Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Towers Day Nursery Ltd

Llangollen Road, Acrefair, Wrexham, LL14 3SG

01978822446

The inspection visit took place on 25/09/2025

Service Information:

Operated by:	The Towers Day Nursey Ltd
Care Type:	Children's Day Care
Registered places:	23
Main language(s):	English
Flying Start service:	No
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	Good

Summary:

Children feel secure, happy, and valued in the setting. They form positive relationships, interact well, and manage behaviour appropriately. Children confidently express views, make choices, and show growing independence in daily routines. They enjoy varied play opportunities, demonstrating perseverance and engagement, which reflects their sense of safety and belonging.

Staff follow policies and procedures to safeguard children and promote health and well-being. They apply hygiene measures, manage behaviour positively, and interact calmly and respectfully. Staff know children well, respond to individual needs, and plan activities that support learning and development. They are good role models and encourage independence effectively.

Leaders ensure the environment is safe, secure, and well maintained through effective checks and risk assessments. Spaces are organised to support play and learning, with suitable facilities and resources that promote independence and cultural awareness. The setting is welcoming, clean,

and thoughtfully arranged to meet children's needs.

Leaders provide clear direction and maintain policies that prioritise children's needs. They promote improvement through self-evaluation and action planning, ensuring staff understand their roles and receive regular supervision and training. Leaders build strong partnerships with parents and the community to improve outcomes and experiences for children.

Findings:

Well-being — Good

Children have opportunities to express their views and make decisions. They choose what they play, where they play, and who they play with, moving freely between areas and activities. Some children approach staff to share what they have been doing or talk about their family, and staff respond with genuine interest, encouraging conversation. Younger children communicate in ways that suit them. For example, one child pointed to a toy, knowing staff would respond and fetch it.

Nearly all children are settled and relaxed, which shows they feel secure and comfortable. They are happy and have developed positive emotional attachments with staff and each other. Children feel valued because they know staff respond warmly and promptly to their needs. For example, when one child approached a member of staff for comfort after becoming upset, the staff member offered a reassuring cuddle without hesitation. Children demonstrated trust and confidence by inviting us into their play and engaging in conversation, which reflects their sense of safety and belonging.

Most children interact positively with each other and are forming friendships. For instance, one child said to another, "*Sit next to me, you're my friend*." Most children manage their behaviour well and cooperate during play. When one child wanted a ball from another child, they politely asked, "*Football, please*." Children take turns during play, such as when a group in the home corner rotated roles by preparing food and then feeding each other. They share toys willingly. For example, younger children happily shared soft play blocks while working together to build a tower.

Children enjoy their play and learning because they can choose where and what they play with, often initiating their own activities. They make good use of arts and craft resources, which are freely available, and explore different areas of the setting, including outdoor spaces where they can be active on ride-on toys or climbing frames. Some children choose quieter activities, such as relaxing with a book on the sofa. They show perseverance and sustained interest in their play. For instance, older children enjoyed role play in the outdoor mud kitchen, using pasta and natural materials in their play.

Children show growing independence and confidence in completing everyday tasks. They are encouraged to go to the toilet, wash their hands, zip up coats, and eat their food, with staff available to support if needed. Snack time is well embedded into practice and promotes independence. Older children spread butter on their toast and pour their own drinks. These routines help children develop practical skills and a sense of responsibility.

Care & Development — Good

Staff understand their responsibilities and follow the setting's policies and procedures to keep children safe. They are confident in explaining safeguarding procedures and have all completed mandatory safeguarding training. Staff apply hygiene and infection control measures well, such as following nappy changing procedures, encouraging children to wash their hands, and cleaning tables and highchairs before and after meals. They promote healthy eating and hydration by offering a three-week rolling menu of nutritious meals and ensuring children only have milk or water to drink. Staff are well-informed about allergies and dietary needs. Accidents are recorded accurately and shared with parents, and fire drills are carried out regularly to ensure children and staff are prepared in case of an emergency.

Staff manage interactions effectively and apply the setting's behaviour management policy consistently. They use positive strategies and praise children for their efforts, such as "*You're very clever*" and "*Da iawn*," when children achieve something. Mealtimes are calm, social experiences where staff sit with children, engage in conversation, and position themselves in front of younger children to provide interaction and support. Staff act as positive role models, creating a respectful atmosphere. They make expectations clear and help children understand what behaviour is acceptable through calm explanations, ensuring a consistent approach throughout the setting.

Staff provide a warm, nurturing environment and know each child well. They respond effectively to individual needs. For example, by giving younger children time and space to wake calmly and working in partnership with parents to maintain routines, such as offering milk at familiar times. Staff plan and offer activities that reflect children's interests, and older children are encouraged to follow their own ideas and lead their play. This is supported by staff making effective use of different spaces, including outdoors, and creating areas where resources are freely accessible. Staff are available to support and extend learning. For instance, when a child excitedly showed a staff member a train carriage attached to a toy train, the staff member asked how this happened, prompting further exploration with magnets. Staff record some observations of children. However, these are general and do not clearly identify next steps to inform future planning. Staff promote the Welsh language through incidental use, such as praising and counting in Welsh, and they also support children and families who speak different languages at home.

Environment — Good

Leaders take appropriate measures to ensure the environment is safe and secure. Access to the premises is controlled by staff, and the outdoor perimeter is well maintained. Leaders keep accurate registers of children and staff, and visitors are required to sign in and out to ensure everyone on the premises is accounted for. They ensure essential safety checks are carried out, including regular testing of gas appliances, fire extinguishers and smoke alarms. Daily checks help identify and remove hazards, and a range of risk assessments are in place to support safe practice. However, risk assessments are not reviewed annually, which limits their effectiveness in identifying emerging risks.

Leaders have worked hard to improve the suitability of the environment. The setting has been decorated throughout in light colours, creating a warm and inviting atmosphere, and all areas are tidy and free from clutter. Children are cared for in two rooms according to age, both of which benefit from plenty of natural light. Leaders make effective use of a third room for staggered snack and lunch times, ensuring children have ample space to eat comfortably. When not in use for meals, this room provides additional learning and play opportunities for older children. Rooms are thoughtfully arranged into areas such as an exploration zone and small world play for older children, and a building area and a wooden reading nook in the baby room. Outdoors, leaders provide a well-resourced space that includes a wooden playhouse, mud kitchen, sand area and open space for active play. A greenhouse is also used, enabling children to grow flowers, fruits and vegetables. Leaders provide suitable facilities, including a bathroom with toilets, sinks and a nappy changing station, as well as designated areas for children to store their belongings.

Leaders provide a variety of quality furniture, toys and equipment that meet children's needs. They have introduced a wide range of wooden equipment and natural materials, such as shells and conkers, to support play and exploration. Some authentic resources, including saucepans in the outdoor mud kitchen, are available to encourage imaginative and meaningful play. However, most areas contained very few authentic resources to extend children's learning, creativity, and imagination. Leaders provide toys and materials that promote cultural awareness, such as dolls with different skin tones, and books to support the use of the Welsh language. Resources are kept at children's height to allow easy access and promote independence.

Leadership & Management — Good

Leaders have implemented significant changes that have noticeably improved outcomes for children. They now have a clear and shared vision, which they communicate effectively with staff and parents. Although the Statement of Purpose was initially missing some required details, leaders acted promptly during the inspection to address this. It now provides an accurate overview of the setting. Leaders have policies in place that focus on meeting children's needs. These are understood and followed by staff and made available to parents.

Leaders focus on making ongoing improvements to the setting. They gather the views of children and staff and seek feedback from parents through questionnaires. These views are used as the basis for an annual quality of care report, where leaders reflect on progress made and identify priorities for development. This process results in an action plan that sets out the matters they intend to improve, supporting a structured approach to ongoing improvement.

Leaders ensure all staff clearly understand and fulfil their roles and responsibilities in line with the setting's aims. They make sure there are sufficient qualified and experienced staff to meet the needs of children, and deployment is well organised to maintain appropriate ratios at all times, including during tasks such as nappy changing. Leaders hold regular staff meetings and implement a system of ongoing supervisions and annual appraisals, which lead to agreed targets that support professional development. All mandatory training is completed, and leaders encourage staff to attend additional courses to achieve personal goals. Staff told us they feel happy working at the setting and spoke positively about the support and guidance they receive from leaders. They explained they have regular opportunities to contribute their ideas, and feel their input is valued and acted upon.

Leaders maintain partnerships with parents and the wider community. They work closely with parents to make decisions about their child's care and development, ensuring consistent communication. Staff provide parents with a face-to-face handover at the end of each session. Parents we spoke to were positive about the setting and the care their child receives, highlighting the support from staff, effective communication, and the progress their child has made. Leaders also collaborate with external agencies to promote children's health and well-being and have established links within the local community. For example, children decorate Christmas trees displayed in the church and take part in an annual community garden competition, enriching their experiences beyond the setting.

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.

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 7 - Opportunities for play and learning	Continue to work on recording what children do to ensure it effectively identifies next steps and feeds into planning.
Standard 24 - Safety	To ensure risk assessments are completed at least annually and reviewed when there are changes to the premises or the needs of children.

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)
To provide more authentic resources to support imaginative and meaningful play.

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