Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Toy Box Nursery (Wrexham)

Toy Box Nursery
Mold Road
Wrexham
LL11 2AF



Date Inspection Completed

26/01/2024

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About Toy Box Nursery (Wrexham)

Type of care provided	Children's Day Care Full Day Care
Registered Person	Janice Stritch
Registered places	37
Language of the service	English
Previous Care Inspectorate Wales inspection	20 November 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children have a strong voice, as their needs, interests and ideas are listened and responded to excellently by staff. They show understanding of others feelings and their interactions are respectful, evidencing their empathy towards others. Children are active and curious learners. They are motivated to play and learn as they enjoy their experiences.

Staff show kindness and warmth towards the children. They fully understand and implement the setting's effective policies and procedures to ensure children are safe. Staff are committed and dedicated to understanding the individual needs of the children. They are keen to learn and implement positive new ideas and strategies that support them in providing good care for the children.

The environment is a safe and secure space for children. Effective and regular checks are completed so hazards are managed well. The environment is warm and welcoming and gives children the space they need to play and learn. Resources and facilities are age appropriate and well maintained.

People who run the setting are committed and dedicated to ensuring they provide the best care possible. They manage the setting exceptionally well and have a team of staff who show commitment and pride in their roles. Self evaluation is meaningful and leads to improvements being made. Positive relationships are developed with parents and they are kept well informed about their child's experiences and developmental milestones.

Well-being Excellent

Children communicate well and with confidence. They communicate verbal and nonverbally confidently, sharing their thoughts and ideas with staff. For example, a child bought a book in from home about big and small. Staff responded well, sharing the book, and setting up activities related to comparing sizes and children participated enthusiastically.

Children show enthusiasm as they arrive at the setting. They separate well from their parents and happily join in the activities in their assigned room. Children fully understand the embedded and effective routines, helping them to feel safe and secure in their surroundings and have a strong sense of belonging. Children show excitement in the activities and resources made available to them and approach staff for cuddles and to talk to them. This shows the strong bonds they have developed, which help them to feel and know they are highly valued.

Children are inspired and motivated to interact well as they receive purposeful care from staff who are good role models. They express clear empathy and understanding of others needs during their play and the routines. Children fully understand the importance of sharing, even those who are very young. For example, when another child approached a baby who was playing with two soft balls, they passed the child one of the balls so they could play together. Children show respect when playing and using the resources. They confidently follow the rules and help to tidy up with enthusiasm when asked.

Children are highly motivated and fully engage in the activities available. They are self-motivated to initiate their own play and happy to join in with adult led activities. For example, babies were excited when asked if they would like to do some painting and older children actively joined in with circle time, showing interest and enthusiasm. Children have a high self-esteem as they are supported and encouraged in their play. Their work is celebrated giving them a real sense of pride. For example, staff celebrated and shared with others when a child was carefully pouring water from one jug to another, ensuring they did not spill any. The child smiled and showed real pride in their achievement, and this encouraged them to proudly continue with the activity.

Children have access to resources and activities that support their all-round development. Age-appropriate resources are available in all areas and children are confident and eager to follow their interests. For example, children independently access paper and pens to draw a picture and children enjoyed making food and drink for everyone in the home corner. Children have ample opportunities to be independent as they have free access to most resources and are encouraged to try things for themselves, including feeding themselves and putting their coats on.

Care and Development — Excellent

Staff fully understand and implement the settings effective policies and procedures. Safeguarding children is a priority and staff have appropriate, up to date training to ensure they are aware of the procedure to follow if they have concerns about a child. A suitable number of staff have appropriate first aid training so they can deal with any accidents that may occur. Staff ensure detailed records are kept of any accidents and incidents, and these are signed by parents to show they have been shared. They complete appropriate medication records so staff are aware of the dosage and time of any medication that may need administering. However, the last dose is not always recorded in writing and is sometimes only given verbally.

Staff effectively promote healthy lifestyles and physical activity. They implement robust cleaning routines including tables being sanitised before food is served and a cleaning rota for toys. Staff provide and prepare appropriate, nutritious food and snacks in line with the Welsh Tiny Tums initiative. They also encourage children to be active and regularly ensure they get fresh air as they can access the outdoors.

Staff show kindness and warmth towards the children. They consistently respond to the children when they communicate with them, showing genuine interest in what they have to say. For example, a baby wanted to take part in the painting activity but quickly lost interest so staff ensured they were cleaned up and allowed them to choose something else to do. Staff fully understand the behaviour management policy and implement effective strategies to manage children's behaviour. They speak to children involved in any incidents with respect, understanding and use language the children understand. Staff are very good role models. Their interactions are meaningful and help to support children to learn to socialise and interact positively.

Staff have an extensive knowledge and understanding of child development. They are committed and dedicated to understanding the individual needs of the children. Staff actively promote the Welsh language within their practice. For example, staff introduce children to Welsh words through commands and songs and encourage children to speak Welsh through having a word of the week. Staff further develop this by encouraging children to say colours and numbers in Welsh during their play. Staff are keen to learn and implement positive new ideas and strategies that support them in providing the best possible care for the children. They have successfully implemented a new way of planning that is focused on the children's interests and supporting their development. For example, a child had arrived at the setting saying it was cold. This immediately triggered a conversation about the weather and animals that liked the cold. Staff then extended this by providing activities related to the weather, including, white play dough and a tough tray with cotton wool for snow and different animals. Staff have an effective tacking system to record children's individual progress and allow them to plan for next steps in children's learning.

Environment — Good

People who run the setting ensure they have effective measures in place to keep the environment safe and secure. There is controlled access to the setting and staff record all visitors. risk assessments are completed and updated regularly so hazards are identified immediately and managed well. For example, safety gates are used appropriately to prevent children from accessing areas they are not allowed. Staff ensure all safety checks are completed in a timely manner such as gas safety checks and electrical testing. The outdoor area used by children is surrounded by secure fencing preventing unauthorised access or children being able to leave unsupervised.

People who run the setting ensure children have access to a well thought out environment to play and learn in. The space available allows children to be grouped according to their ages and stages of development so they can access suitable areas and facilities to meet their needs. People who run the setting ensure the environment is well maintained and is a warm and welcoming atmosphere for children, staff and visitors. The attractive displays of children's work give them a sense of pride and belonging. People who run the setting have a good system for regular maintenance checks. Staff know to record any repairs that may need doing on the environment. The outdoors is a welcoming space for children and is large enough to provide them with a range of activities and experiences. For example, children enjoyed playing in the shed that had been made into a sand pit. The availability of a sheltered area allowed the space to be used in all weathers. People who run the setting have identified areas where the outdoors could be improved and have plans in place to develop this area further.

People who run the setting ensure they provide children with good quality toys and resources that are age appropriate. They provide areas of learning in the different rooms to support children's development and imagination. For example, a black and white area in the baby room and home corners in the preschool and toddlers. The resources available include items that help to support children's curiosity and interest. For example, children had access to items such as mirror trays that they enjoyed using and electronic drawing toys. All items are stored appropriately so they are kept clean and well maintained. Storage is of a suitable height so children can be independent. The environment has facilities including conveniently located toilet and handwashing facilities that can be accessed independently by children, and separate areas for staff to prepare bottles and for nappy changing so they do not have to leave the room.

Leadership and Management — Excellent

People who run the setting are dedicated and committed to achieving high expectations and have a clear vision which they share effectively with staff and parents. They regularly review policies and procedures to ensure they reflect current practice, and these are always shared with staff when changes have been made so they can be implemented consistently. The statement of purpose accurately reflects what the setting provides and gives parents the information they need to decide if it is the right setting to care for their child. People who run the setting are actively involved in the day to day running and lead their team effectively, developing high expectations and inspiration to those around them. For example, they encourage and support staff to introduce new and improved ways of working that improve outcomes for children.

People who run the setting identify meaningful areas for development to ensure continuous improvements are made. They regularly gain the views of staff, children, and parents to inform their decisions and help them make positive changes. For example, working with staff to implement new tracking procedures to record children‘s development and learning journeys.

People who run the setting follow an effective recruitment procedure to ensure staff have the correct suitability checks and training needed to care for children. They use the All-Wales Induction procedures to help ensure all staff have a good understanding of their roles and responsibilities. People who run the setting have developed an effective team who are committed and dedicated in their role and who work well together to provide excellent care. There is a strong culture of continuous professional development which is effectively modelled by those running the setting.

Both staff and people running the setting develop positive relationships with parents. Parents have opportunities to share information about their child through online resources and through direct conversations with their child’s key worker at the end of the child’s day. Daily sheets containing information about their child’s day are sent home with the younger children, so parents are informed about routines such as food intake, sleep, and nappy changes. Parents are invited along to the setting for certain activities, including forest school. This gives them an opportunity to join in with some of their child’s experiences and get an insight into the setting and care provided.

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

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 continue to develop the outdoor area to make it a more inspiring place for children to play and learn.
To be consistent in recording the last dose when completing medication forms for the children.

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.

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