



# Childcare Inspection Report on

**Snuggles Juniors**

**Ysgol Frongoch  
Rhyl Road  
Denbigh  
LL16 3DP**



**Date Inspection Completed**

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

## Description of the service

Snuggles Juniors is registered to care for a maximum of 59 children and operates from Ysgol Fron Goch in Denbigh. The service cares for children between the ages of 5 and 11 years and is open from 07.00 – 9.00 am and from 15.00 – 18.00 pm Monday – Friday during term time and from 7.00 – 18.00 during school holidays. Tina Griffiths is the responsible individual. English is the language of the service with Welsh promoted.

## Summary

Theme	Rating
<a href="#">Well-being</a>	GOOD
<a href="#">Care and Development</a>	GOOD
<a href="#">Environment</a>	GOOD
<a href="#">Leadership and Management</a>	GOOD

### 1. Overall assessment

Children have fun at this service and they have a voice and influence the planning of activities. They are listened to and make choices confidently. Experienced and capable practitioners provide interesting activities for the children and care for them well. The environment is child friendly, safe and well set out with plenty of toys and equipment to develop skills effectively. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful and strong partnerships with parents and the school.

### 2. Improvements

Not applicable as the service has only been operating for two months.

### 3. Requirements and recommendations

We made two recommendations in relation to safeguarding contact numbers and menu ingredients. Full details can be found in section 5 of this report.

# 1. Well-being

**GOOD**

## Summary

Children have a strong voice, express themselves well and make choices confidently. They choose where to play, and who with. Children are thriving and flourish because they feel secure, respected and valued. They are successfully learning valuable social skills. Children are active and curious learners and enjoy a variety of experiences at this service. They are learning many skills through play, and as a result are developing well and becoming independent.

## Our findings

Children were listened to and their preferences were respected. Children chose where to play and were supported and guided by practitioners according to their preferences. Many areas and activities were available for children both inside and outside. Some children relaxed after a busy day at school whilst others enjoyed playing outside or engaged with painting in the hall. Older children told us there was plenty for them to do. Children also selected what healthy snack to have as a variety was offered. They told us they could choose the snack offered or wait until they got home if they preferred but all children ate a snack. Children confidently spoke to us about their activities and who their friends were.

Children felt safe, happy and valued. They were settled and confident to explore their surroundings and related well to the practitioners. Children had bonds of affection with the practitioners and were spoken to fondly. Children were content and formed relationships with each other and children from four different schools all interacted happily together. A child was proud to tell us that they were best friends with a child from another school.

Children interacted well with each other and the practitioners. They co-operated with practitioners, for example when asked to come into the hall for a snack and some helped to give out plates and cups. Children were beginning to understand the needs of others as we observed them helping a practitioner to clear away the hall after snack and others were happy to help get activities and games out from cupboards. Children showed respect for others as they were polite and considerate, for example, patiently waiting their turn at snack time.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning. Children enjoyed some adult led activities such as craft or a table top game with practitioners. They explored the environment freely and access resources, safely moving between the hall, indoor room and the yard to play games with friends. Children were eager to share what they were doing with others.

Children were developing skills to promote their all-round development and independence. They were playing imaginatively and creatively, making masks or playing with figures in a fort. They were practicing physical co-ordination as they played ball games outside. Children went to the toilet independently and washed their hands on their own with reminders from practitioners. At snack time older children poured their own drinks.

## 2. Care and Development

**GOOD**

### Summary

Practitioners create a caring atmosphere and keep children safe and healthy successfully by implementing agreed policies and procedures. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

### Our findings

Practitioners created a happy atmosphere, and understood and implemented policies and procedures for the service. They had completed safeguarding training and contact numbers for the relevant agencies were available at the nursery where practitioners worked during the day. All practitioners had current first aid qualifications and observation and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. A snack of wraps with cheese and vegetables with water to drink was provided. Healthy snacks and drinks were provided most of the time but we observed processed ham was offered. Practitioners ensured children enjoyed the benefits of playing outside regularly and children told us they play outside every day. Areas and surfaces were cleaned as children completed activities. Discussions evidenced that practitioners and children know how to evacuate the premises safely as fire drills are completed by the school. No fire drills had been completed as the service had been operating for two months. It is recommended that fire drills are completed by the practitioners at least once every six months.

Practitioners managed children's interactions well, helping the children to co-operate and learn social skills. They engaged well with small groups and individual children, for example sitting with them to play games, and chatting to them as they entered. Much affectionate praise and encouragement was heard, for example children were praised for emptying leftovers into a special bin after snack. Practitioners were good role models speaking kindly to them and each other. Practitioners reminded the children not to run inside, praised, and thanked the children for being courteous.

Capable practitioners promoted children's learning through providing a rich play environment and they met individual needs as they knew the children well. They provided a nurturing and caring atmosphere and gave responsive care as they knew details about the children, which had been shared by the parents both verbally and in registration forms. Children's allergies were known and lists were displayed for all practitioners to be aware and avoid certain foods. Practitioners considered age ranges and provided games for the older children. Practitioners promoted the development of all children by planning and providing a variety of stimulating play and learning experiences. They effectively promoted the Welsh language as Welsh was spoken fluently to children attending Welsh schools. We saw written weekly planning enabling the practitioners to follow a varied programme of events. Interesting activities were planned, especially in the holidays such as science workshops, baking competitions, photography and foam party.

### **3. Environment**

**GOOD**

#### **Summary**

Leaders provide a clean, secure and safe environment and written risk assessments ensure practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners. The environment is very suitable being child centred giving the children ample first hand experiences. The quality of toys and games are good and the practitioners make good use of them to create an interesting and stimulating environment for children.

#### **Our findings**

Leaders ensured the environment was safe and secure and children were supervised well both inside and outdoors. There was a safe locked entrance, with a bell for parents and visitors and a record was kept of all visitors. All areas inside and outside were hazard free and there were comprehensive written risk assessments on display. These documents had been reviewed and dated recently and practitioners were aware of the contents. The environment was well maintained.

Leaders provided a child friendly, interesting, and stimulating environment for children. There was ample space and areas of play were set out at child height for children to access easily. Indoors sturdy, child sized chairs and tables were used as well as suitable storage. We saw resources and areas of play were suited to the older children, such as bat and balls and there were areas for children to relax. Outside children played in school's playground and there was also a covered area available. The spaces were used effectively with practitioners using radios to communicate with each other. There were suitable facilities with toilets for children and adults. Children's work was displayed, giving them a sense of belonging.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice and were appropriate for the ages of children attending. All toys and games were clean, in good order and stored in boxes or shelving at child height. Leaders had provided books and toys to represent the wider society and promote equality. Sustainable materials were used as we saw photos of the children making dens with crates and other objects.

## 4. Leadership and Management

**GOOD**

### **Summary**

Leaders are experienced, knowledgeable, forward looking and strive to provide a quality service. Self-evaluation is effective and improvements are made considering all involved.

Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents and others are effective for the benefit of the children and their families.

### **Our findings**

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example, we observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. The **Statement of Purpose** reflects the care offered and information is correct. Leaders ensured legal obligations were met such as public liability insurance. Policies and procedures are embedded in practice and updated when required.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement, which is embedded in daily practice. Practitioners regularly reviewed activities as part of the planning and leaders were gathering the views of parents, practitioners and children in readiness for their annual review of the quality of care. There were plans for a better entrance and increasing resources for activities to be changed regularly

We observed practitioners had a good knowledge of children enabling them to meet their needs in a timely manner and they had a gentle and kind manner with the children. We also spoke to practitioners who confirmed that they had a good experience during their employment. Annual appraisals and supervision had been completed giving the practitioners a voice.

Relationships with parents were strong. They were contacted regularly and they spoke to practitioners freely and had an opportunity to feedback their opinions annually in writing using a questionnaire. Parents also appreciate seeing photos of their children engaged in various activities using secure social media. There are close links with the school as the service uses some of their facilities. Outside agencies are used to access courses and useful updates to keep practitioners aware of current thinking in the field of child care. Visitors are used to enhance the experience, such as exercising, science workshops and a professional with various animals.



## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non-compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- To have the safeguarding contact numbers to hand, rather than at the nursery would make it easy for practitioners to make a referral if a concern should arise and
- To look at the Food and Nutrition for Childcare document on the Welsh Government website, as processed ham was offered and it was on the menu 3 times a week. This would help the leaders to use healthy alternatives and amend the menu.

## 6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 19 September 2019 from 15.00 - 18.00.

We:

- Inspected a sample of documents and policies;
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- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and three practitioners;
- inspected the areas used and
- reported our findings to the responsible individual, person in charge and the supervisor. Further information about what we do can be found on our website: [www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Tina Griffiths
Persons in charge	Tina Griffiths Molly Griffiths
Registered maximum number of places	59
Age range of children	5 – 11 years
Opening hours	7.00 – 9.00 am and 15.00 – 18.00 pm Monday to Friday during term time 7.00 am – 18.00 pm Monday to Friday during holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First under current registration in 25 July 2019
Date of this inspection visit	19 September 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No This service does not provide an 'Active offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people / children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
<b>Additional Information:</b> The service employs some fluent Welsh speaking practitioners who regularly speak Welsh with children who attend the local Welsh school.	

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