously. Children move independently and with confidence around the environment knowing they can help themselves to favourite toys and resources.

Children are settled and have positive relationships with all staff, seeking comfort and support when needed. For example, one child smiles and gestures for help when going to stand by the window to look out, then claps with joy, to show they are happy. The atmosphere is calm and relaxed, and children are familiar with the routines, for example knowing they can return to play having had lunch. Children engage with one another well. In particular, the older children are forming strong friendships and developing a sense of right and wrong. They try to help a friend who feels sad.

Younger children are given encouragement and praise when playing in the sand with each other and sharing their tools. Children are thanked when helping a member of staff cover equipment. Children take measured risks and patiently wait their turn to climb on an obstacle course. They are proud to show how they can balance on crates and planks successfully. They say ‘I did it’ when climbing to the top of a small climbing wall. Interactions between children are good and they form close happy relationships with their friends, making up games transporting each other on their favourite bikes. Children enjoy their play and are actively engaged in their various activities squealing with excitement when a particularly large plane flies low overhead, and all children point and call out the name.

Children are learning skills to develop their independence successfully. Children help themselves to snack and have their own jugs of milk. Even the youngest babies help to tidy the books before preparations for sleep. Children are encouraged to wipe their own noses and put the tissues in the bin.

Care & Development — Good

Staff encourage healthy lifestyles, providing children with nutritious food, drinks and good opportunities to play outside daily. They listen to children and attend to their needs with care and kindness. Staff understand their roles and responsibility to keep children safe. They are appropriately qualified and communicate well with each other ensuring children are well supervised and cared for. They understand the safeguarding policy and their duty to report concerns. Although staff keep records of accidents and incidents and parents are informed, there is no clear system to link accidents and incidents together where two children are involved. Allergy procedures are clear and implemented by staff and water is always available to ensure children remain hydrated. Staff follow good cleaning and hygiene routines and wear protective equipment such as aprons and gloves to prevent cross infection and keep children safe from germs. Staff complete children's and staff registers accurately on the system ensuring everyone can be accounted for.

Staff build warm and nurturing relationships with the children. They manage children kindly and consistently and use positive reinforcement. They offer lots of praise and encouragement to children in Welsh and English and act as good language models. Staff create positive relationships and make good suggestions for extending the children's play for example throwing balls into the hoops. Staff celebrate their achievements saying, 'Well done you are faster than me.' They treat children with dignity and respect. Staff implement a range of behaviour management and settling strategies highly effectively, using calm tones, excellent distraction techniques and gentle reminders to be kind. For example, when one child became tired and unsettled staff gave them reassurance and a cuddle after which the child gave a beaming smile.

Staff work well to support each other. They provide good learning opportunities. For example, they incorporate counting when filling items with water, encourage questioning during story time, and stimulate their curiosity. Staff know the children and their individual needs well, so they understand how to support children's emotional well-being and development. They track children's progress successfully, updating families daily through sharing photographs via an app. Staff know how to work with specialist services to support children with potential Additional Learning Needs and know the importance of doing so ensuring they make good progress in their learning and development. Staff are flexible and adapt the care and the behaviour strategies they use to suit individual children exceptionally well.

Environment — Good

Leaders have systems and procedures in place to ensure the environment is secure. Doors are kept locked, and a record of visitors is kept. The environment is clean and well maintained. Staff follow safety routines for example making sure the outdoor area is secure, with risk assessments and daily checks completed appropriately to ensure all spaces and off-site visits are safe. Fire drills are undertaken every 3 months, or when a new member of staff starts, with a weekly call point test. This means there is a clear and highly comprehensive procedure so that everyone is confident what to do in an emergency.

Leaders ensure the environment offers a wide range of good quality resources and facilities to meet the needs of the children. There are a suitable number of children's toilets and nappy changing facilities for the children. These ensure children's privacy and dignity and supports their growing independence. The indoor area is organised appropriately with interesting resources for play that promote children's curiosity and imagination. The environment allows easy and independent access to activities and resources inside and outdoors. The outdoor area is a stimulating and an exciting place for children to play and explore. All rooms are decorated in neutral colour tones and filled with natural light. The walls display children's own artwork giving them a sense of pride and belonging. At the time of the inspection the pre-school room upstairs was being redecorated and refurbished so the older children were using one of the downstairs rooms. Although this is a much smaller room the children were benefitting from plenty of outdoor play. There are examples of items that celebrate Welsh heritage. This supports children to develop a sense of identity and belonging, promotes awareness of Welsh culture, and helps them understand the world around them.

All resources are easily accessible for children including defined areas indoors and out. Most resources are natural and kept in baskets which are easily accessible as they are stored at a suitable height for babies and children to use independently. Areas in the outdoors are readily resourced and offer a variety of good play opportunities. Children help themselves to items and staff understand the benefits of outdoor learning, encouraging them to use this area as much as possible. They are given good opportunities to develop gross and fine motor skills during activities such as drawing, water play; filling and pouring, stirring in the mud kitchen, playing ball and climbing and balancing. Outdoor areas develop children's social and imaginative play, with open-ended resources and opportunities to stimulate curiosity and problem solving. Children's personal and social development is also encouraged through access to multicultural toys and books and celebrating festivals.

Leadership & Management — Excellent

Leaders are exceptionally motivated, enthusiastic, knowledgeable and operate the service to a high standard. Leaders demonstrate a clear vision and strong oversight. Leaders ensure record keeping is highly effective with systems they have designed and implemented themselves to meet the needs of the setting. Leaders ensure staff are suitably qualified and successfully deployed to ensure a stimulating and safe learning environment for children. Leaders notify Care Inspectorate Wales (CIW) of significant events so this means up to date and relevant information about the setting is accurate. There is a clear statement of purpose that provides a current picture of the setting. A range of relevant policies and procedures reflect the setting's current practices and Welsh Government guidance well. The setting has been accredited with Tiny Tums and the Healthy and Sustainable Preschool Award.

Self-evaluation is regularly undertaken and contributes to an effective quality of care review. Feedback from parents and children is used to identify strengths as well as areas for improvement and development of the setting. Staff are also able to provide feedback, and their observations and comments are positively responded to. Effective changes are made such as introducing food recycling for the children and more toilets. Monitoring and oversight of the service is highly effective as the Responsible Individual and leaders are clear and confident about their responsibilities. They, as well as other managers, attend the setting regularly, supporting the provision and setting targeting priorities for improvement such as the complete redecoration and restyling of parts of the nursery. All staff enjoy the atmosphere at the setting and work together as a team effectively. Staff spoken to said they are happy and enjoy working at the nursery.

Staff contribute very effectively and they feel listened to and valued. There are systems in place to ensure all staff receive regular reviews and annual appraisals, to enable them to discuss their individual needs and reflect on their work successfully. Leaders manage staff exceptionally well and ensure the staff they employ are suitable and able to work in line with current childcare practices. They ensure there are enough qualified staff to care for children and the adult to child ratios are always maintained.

Leaders build highly beneficial partnerships and work co-operatively with outside agencies such as Early Education and Flying Start. They have positive relationships with parents and carers and share individual information as well as regular electronic photographs of children's activities effectively. Parents have a handbook, full of information, which informs them about the way in which the setting runs. Leaders provide children with good opportunities to learn from and be part of their local community by taking them on outings, for example, to the farm shop, the library and local park. These provide children with a range of different experiences and further their development and knowledge of the world around them.

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.

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)
	No NMS Recommendations were identified at this inspection

Welsh Government © Crown copyright 2026.
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.