Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hill Tots House Nursery

Enterprise Centre, Blast Road, Brymbo, Wrexham, LL11 5BT

07568720339

The inspection visit took place on 22/09/2025

Service Information:

Operated by:	Brymbo and Tanyfron Regeneration Trust
Care Type:	Children's Day Care
Registered places:	36
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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children enjoy their time at the setting. They make choices about their play and routines and feel listened to and valued. Children are given time to adjust to transitions, and their needs are respected. They are beginning to feel secure and included due to some warm and supportive relationships that are forming.

Staff use the setting's routines, policies, and procedures to promote children's health and safety appropriately. However, not all staff are as familiar with the safeguarding policy and procedures, as they could be. As a result, we expect the provider to make improvements. Most interactions are positive and support children's learning and development. Staff encourage children to be active and curious.

Leaders follow effective procedures to ensure the environment is safe for children. The setting is warm and welcoming with many learning areas organised well. Leaders ensure they provide

children with a good range of resources and activities. Staff are committed to using the outdoor area as much as possible. Leaders provide children with suitable furniture, toys and resources that are in a clean and appropriate condition.

Leaders are experienced and motivated. They are on a clear journey of development and are working proactively to ensure the setting continues to progress. The statement of purpose reflects the setting well. Leaders are developing good relationships with children, staff and parents.

Findings:

Well-being — Good

Most children are settling well despite many being new to the setting. They have free choice of activities and are learning to make decisions about how they want to spend their time. Children of all ages and stages of development are learning how to express themselves confidently. For example, toddlers use sounds and gestures when asking for books and sensory toys, which are promptly provided. Older children are learning to use short sentences to communicate their wants and needs. Their requests are listened to, which makes them smile and helps to promote their sense of belonging.

Children are comfortable with staff and each other, and they are building good relationships. Many children are getting used to the daily routines and are beginning to respond well to transitions. They eagerly wait for story and singing time. Those that are upset or unsettled are offered comfort and reassurance or space to regulate their emotions. For example, one child is given enough time to take off their wellies and self-soothe on a comfy chair.

Children are beginning to learn respect for each other and for the resources they use. For example, some children help to put their musical instruments back in the basket when they have finished with them. Most children play alongside one another and are beginning to interact appropriately, with some support from staff. Some children give each other toys and are happy to receive resources in return, helping to build connection and friendship. For example, a group of toddlers look through coloured lenses and are encouraged to swap with friends to see things in different colours. Older children are beginning to play cooperatively and use their words to communicate as they play with the doctor's kit.

Children enjoy their play and are encouraged to follow their interests. They are learning to make choices from a variety of exciting and enjoyable activities and are beginning to sustain their engagement for appropriate periods. Children happily play with some natural resources in the outdoor area. There is shared delight at the busy water tray and in the mud kitchen, where they fill and empty containers. One child transports carrots in a wheelbarrow full of water, smiling as the carrots bob around.

Children are developing some independence skills and are beginning to look after their own needs. At mealtimes, some children attempt to feed themselves, drink from open cups, and are proud of their achievements. However, they do not pour their own drinks or serve themselves.

Care & Development — Adequate

Staff follow many appropriate policies and procedures that support children's health, safety and well-being. For example, they offer children plenty of time in the outdoor areas and provide them with healthy and nutritious food and drinks. Staff follow a clear rota for maintaining cleanliness and setting up activities. Full Personal Protective Equipment (PPE) is worn for nappy changing and food preparation. However, staff do not always wipe children's noses quickly enough or wash their hands after doing so. This is important because it helps prevent the spreading of germs.

Staff are appropriately first aid trained and complete accurate accident and incident records, which are shared with parents. Nearly all staff have received safeguarding training, with newly employed staff attending the training in November 2025. However, staff knowledge and understanding of the safeguarding policy and procedures are inconsistent. As a result, outcomes for children require improvement and we expect the provider to make improvements.

Most staff manage interactions appropriately and promote kindness, sharing and positivity. They are helpful when supporting friendships, yet respect children's space to follow their own interests. All staff are getting to know the children and are adapting approaches to suit the children's individual needs.

Staff are becoming familiar with a new activity planning system and offer a range of experiences. They are building confidence in using the setting's procedures for observing and tracking children's development. Many staff grasp opportunities to support children's learning during play. For example, they ask questions about which animals they can see in their book and use Makaton, a type of hand signing, to support language development. They talk about different insects when children find a ladybird and woodlouse in the mud kitchen helping to spark curiosity and extend their knowledge of the natural world. Experienced staff are beginning to share their knowledge with colleagues in supportive ways. However, this practice is not yet embedded, and the quality of staff interactions with children is inconsistent across the setting. Leaders recognise the need to provide further opportunities for children to develop independence skills as they settle into the setting.

The setting benefits from the appointment of a new Additional Learning Needs Co-ordinator (ALNCo). The ALNCo is beginning to work with staff, outside professionals and parents to support children's individual needs and contribute to informed decision-making.

We did not hear any Welsh during our inspection visit. However, leaders acknowledged this and have plans to improve Welsh language use and provision.

Environment — Good

Leaders follow effective procedures to ensure the environment is safe for children. For example, staff ensure the main entrance to the setting is kept locked and all visitors are authorised and recorded in the visitor book. The outdoor area is secure, with staff carrying out daily checks to ensure this area is safe before use. Leaders have improved the quality of the setting's risk assessments to ensure there are appropriate measures in place to minimise any potential hazards. The setting is clean and appropriately maintained.

Leaders ensure the setting is welcoming and child friendly. Since the last inspection, staff have worked hard to make positive changes to the learning environment. They have removed broken toys and equipment, and replaced them with new, good quality ones. Leaders have arranged for cracks in the internal walls to be filled in preparation for repainting, which will further enhance the appearance of the setting. They have thoughtfully redesigned the main entrance, resulting in a warm and inviting space for both children and parents.

Leaders value the benefits of outdoor play and have embedded this as a key aspect of the provision. They ensure the outdoor play space offers engaging opportunities for children. For example, there are real-life experiences for children to handle vegetables and the chance to develop gross motor skills when riding the trikes. There are climbing opportunities to promote managed risk-taking, co-ordination and balance. However, some parts, such as the grassy areas outdoors are underdeveloped which can sometimes limit the variety of children's play experiences.

Indoors, furniture has been rearranged since the last inspection, which is positively impacting children's experiences. Most resources are stored in a way that is easy for children to access themselves which allows them to follow their own lead. There is plenty of room for children to move around, as well as areas to rest or take part in quieter activities such as reading. Leaders have created a cosy baby room with a new soft carpet and relaxing music, which helps babies settle to sleep comfortably. Leaders have successfully expanded upon their use of natural and open-ended resources, which is beginning to support children's creativity and promote curiosity. Real and authentic materials are provided in the role-play area which benefit children as they can use these to make sense of the world around them. However, there are limited culturally diverse resources.

Leadership & Management — Adequate

Leaders have been recently appointed and have only worked at the setting for a short time. During this period, they have rightly focused on understanding the strengths and shortcomings of the setting and have developed relationships with the setting's board of trustees. The person in charge is enthusiastic and motivated. She is developing her vision for the setting and has already begun to make positive changes. For example, she has updated policies and procedures, improved the organisation of the learning environment, and addressed the priority action notices issued at the last inspection. The person in charge demonstrates high-quality practice and is a good role model for staff. However, leaders have not yet managed to invest enough time to help staff fine tune their approaches and become more responsive to children's needs.

The Statement of Purpose reflects the setting well and most policies and procedures are accessible, understood and followed by staff. However, some policies are not fully up to date such as the policy to support children with Additional Learning Needs (ALN) which contained outdated legislation. The safeguarding policy was missing from the policy folder, and leaders had difficulty presenting this to us on the day of our visit. Following our visit, leaders sent the policy electronically and confirmed it would be made accessible to staff to support their daily practice.

Leaders complete their annual quality of care review appropriately, including gathering the views of parents, children, and staff. They use this feedback to reflect on the setting's strengths and areas for development, and to set targets for future improvements. Leaders have beneficial links with other professionals and are developing partnerships with the Flying Start Advisory team, which will help support and enhance their practice.

Leaders ensure effective staff deployment and staff ratios consistently meet the National Minimum Standards. Leaders follow safe, robust recruitment procedures with Disclosure and Barring Service (DBS) certificates being managed appropriately. Leaders have carried out staff supervisions and plan to complete appraisals later in the year. However, these have so far focused largely on staff self-reflection rather than setting clear, specific targets for improvement.

Leaders have started to develop positive relationships with children and their families. They share daily information with parents verbally or in daily diaries for the younger children and plan to introduce electronic photograph sharing. Parents are happy with the care provided. They tell us their children enjoy attending and that staff are friendly and approachable.

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 knowledge and understanding of the safeguarding policy and procedures are inconsistent which could have an impact on children's outcomes.	22/09/25

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)
Standard 22 - Environment	Further develop the outdoor play areas to ensure all spaces provide rich play opportunities for children.
Standard 10 - Healthcare	To ensure more consistent responses to wiping children's noses and to follow appropriate hygiene procedures afterwards.

Best Practice

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.

Recommendation(s)
Ensure leaders share information with staff more effectively. They must ensure staff have access to the updated policies and procedures.
To improve staff interactions with children to positively benefit children's play and learning.
To provide children with further opportunities to be independent, particularly during mealtimes.

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