Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Abbeyfield Day Nursery

Rhosnesni Farm
Cefn Road
Wrexham
LL13 9NF



Date Inspection Completed

19/04/2023

About Abbeyfield Day Nursery

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Krystyna Roberts Joanne Curzon
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 21 August 2018
Is this a Flying Start service?	Manual Insert] Yes
Does this service provide the Welsh Language active offer?	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.

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

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

Summary

Children have a voice and make choices about how they spend their time. They interact well, showing respect and understanding towards others. Children enjoy their play experiences and happily share their experiences with others. They have opportunities to be independent during their play and daily routines.

Staff implement effective policies and routines to ensure children are safe. They promote healthy lifestyles appropriately, providing healthy snacks and lunch and opportunities to get fresh air. Staff manage behaviour effectively and support children's learning, play and experiences through positive interactions. Staff know the children well with some appropriate planning and tracking of development to evidence and support children's progress.

The people running the setting make sure the environment is safe and secure and risk assessments are regularly conducted. The environment is spacious and utilised well to ensure children have different rooms and areas of learning. All areas are appropriately equipped with a range of toys, resources and equipment suitable for the ages and stages of development of the children.

People who run the setting manage it well. They have a good understanding of the care they offer. Regular reviews of the setting allow improvements to be made. Staff are managed effectively and they work well together as a team to ensure the setting runs smoothly. Positive relationships with parents and outside agencies are developed so information is shared effectively and individual needs of children are catered for.

Well-being Good

Children have a voice which supports them in becoming effective communicators. They happily share their ideas and thoughts, knowing they will be listened to. For example, they confidently ask for second helpings at meal times. . Children have a say in how they spend their time as they make choices about where and what to play with. They freely move around their environment. For example, leaving the sand tray to go and get resources they wanted to play with. Children with limited verbal language can express themselves well as staff respond to their non-verbal cues effectively. For example, a baby was making noises and moving around in the walker, evidencing they wanted to get out. Staff responded quickly by moving the child to a different activity.

Children separate well from their parents. They arrive happy and excited to be with their friends and staff. Children who have only just started attending settled quickly and soon became involved in the activities and routines. Children are familiar with the environment, staff and routines. This helps them to develop a sense of belonging and feel secure in their surroundings. Children form friendships and enjoy playing alongside the other children.

Children are learning to be polite and respectful. They show understanding and care towards the other children. For example, a child showed concern when another child arrived a little upset. They went to them and asked them to join in their activity, which they did and they happily played together. Children use toys and resources appropriately and help to put them away when asked to do so. They are polite saying please and thank you with only a few reminders from staff.

Children show enjoyment as they play and learn. They focus for appropriate lengths of time for their ages and stages of development. For example, younger children enjoy completing a painting activity alongside a member of staff. Children are proud of the activities they are doing. This was evident as they were very happy and confident to share their experiences with us and invite us into their play.

Children have opportunities to develop their independent skills through the experiences and routines in place. Items are stored appropriately so they are accessible for the children. During snack and lunchtimes children are given the support and encouragement they need to feed themselves.

Care and Development — Adequate

Staff effectively keep children safe. They have a good knowledge of safeguarding and understand the procedure they need to follow should they have any concerns about a child. A record is kept of children and staff's daily attendance and staff who are responsible for caring for those children. Regular fire drills are conducted so staff and children are aware of the procedure to follow in the event of an emergency. Accident and incident records are completed effectively and signed to show they are shared with parents. However, pre-existing injuries were not recorded appropriately to show they had been shared with parents.

Staff implement effective routines to support children in having a healthy lifestyle. Personal care of children, including nappy changing and noses being wiped, is completed appropriately by staff to help prevent the spread of germs. Staff provide children with water to drink throughout the day to help ensure they are hydrated. Nutritious meals are provided and staff are fully aware of and cater for any individual dietary needs the children may have. Staff regularly take children outside, so they have opportunities to be active and get fresh air.

Staff have a caring and supportive approach with the children. They show interest in what they have to say allowing them to have lots of conversations. Staff appropriately engage in children's play, sitting at their level as they do so and extending their learning through the conversations and questions they ask. For example, talking to the children about the different sized dinosaurs. Staff manage behaviour well and any minor disagreements between children wanting the same toy were dealt with quickly and calmly. Praise is used effectively to celebrate children's achievements and behaviour. For example, children were praised for saying please and thank you at lunchtime.

Staff know the children well. They understand the individual needs of each child and provide the appropriate care and support required. Activities provided are age appropriate and allow children to learn a range of skills through their play. For example, the introduction of loose parts outside allows children to develop their imagination, creativity and physical skills as they climb and balance using the tyres and wooden planks. Staff plan activities mainly around themes and the areas of learning. However, they do not fully consider children's interests to ensure they remain fully focused and engaged. Staff keep individual records of children's experiences and some record of their progress. However, this does not fully identify skills or next steps in children's learning which could then be used to plan activities to support children to progress effectively. Staff encourage and support children to be independent. They have a "Helpwr Heddiw" to help them complete tasks such as giving the cups out at lunchtime and they provide appropriate cutlery to help children learn to cut and eat their food independently.

Environment — Good

The environment is safe and secure. People who run the setting ensure they have effective routines that are embedded in practice to help keep children safe. For example, the car park gate is closed when children are accessing the outdoor areas and external doors are kept locked. Visitors are recorded so there is no unauthorised access. Effective and in-depth risk assessments are completed on all areas, resources and activities. For example, a risk assessment had been completed on the new fixed play equipment outside and for walks to the local parks. Daily checks are conducted to ensure no new hazards have arisen but these are not recorded in writing so they cannot be referred to in the future if needed.

People who run the setting ensure there is enough suitable space for the different age ranges of children to play and learn. All space is used effectively with various rooms available for children to access for different activities. For example, space for messy play and quiet rooms for sleeping. All areas are maintained appropriately, and the displaying of children's artwork gives children a sense of belonging and helps to create a child friendly environment. The different outdoor areas are utilised well and give children access to a broad range of experiences and allows all children to be outside. For example, the artificial grassed area allows younger children and babies to be outside and the yard gives children an area where they can play on bikes and scooters and this is also used in all weathers.

People who run the setting provide suitable resources and equipment. Furniture and storage are appropriate for the children so they can be independent and comfortable. The children's ages are considered so the rooms are equipped with toys and resources to suit their ages and stages of development. For example, in the baby room there was a lot of floor play activities such as mats and soft play cushions. In the preschool there were areas for mark making and role play. The introduction of some loose parts, natural materials and real resources from the home have improved the opportunities for children to be inspired and develop their imagination. For example, children enjoyed taking positive risks as they made an obstacle course out of the wooden planks and tyres outside to develop their physical skills effectively.

Leadership and Management — Good

People who run the setting play an active role in its day to day running. This gives them a clear vision of the care being provided. They have a statement of purpose that reflects the current setting and contains all the information needed for parents to decide if it is the right care for them and their child. People who run the setting ensure most policies and procedures are effective and implemented well. However, we found information missing from the safeguarding and complaints policy. This was addressed during the inspection and the policies are now complete.

People who run the setting complete annual self-assessments. They review the care and environment, identifying what has gone well and possible areas for improvement. For example, they have recently improved the outdoors with the introduction of loose parts, wooden fixed play equipment and a large, sheltered area. The views of parents have been gathered and their responses considered as part of the quality of care report.

People who run the setting work closely with staff. They are regularly in the rooms helping and observing. They have developed a good team of staff who work well together, understanding their roles and responsibilities, which helps the setting run smoothly. Supervisions and appraisals are conducted with staff so information can be shared and training needs identified. Staff files are complete and evidence there is a good recruitment procedure in place to ensure all staff are suitably qualified and experienced to care for children.

Good relationships are developed with parents to ensure they are kept informed. Response from parent questionnaires sent out by the setting as part of the quality of care review included “*communication excellent*” and “*information provided well*”. The setting work well with outside agencies to support individual children’s needs and development. These include agencies such as speech and language. They work alongside Flying Start to ensure they are providing suitable care and this benefits all children at the setting.

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

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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