

**A report on**  
**Snuggles Day Nursery**  
**Sunny Mead**  
**Rhyl Road**  
**Denbigh**  
**LL16 5TG**

**Date of inspection: February 2011**

**by**

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



INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Snuggles day nursery is a private English medium setting providing nursery education in the town of Denbigh in the county of Denbighshire, North Wales. It is based in a converted private house in extensive grounds and provides care for children from a few months old until they move on to the next stage of their education.

It is judged that the area served by the setting is neither privileged nor economically and socially disadvantaged. It welcomes children of all abilities and backgrounds, including those with additional needs (ALN) or from ethnic communities. Most children, who attend the setting, come from homes where English is the principal language.

The setting, which was opened in 2001, is registered with the Care and Social Services Inspectorate Wales (CSSIW) to provide full time care for 82 children and is inspected annually by CSSIW. The last inspection report was published in January 2011. This is the first Estyn Inspection.

Three practitioners, who are appropriately qualified, work in the self contained pre – school cabin which is situated in the grounds of the day nursery. Currently there are 6 children on roll.

Snuggles is a member of the Denbighshire Early Years and Child Care Partnership and receive regular support in the form of specialist advice from an early years teacher.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Children are happy to come to the setting, enjoy learning and are well behaved;  
There is a warm caring relationships between children and staff;  
Interesting and stimulating learning experiences are provided; and  
The quality of teaching is good.

### Prospects for improvement

The leadership team have a clear vision for the development of the setting; and  
Ongoing professional development of all staff is well established and very effective.

## Recommendations

R1. Provide greater opportunities to develop the children's Information and Communication Technology (ICT) skills to an appropriate level.

R2. Further develop children's awareness of sustainability and the need to recycle.

R3. Make better use of assessment outcomes to plan activities for the future.

R4. Further develop the self evaluation practices to include all stakeholders.

### What happens next?

The provider will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>N/A</b>
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There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was far too few to report without identifying individual children.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### Learning experiences: Good

The setting is successful in engaging children in a wide range of varied and stimulating learning experiences that meet the children's needs well. Planning is clearly based on foundation phase principles and incorporates activities linked to areas of learning. Planned activities effectively develop children's communication, Welsh language and numeracy skills. However, few opportunities exist for children to develop their ICT skills.

Practitioners are well informed about the day to day activities through well planned activities which are prominently displayed. These planning sheets are evaluated by practitioners on a weekly basis.

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The indoor and outdoor environments provide good opportunities for children to experiment with new experiences. Visitors to the setting such as the police and ambulance service enhance the children's experiences.

Opportunities to develop the children's Welsh language skills are progressing well. The practitioners continually use Welsh as a living language and encourage the children to answer in Welsh whenever possible. Every opportunity is taken to ensure that local or National examples are included in planning and activities.

The setting provides good opportunities for children to learn about cultures and traditions of other countries but opportunities to further their knowledge of sustainability and recycling are rather limited.

### **Teaching: Good**

All practitioners have a secure knowledge and understanding of the foundation phase and use a range of approaches to stimulate play and active learning. They use questioning well to develop children's ideas and know when to intervene in activities. Children respond well to practitioner's efforts to make learning fun. Practitioners work very well as a team and are sensitive to children's individual needs.

Activities are well planned in order to provide good quality learning experiences for the children. These planning sheets are prominently displayed and evaluated on a weekly basis. However it is unclear whether these evaluations inform the following weeks planning activities.

Practitioners provide children with helpful oral feedback as they learn. Children's progress and wellbeing are tracked effectively through the use of annotated photographic evidence and first hand evidence in the form of post it notes. These notes are included in the children's record books which are forwarded to the feeder school, on transfer, before being sent home to the parents.

### **Care, support and guidance: Good**

There are effective arrangements in place for supporting children's health and wellbeing. Children feel happy and secure at the setting and are confident to ask practitioners for help and support. Learning experiences promote children's personal development, including their spiritual, moral, social and cultural development.

The setting has good arrangements for supporting children with Additional Learning Needs (ALN). Currently there are no children present identified with ALN but the staff have worked closely with outside agencies in the past to support these children when necessary.

There are effective induction and transition arrangements for children joining or leaving the setting. Links with partner infant and primary schools are good.

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The procedures to ensure the setting is safe and secure are effective. Appropriate up to date risk assessments are in place and all practitioners have received the appropriate training. The setting has a good range of up to date policies to ensure children's safety during sessions. All staff have received the appropriate safeguarding training and are aware of the procedures in place.

**Learning environment: Good**

The setting is fully inclusive, treats all children equally and successfully promotes the importance of valuing diversity. All children have equal access to all areas of the setting's provision.

The purpose built self contained cabin provides a good quality indoor learning environment for the children. There are also extensive good quality outdoor areas for the children to enjoy.

The setting employs sufficiently well trained practitioners to meet the needs of all children. They have an appropriate knowledge and understanding of the Foundation Phase. All practitioners are committed to improving their knowledge, understanding and skills through relevant training

Photographic evidence and discussions with practitioners and children confirms that good use is made of the grounds, local environment and visitors to the setting. A good range of learning resources is available to promote nearly all areas of learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

The proprietor and management team have created a positive ethos where staff and children are valued and respected. They work closely with the supervisor of the preschool group and are well informed of the work and the children.

Relationships with parents and carers are positive which is enhanced with up to date quarterly newsletters.

The newly created leadership team is effective and sets high expectations and communicates a clear vision for the future. This ensures practitioners have a good understanding of their roles and of the setting's direction and purpose. Regular informal leadership team meetings ensure that any problems are dealt with efficiently and quickly. Although these meetings take place on a regular basis there are presently no arrangements to formalise any decisions taken.

Practitioners respond well to local and national priorities. They are fully involved in training and developments connected with the Foundation Phase.

**Improving quality: Adequate**

Arrangements for self evaluation and planning are not yet fully developed. Informally there exists a system where leaders are trying to improve provision and have worked towards specific areas of improvement. However, formal self evaluation is very much in its early stages.

Areas for development have been identified but the system is not sufficiently robust to ensure outcomes improve for the children. Long term strategic planning and the evaluation of improvements in terms of children's progress are at an early stage of development.

The proprietor of the setting attends meetings of the National Day Nurseries Association to share ideas and good practice.

**Partnership working: Good**

The wide range of partnership activities contribute strongly to children's achievements and wellbeing.

Partnership working between practitioners within the setting is purposeful and established links with local schools help to ensure smooth transition from the setting to school. The setting enriches provision through its use of visitors from the community. It also provides valuable placements for students from the local secondary school or further education college.

Planning sheets, quarterly newsletters and other important notices are displayed for parents ensuring they are kept up to date with what is happening in the setting. There are good opportunities for parents to feedback orally to practitioners when they drop off or collect their children.

Partnership working between practitioners and early education teachers is purposeful and beneficial to all, enhancing the work of the setting. Practitioners value the support they receive and respond very positively to any advice and guidance.

**Resource management: Good**

There are sufficiently well qualified practitioners to meet the needs of the children and the Foundation Phase Outcomes. A good range of quality resources contributes well to the well planned activities. Photographic evidence suggests that good use is made of the outdoor areas.

Taking account of the effective deployment of resources the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

Responses to parent questionnaires

Due to the small number of returns it would be impossible to write a stakeholder satisfaction report without identifying individual parents. However, areas for improvement were brought to the attention of the Reporting Inspector (RI) by individual parents. These were followed up during the inspection.

### Responses to discussions with children

Children are happy and like coming to the nursery.

## Appendix 2

### Reporting inspector

Mr. Peter Roach	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))