



Inspection Report

Rhosddu School Nursery Plus

**Rhosddu Primary School
Prices Lane
Wrexham
LL11 2NB**



Date Inspection Completed

10/01/2025

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About Rhosddu School Nursery Plus

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Lorraine Hughes
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	6 March 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children have a voice and are confident to communicate their thoughts and ideas. They are settled, feel happy in their surroundings and develop a positive relationship with staff.

Children learn to be thoughtful towards others and enjoy interacting with the staff and their friends. They have opportunities to develop a range of skills through their play.

Staff implement effective policies, procedures and routines to keep children safe. They promote a healthy lifestyle, offering nutritious snacks and having appropriate cleaning routines in place. Staff have a good manner with the children and support them to interact well and develop a range of skills.

The environment is a spacious and safe space for children to play and learn. It is well maintained and provides a welcoming atmosphere. There are indoor and outdoor areas for children to access. The environment is suitably equipped with a range of appropriate activities and resources.

Leaders play an active role at the setting and manage it well. They have some appropriate procedures in place to ensure they effectively evaluate the setting and care they provide. Leaders manage staff appropriately and ensure they are suitably trained and qualified to care for children. Children benefit from the positive relationships developed with parents/carers and the school.

Well-being

Good

Children have a voice and a say in how they spend their time. They move around the environment freely choosing from the activities set up by staff or from those they can access independently. Children express themselves confidently as they share their thoughts and ideas with staff, knowing they will be listened and responded to appropriately. Children are asked what they enjoy doing and what they would like to change as part of the settings self-evaluation process.

Children are happy and settled at the setting. They arrive keen to join in the activities and happily share what they are doing with others. Children separate well from their parents and carers, showing they feel safe and secure in their surroundings. They develop good relationships with the staff. They want to involve them in their play and they enjoy playing alongside them. For example, children enjoyed pretending to make pizzas for the staff and talking about the toppings they had put on them. Children feel valued as their experiences are celebrated. Children were keen to show me some winter pictures they had made.

Children are developing good skills in managing their own behaviour. They learn right from wrong and are beginning to understand the feelings of others. For example, a child showed concern and said sorry when they accidentally bumped into another child. Children learn to share as they use the same resources and play games together. For example, children shared the magnetic shapes to make different structures. Children enjoy being sociable and interacting with their friends and the staff.

Children engage well in their play and learning. They have choices so they can follow their interests. Children focus for an appropriate amount of time for their ages and stages of development. For example, sitting at the table until their picture was finished. Children showed enjoyment as they smiled and laughed together when taking part in a tabletop activity.

Children have access to a range of suitable resources and activities that support their learning and allow them to develop their skills. They are creative and explore the different experiences available to them. For example, making a long chain from the connecting toys and pretending it was their long hair. They have opportunities to be independent as they help themselves to items they want to play with and access their belongings. For example, children confidently and independently went and got their lunches from their designated pegs.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities. They implement the settings policies and procedures effectively to ensure children are safe. Staff have up to date training to support them in their role. They know the procedure to follow should they have any safeguarding concerns and have appropriate first aid so they can deal with minor accidents and incidents correctly. Staff keep clear records including the recording accidents and incidents, making sure parents sign to show they have been shared. They conduct regular fire drills with the children, so they all know the procedure to follow in an emergency.

Staff implement effective routines and procedures to support children in leading a healthy lifestyle. They offer healthy snack choices, such as fruits and crackers and cheese, with only water or milk to drink. They have embedded routines such as wiping tables and encouraging handwashing to help prevent the spread of germs. Staff provide children with regular opportunities to access the outdoor space so they can be active and get fresh air. On days where they are unable to go outside, due to the weather, staff try to arrange activities such as dance, to allow children a chance to move around and be active.

Staff are caring and have a good manner with the children, which ensures children are happy and settled. They ensure they have time and space to interact well with the children, making their play and routines enjoyable and sociable. For example, staff sat at the table with the children at lunchtime, talking with them about what they had been doing and their interests. Staff implement effective strategies that ensures they manage behaviour well. They know the children well and use age-appropriate language to reinforce appropriate behaviour with the children. Staff regularly use praise to celebrate children's achievements and give them a sense of pride.

Staff have a good knowledge of child development and most work with the children when they are attending school. This helps to ensure staff are fully aware of the children's needs and can provide continuity in their learning. Staff plan appropriate activities that support the children's learning and ensure they are engaged as they enjoy the experiences. For example, children enjoyed making winter pictures using the glue and glitter to represent snow. Staff identify and cater well for children with additional learning needs. They work closely with the school, parents and outside agencies to provide tailored care and support to ensure all children are receiving appropriate care. Staff plan some opportunities for children to learn about different cultures. This includes learning about different celebrations such as Diwali and St Davids day. They have also taken opportunities to discuss and share the different cultures of the staff, children and their parents, inviting them to share their experiences.

Environment

Good

Leaders complete regular and effective risk assessments on the environment to ensure it is safe. They manage potential hazards well, so they are not a risk to children. For example, they have locks on the cupboards in the kitchen that children can access. The entrance to the setting is secure and external doors are kept locked, with access using an intercom system. Appropriate registers are completed for staff and children's attendance and visitors are recorded.

The environment is an appropriate size for the children attending. It provides a comfortable and inviting space for children to play and learn. All areas are appropriately maintained and clean. The main room used is arranged to give children space for a range of activities including, floor and tabletop space. Staff create attractive displays of the children's work, which gives them a sense of belonging. There are suitable facilities available for the children to access including toilets and hand washing and an area to store their belongings so they can be independently accessed. Leaders have recently developed a designated outdoor space for the children to use. This is an ongoing project that provides a secure area for children to be active and get fresh air. The different surfaces allow children a range of experiences and the availability of items including a mud kitchen allow children to be imaginative in their play and learn about the world around them.

Leaders make sure the environment is equipped with a good range of resources that support the children to play and learn. They provide areas of learning that encourage children to want to play and these are enhanced effectively by staff to further promote their learning and curiosity. For example, staff used foam soap in the tuff tray to represent snow to further enhance the small world area where they were using cold climate animals such as penguins. The environment has suitable equipment such as low level storage and suitably sized tables and chairs. This allows children to be independent and ensure they are comfortable.

Leadership and Management

Good

Leaders are effective in managing the setting. They ensure policies and procedures reflect current practice and are dated to show they are reviewed regularly. The contact details for Care Inspectorate Wales were incorrect in the safeguarding and complaints policy. This was updated and corrected during the inspection. Leaders have a good understanding of the setting as they play an active role in the day to day running. The children's contracts are completed appropriately, and all paperwork is well organised and up to date, ensuring information is easy to find.

Leaders complete their annual quality of care. They ensure they gather and consider the views of staff, children and parents to support them in self-evaluating the setting and care they provide. They are effective in reviewing the previous year and how they feel it has gone. However, they do not always identify specific areas they wish to develop or plan for improvements effectively.

Leaders have a good recruitment process in place and staff files are complete. They gather the required information on all staff to show they are suitable to work with children. Leaders make sure staff are suitably trained and experienced to care for children. They make sure staff have the training they need to support them in their role. This includes First aid and Safeguarding. Leaders hold regular meetings with staff to share information and identify potential training needs. However, more formal, regular supervisions and appraisals are not embedded in practice.

Leaders form positive relationships with parents/carers to ensure they keep them updated on their child's progress and experiences. They have informal conversations at the beginning of the sessions and as the staff also work in school, they are available at the end of the school day if needed. As the setting operates from within the school they have formed close links. This allows resources and the environment to be shared and helps children transition into full time school as they are familiar with the environment and some of the teachers.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
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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 ensure the quality of care report effectively identifies plans for improvements.
	To ensure the supervisions and appraisals are regular and recorded effectively.

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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