A report on

Cherry Hill Nursery

91 Borras Park Road
Wrexham
LL12 7TF

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cherry Hill Nursery

Name of setting	Cherry Hill Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Mahendran Bakeirathan
Person in charge	Lisa Holland
Number of places	Registered for 61
Age range of children	3 months to 5 years
Number of 3 and 4 year old children	10
Number of children who receive funding for early education	3
Opening days / times	7.30am until 5.30pm Monday to Friday
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	19/04/2024
Date of previous Estyn inspection	06/03/2017
Dates of this inspection visit(s)	04/02/2026

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure practitioners follow sleep procedures that align with safe sleep guidance.

R2 Increase opportunities for children to explore the local area to develop their understanding of their community and strengthen their sense of belonging.

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children are happy and thoroughly enjoy their time at the setting. They arrive cheerful and calm, welcomed by friendly practitioners who help them settle quickly. Children chat happily to practitioners and readily approach them for comfort or reassurance if needed. Nearly all children are familiar with routines and expectations at the setting. For example, younger children hang their coats and bags on low level hooks when they arrive. This supports children to develop a strong sense of belonging.

Most children participate well in their learning and play and make suitable choices and decisions about where they play. They enjoy freedom to move around the learning areas and choose activities that interest them, such as using sponges or brushes to create paintings, or exploring how musical instruments make sounds. Most children express themselves confidently knowing that their attempts will be heard and responded to. For example, babies who are yet to speak, gesture to indicate which toy they want or if they need help when playing.

Nearly all children interact positively with their friends and those caring for them. They enjoy sociable mealtimes where they practice good manners and chat happily together whilst eating. Nearly all children are comfortable in their surroundings and develop warm relationships with their peers and practitioners at the setting. For example, older children wave and smile to their younger friends when they spot them playing outside. Many children approach practitioners for support and often invite them into their play. Most children are beginning to take turns and share. For example, in the role play area, they pass cups, saucers, and plates to each other when role playing cooking.

Most children enjoy worthwhile play activities and develop their skills effectively as they explore and learn. Older children ask questions about their environment and are eager to learn new vocabulary, including recently introduced Welsh words. Many children sustain concentration for a suitable amount of time, in line with their stage of development and enjoy extended periods of uninterrupted play.

Nearly all children show an increasing level of independence during their time at the setting and have many worthwhile opportunities to develop these skills further. For example, older children chop up fruit for snack and pour their own drinks. They access the toilet facilities independently and wash their hands, with support from staff when needed. Nearly all younger children feed themselves and attempt to use cutlery independently.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners follow clear systems and procedures to ensure that children are safe and healthy. They understand their roles and responsibilities well and consistently adhere to the setting's daily practices. Practitioners have appropriate certification to ensure that they know what to do in the case of an accident and that appropriate first aid resources are available at the setting.

Practitioners have a good understanding of child protection procedures and know their responsibilities well. They maintain accurate records of both children's and staff attendance, carefully document any accidents or incidents, and share this information with parents and carers. Practitioners effectively supervise children when they are sleeping, however they do not always follow the sleep policy's safe sleep guidelines. This inconsistency could potentially affect children if recommended sleep guidance is not followed. Practitioners carry out nappy changing in line with current infection control guidance and manage children's allergies safely, ensuring that medical information is recorded accurately. Leaders review safeguarding procedures regularly and make amendments when necessary. Overall, the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners promote healthy lifestyles by providing children with a variety of nutritious snacks and options of milk and water for them to drink. They ensure that all children have daily access to fresh air in the outdoor areas. Practitioners promote good hygiene habits by encouraging children to wash their hands before eating and consistently blowing children's noses and wiping tables before meals.

Practitioners have a warm, reassuring and comforting manner with children. They model positive behaviour strategies and follow the setting's behaviour policy well. Practitioners support children's social development successfully by encouraging them to help with simple tasks. For example, they encourage children to help tidy up at the end of the session. Practitioners give children lots of praise, recognising children's kindness, positive behaviours, and achievements. This has a positive effect on children's self-confidence and develops their understanding of respect and support of others.

Practitioners promote children's play, learning and development successfully. They provide children with purposeful areas of learning, which are led by the interests of children. Practitioners have comprehensive knowledge of children's individual needs and preferences and ensure that they use this information to support and promote children's well-being effectively.

Practitioners identify and support children with emerging Additional Learning Needs (ALN) well. They work with parents, carers, and outside agencies successfully to ensure the best outcomes for children. They implement and review children's progress regularly to ensure that their needs are met.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners work collaboratively to create a welcoming and engaging environment that effectively supports children's interests. They know children well and support their learning successfully through skilful interactions as children play. Practitioners observe each child carefully and note their strengths and areas for development. They use this useful information alongside their knowledge of the children's fascinations to plan purposeful learning experiences. Practitioners keep parents well informed of their child's progress on a regular basis. They have a thorough knowledge of how children learn and are confident in implementing the requirements of the Curriculum for Wales. Practitioners plan a good balance between child-initiated and adult led group times that meet children's individual needs flexibly. There are extended opportunities for uninterrupted free play where children can explore the carefully planned environment and enjoy the authentic experiences on offer.

Practitioners understand how assessment supports children's progress well. They are beginning to use assessment information to plan learning that builds on children's skills step by step. For example, in the woodwork area, practitioners provide valuable opportunities for children to develop their physical and creative skills. They model how to use tools safely and allow children time to practise these before introducing additional tools or materials.

Practitioners are good language role models in both English and in Welsh. They skilfully model vocabulary and sentence patterns as children play. For example, they, describe oranges as juicy, a watering can as shiny and the colour of a lemon as 'melyn'. This has a positive impact on children's communication skills, enabling them to develop a broad range of vocabulary which they use confidently in their play. Practitioners model Welsh language well during play and song time. As a result, most children name farm animals, familiar colours and the weather accurately.

A notable strength of the setting is how practitioners plan effectively for the development of children's independent skills. Practitioners have high expectations of what children can achieve independently and provide well-judged support to help them meet these expectations. As a result, children develop very strong independence skills. For example, they prepare their own snacks, put on coats and shoes, tidy up, and readily support one another.

Practitioners provide a wide range of worthwhile opportunities to develop children's literacy, numeracy, problem solving and digital skills. For example, they model sharing picture books and writing shopping lists for more fruit. They pose questions that prompt children's thinking, such as asking what would happen if white paint was added to the red, which encourages children to investigate the result. Practitioners support children to use digital technology appropriately, such as operating a remote control to play music, or using torches to search for items. They support children to develop their physical skills effectively.

Practitioners promote children's moral, spiritual and cultural development effectively. For example, they encourage children to care for living things by feeding the Nursery's chickens and goats. They plan valuable opportunities for children to experience a variety of cultures within the nursery through exploring resources, listening to music, playing instruments and

tasting foods, alongside celebrating Welsh traditions. This supports children to develop respect for diversity and a sense of belonging. However, opportunities for children to explore and learn about the local area and develop their understanding of their community are limited.

Environment: Good

The environment is safe and secure. Practitioners ensure that external doors are always locked, and only authorised persons have entry to the setting. They ensure that a record of all visitors is maintained. Leaders have developed risk assessments for different areas and activities throughout the setting, and these are shared with staff. Practitioners are pro-active in undertaking daily safety checks of the environment and specific activities, ensuring that risks are minimised.

The setting is welcoming and well maintained. Practitioners follow effective procedures to keep the environment and equipment clean and in good condition. Children have access to child sized furniture, such as tables and chairs as well as low-level toilets and sinks, which promote their physical development and independence skills successfully. Leaders hold regular fire drills, allowing children to familiarise themselves with what to do in an emergency. Leaders ensure that routine maintenance checks for the building and all appliances are undertaken appropriately.

Practitioners ensure that they celebrate children's creativity and successes through displays of their work and photographs of them at play. They encourage parents and carers to send family photos into the setting to be displayed for the children to see and refer to, helping to create a sense of belonging for all. The indoor space is arranged effectively to provide stimulating play and learning areas, alongside calm and comfortable spaces for children to read and relax. Practitioners encourage children to explore various lights, sounds, and textures in the dedicated sensory room. This helps children to explore their senses and express themselves. Practitioners store resources at a low level to enable children to choose independently and pursue their individual interests. As a result, children are familiar with gathering and returning equipment to the appropriate places.

Practitioners create engaging outdoor areas that encourage children to explore and participate in a wide range of activities. The outdoor provision offers beneficial opportunities for children to develop their physical skills through playing with wheeled toys, slides, a mud kitchen and balancing equipment. Practitioners thoughtfully construct outdoor spaces to support a wide range of learning experiences from exploring with sand and water to caring for the settings chickens and goats. The setting has a range of authentic resources and age-appropriate toys, giving children meaningful opportunities to play and learn. Practitioners ensure role play areas are equipped with real-life items that encourage confidence and imaginative play. For example, children enjoy spending time at the dressing table, using resources for 'getting ready' such as a hairdryer, brushes, clothes and bags.

Leadership and management: Good

Leaders have successfully created a warm and welcoming 'home from home' ethos. They have a clear vision for the setting, which ensures that children's and staff wellbeing is at the heart of all that they do. This is communicated well to all stakeholders. Staff know that they

are valued and what is expected of them in their role. Leaders work collaboratively to provide care and education to effectively support children's learning and development. This is reflected accurately in the statement of purpose for the setting, which provides a clear picture for parents to make informed decisions about their child's care. All relevant policies and procedures are in place and robust recruitment processes ensure that staff are suitably experienced and qualified.

Leaders have a strong drive to continuously improve the work of the setting. They have established robust self-evaluation processes and draw effectively on first hand evidence as well as feedback from parents, children and staff. Leaders celebrate what is working well and accurately identify important areas for improvement. They use this information to prioritise and plan purposeful changes to practice. They ensure that these plans are manageable and focus well on improving outcomes for children. Leaders monitor progress made against these plans rigorously.

Leaders provide valuable professional development for practitioners according to the priorities of the setting. This has a positive impact on the work of the setting and the well-being of staff. For example, following training to develop the outdoor environment, practitioners have improved provision to promote children's curiosity, exploration and engagement with nature. Leaders make effective use of grant money, such as installing a canopy so that children can have daily access to the outdoors in all weathers. Leaders carry out regular observations of practitioners and draw on this useful information during their professional reviews. This ensures that achievements are celebrated, professional development is accurately identified, and targets are well matched to each practitioner's skills. These processes are used well by leaders to monitor staff development and provide support where needed.

Leaders have established a worthwhile range of partnerships that contribute positively to children's learning and development. Parents appreciate the regular and helpful information they receive about their child's progress, interests and development. Leaders make effective use of support from the local authority and act promptly on professional advice to secure improvements. For example, they have developed role-play provision by introducing authentic resources that encourage children's engagement and support their development. Leaders have fostered positive relationships with local schools, which effectively supports smooth transitions as children move to the next stage of their learning journey.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 09/04/2026

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.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

Welsh Government © Crown copyright 2026.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.