Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Idwal Family Centre

27 Idwal, Idwal, Wrexham, LL14 3EY

01978824342

The inspection visit took place on 11/06/2026

Service Information:

Operated by:	Wrexham County Borough Council Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	14
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children's wellbeing is at the heart of the setting and care provided. They communicate, make choices, and follow routines with support. Children are encouraged and supported to interact and develop skills through engaging activities. They have access to suitable resources and progress well at their own pace.

Staff effectively promote children's health, safety and wellbeing through good hygiene, risk management and safeguarding practices. They provide nutritious food, encourage physical activity and support development. Warm relationships, positive interactions and strong knowledge of child development enable staff to meet individual needs and track progress effectively.

Staff maintain a safe, welcoming, and well-organised environment. They manage risks, complete regular safety checks, and provide stimulating, accessible indoor and outdoor spaces. Resources and activities promote children's engagement, curiosity, and development. The thoughtful layout,

displays, and facilities support wellbeing, dignity, and a strong sense of belonging.

Leaders provide committed care with policies and effective self-evaluation driving improvement. Staff are well managed, trained and supported. Strong relationships with parents and agencies benefit children. However, the setting operates without a required Person in Charge, not meeting regulatory requirements.

Findings:

Well-being — Good

Children's wellbeing is at the center of the setting and care delivered meets their individual needs. They communicate effectively for their stage of development and make clear choices about where and what they want to play with. Children follow their own routines naturally, sleeping when they are tired and choosing if they wish to have breakfast.

Children build positive relationships with staff, and these relationships help them feel valued and develop a strong sense of belonging. They feel safe, relaxed, and secure as staff create a familiar and welcoming environment. Children are supported to settle and separate from their parents and carers as they are responded to sensitively. Their needs and personalities are known, and they grow in confidence through the consistent, nurturing care provided.

Children develop appropriate social skills for their stage of development. They use gestures and emerging speech to express their needs and wishes. For example, a child attempts to say "*dance"* while moving their body to show they would like the music on. Children receive encouragement to interact with others when appropriate, and they are guided through daily routines, such as sitting at the table during snack time and putting on their coats when it is time to go home.

Children have access to a good range of engaging activities that capture their interest. They enjoy sharing books and listening to songs and rhymes. They explore resources. For example, children play with cars, move them around, and proudly show staff what they are doing. Children enjoy taking turns banging a drum alongside a member of staff, stopping together, which they respond to with enjoyment and engagement.

Children progress well and at their own pace as they receive a high standard of support and care. They access appropriate activities and tailored support to meet their individual needs. Children have access to a wide range of resources and facilities, including specialist equipment, to promote their learning and independence. Children are actively encouraged to develop key life skills, such as feeding themselves when they are ready, helping them grow in confidence and capability.

Care & Development — Good

Staff promote children's health, well-being and safety effectively. They follow appropriate routines and procedures to minimise risks and prevent the spread of infection. Staff maintain a clean environment by wiping tables before snack time and implementing effective nappy changing procedures. They use appropriate personal protective equipment (PPE), including gloves when serving food. Staff understand children's medical needs and accurately record medication.

Staff support children to develop healthy lifestyles. They provide a range of nutritious snack options, including cereal, tuna pitta bread, fruit and yogurts. Staff ensure children access fresh air and outdoor play where appropriate. They actively encourage physical development by supporting children to move around the room and develop mobility skills. Staff understand and follow safeguarding procedures and take appropriate action if they have concerns about a child.

Staff form warm, responsive relationships with children. They use calm, caring approaches to help children feel safe and secure. Staff support children's communication and language development by engaging in meaningful interactions with them. They model positive behaviour and routines, for example, by sitting alongside children during snack time. Staff consistently use praise to recognise achievements and milestones, supporting children to develop confidence and self-esteem. For example, staff encouraged a child to attempt self-feeding through positive reinforcement.

Staff demonstrate a good understanding of child development and use this knowledge to provide appropriate care and support. They know children well as individuals and respond to their specific needs, preferences and personalities. Staff effectively monitor and track children's progress through regular observations, which inform planning and next steps in learning. They share information with parents and relevant professionals to support continuity of care and ensure children's ongoing development needs are met.

Environment — Good

The environment is safe and secure. Staff lock external doors and control and record all visitors to prevent unauthorised access and ensure they always know who is on the premises. They carry out daily checks and cleaning routines, which help them identify and manage hazards promptly and maintain cleanliness. Staff conduct regular fire drills so that staff and children understand the procedures to follow in an emergency. Leaders ensure routine safety and hygiene checks are completed as required, including gas safety and kitchen checks.

Staff create a warm and welcoming environment. They organise the space effectively to give children room to move freely and access inviting areas. For example, children enjoy using the sensory room, where they listen to sounds, explore lighting, and engage with bubbles. Staff enhance the environment with artificial leaves, plants, and flowers to create an attractive atmosphere. They display children's work and items of interest, which promotes a sense of belonging. The environment has suitable toilets and nappy changing facilities, ensuring staff can treat children with dignity and meet their needs. They maintain two secure outdoor areas at the front and rear of the building, with soft matting and secure fencing, allowing children to be active and enjoy fresh air.

Staff provide a well-resourced environment that encourages children to explore, engage, and develop their play and learning in line with their age and stage of development. They use stimulating resources to build on children's skills and support their interests. For instance, sensory lighting and activities encourage children to engage and focus. Staff create imaginative learning areas and enhance them with natural and authentic resources to inspire curiosity. For example, children use the light table and explore jelly to develop fine motor skills as they attempt to pick it up with a spoon. Staff provide appropriate fixed outdoor equipment, and the new garden area will further promote children's engagement and curiosity.

Leadership & Management — Adequate

Leaders demonstrate a strong commitment to providing good quality care. Policies and procedures are reflecting current provision. The Statement of Purpose (SOP) is updated to ensure it accurately reflects the care offered and meets regulatory requirements. It provides parents and carers with the information they need to decide if it is the right care for their child. However, outcomes for children require improvement because the setting continues to operate without a person in charge and we expect the provider to make improvements.

Leaders have an appropriate procedure in place to evaluate the setting and the quality of care provided. They consider the views of parents, children and staff when reviewing the setting. Leaders show they understand the importance of reflecting on practice and identify areas for improvement. Self-evaluations are meaningful, ongoing and effectively drive continuous improvement. For example, staff undertake more purposeful observations and enhance the outdoor learning environment.

Leaders manage staff effectively and promote a positive working environment where staff are happy and committed. They ensure all required suitability checks are in place and that staff complete mandatory training. Leaders carry out regular supervision and appraisal processes, enabling effective communication, identifying training needs and supporting staff development. They maintain contact with staff and ensure roles, responsibilities and daily routines are clearly understood.

Leaders and staff build positive relationships with parents and carers. They keep them well informed about the setting and their child's progress. The setting establishes strong partnerships with external agencies, which supports the delivery of good quality care and targeted support for children when required. Effective links with Flying Start enable the setting to share good practice and access additional support, benefiting children's development and well-being.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Staff do not always have the support and guidance needed to ensure the setting operates effectively as there is no appointed person in charge.	11/06/26

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

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