A report on

ABC Day Nursery Ltd

Gwastad Hall
Cefn-Y-Bedd
Wrexham
LL12 9UH

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

About ABC Day Nursery Ltd

Name of setting	ABC Day Nursery Ltd
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Sarah Love
Person in charge	Rachel Povey
Number of places	45
Age range of children	6 months to 4-Year-olds
Number of 3 and 4 year old children	20
Number of children who receive funding for early education	5
Opening days / times	07:30 – 18:00 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	The setting is working towards providing an 'Active Offer'
Date of previous CIW inspection	23/07/2019
Date of previous Estyn inspection	23/03/2018
Dates of this inspection visit(s)	12/05/2026

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 To continue on their improvement journey

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: Excellent

Nearly all children confidently choose their own resources which enable them to make effective choices and develop their play successfully. Younger children put on their waterproofs with minimum support and take pride in their achievement. Nearly all children communicate their needs successfully as they know practitioners respect their choices and listen to their ideas.

Nearly all children settle well and feel secure as they play happily alongside their friends. They enjoy their play and demonstrate their skills, showing proudly how fast they can reverse their car as they play outside. Most children enjoy joining in with simple songs both in English and Welsh and show their delight by doing a little dance and smiling.

Nearly all children interact with each other and practitioners exceptionally well. For example, they work together in the kitchen chopping carrots and leeks carefully. Most are interested in what their friends are doing and join in a game of chase hotly pursued by a dinosaur. They make thoughtful suggestions about what they would like to add to the soup they're creating in the mud kitchen, deciding to add flowers and glitter.

Nearly all children are aware of the simple rules of the setting and follow them well. For example, they understand the importance of taking care when kicking a football. They are beginning to develop a sense of fairness and are learning to manage their behaviour very successfully. Children of all ages take turns during their play, such as when crossing a wobbly bridge of crates.

Nearly all children are active, engaged and curious learners. This is reflected well when children investigate the properties of large cardboard boxes, jumping out to surprise their friends. Nearly all children persevere for extended periods, such as when using citrus fruit to enhance their flower potions and mixing different colours to make patterns. Children taste the different fruits and comment thoughtfully on their flavour. Most children develop confidence and a real sense of achievement as they persevere with different activities.

Nearly all children are exceptionally independent and develop emotionally, physically, socially and creatively throughout their time at the setting. They display excellent coordination, for example when tipping their cereal bowls to the best angle to get the last drops of milk onto their spoons. Nearly all children become highly effective learners. They are keen to find out about the world around them and develop awe and wonder when investigating different insects and returning them safely to their bug hotel.

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 was too few to report on without identifying individual children.

Care and development: Excellent

Practitioners support children's health and well-being very well. They place children's needs at the centre of their practice. Practitioners maintain high standards of hygiene, such as wearing aprons and gloves to prevent cross infection. They record children's allergies carefully to ensure that everyone can enjoy their food safely. They maintain comprehensive records such as children's individual details and health care plans, which enables them to provide a highly effective level of care. Practitioners complete attendance registers and note minor injuries accurately, informing parents and carers appropriately. They attend suitable training and follow safeguarding procedures diligently. They understand their responsibilities and know what to do if they have concerns about a child. As a result, the setting's arrangements for safeguarding meet requirements and give no cause for concern.

Practitioners work effectively in line with the setting's behaviour management policy. They are consistent in their approach with children and apply agreed strategies carefully to support individual children. Practitioners model exceptionally positive, respectful and caring behaviours across the setting. They are always calm and gentle in their interactions with children.

Practitioners give praise purposefully. They encourage children to engage in play and provide consistent support, which helps the children sustain their involvement. This highly effective approach enables children to enjoy positive outcomes during their play. Practitioners are vigilant and remind children of simple rules such as to be careful when taking part in physical activities.

Practitioners build relationships with children successfully and are sensitive and nurturing in their approach. They adapt provision to respond to children's individual needs effectively and use this information to provide an environment and experiences that reflect each child's interests well. They ensure children have easy access to a range of high-quality resources and equipment both indoors and outdoors. This helps to promote their play and provides purposeful opportunities to develop children's skills.

Practitioners understand and respond to children's individual needs successfully. They provide children with additional learning needs full access to all areas of learning. Practitioners conduct regular reviews of children's progress. This includes opportunities for parents and carers to share their views and considers input from all relevant agencies and specialist services when appropriate. For example, speech and language therapists visit the setting to provide specific support with communication and language development. This approach enhances the excellent care provided by practitioners which helps children thrive.

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

Practitioners are highly skilled and a have a detailed understanding of child development and how children learn. They have excellent knowledge of the children's individual strengths and needs and use this knowledge well to plan a wide range of stimulating learning experiences. They always consider children's views and interests. For example, after finding a frog in the garden they provide opportunities for children to develop their interest by reading books about frogs and creating a frog habitat in a tough tray. This demonstrates the

way practitioners teaching engages children's interests purposefully and develops their independence.

Practitioners promote the Welsh language effectively. They speak clearly and take valuable opportunities to introduce new vocabulary to children, encouraging them to respond to simple words and phrases. Practitioners promote children's awareness of Welsh heritage and culture effectively. For example, they provide pictures of local buildings in the block area for children to copy. They celebrate St David's day and St Dwynwen's Day and provide maps of Wales for the children to explore. These valuable experiences foster a sense of belonging to the local community and enrich children's knowledge of Welsh history and traditions.

Practitioners play alongside children, listening attentively to their stories, respecting their ideas and developing their understanding. They manage interactions extremely well, and praise children for their efforts with a wealth of positive language. Practitioners treat children in a warm, friendly and gentle manner and use effective and consistent strategies to promote positive behaviour in line with the setting's policy.

Practitioners use the high quality indoor and outdoor learning environments highly effectively, by allowing children to choose independently where they would like to play and learn. They ensure that activities derive from children's interests, adapting provision skilfully to support them to remain engaged and develop their problem-solving skills.

Practitioners model language effectively and introduce new vocabulary seamlessly as children play. This creates a purposeful learning environment where children are engrossed in their play and learning and have confidence to take risks and try new things, such as negotiating obstacle courses and climbing trees.

Staff provide plentiful resources and meaningful opportunities for children to develop their early writing and numeracy skills. They embody high expectations for what children can achieve consistently well. For example, when working with children to investigate how to control the movement of a remote control car, they provide clear instructions, use relevant mathematical language and ask helpful questions that encourage children to reflect on what they notice and to think about what they may need to change. These skilful interactions ensure that children think independently while being supported to refine and apply their knowledge and skills purposefully.

Practitioners are extremely good role models for developing children's communication skills. They share books with the children, model how to read correctly and discuss the story enthusiastically which helps develop their enjoyment of reading. Practitioners observe play and intervene skilfully to support children's learning. They often use effective questioning techniques to encourage children to think for themselves and develop their imagination, for example as they create potions out of natural materials.

Practitioners plan high quality experiences that enable children to develop their spiritual, moral, social and cultural development successfully. For example, they make poppies for Remembrance Day, taste food for Chinese New Year and create displays about children's and practitioners' families. The setting's procedures for assessing and tracking children's progress are effective, and practitioners carry out regular and appropriate observations of children's play. They use the information effectively to identify next steps in learning.

Environment: Excellent

Leaders ensure the premises are welcoming, friendly and provide a positive environment for children to play. They ensure the building is secure, and safety certificates are current. Leaders implement detailed and effective risk assessments to identify any potential hazards and keep children safe. Effective cleaning schedules and excellent attention to infection control means the setting is consistently clean and safe for children. Fire drills are undertaken regularly which ensure everyone knows what to do in an emergency.

Leaders provide an outstanding learning environment using neutral colours and materials to create a calming atmosphere. There is plenty of space to move around with children's work and photographs displayed to give them a strong sense of achievement and belonging. Low storage means children can access resources independently, develop their play and follow their own interests. The effective learning areas offer stimulating challenges, risks and opportunities for children to experiment and extend their curiosity. Leaders promote the use of a wide range of sustainable materials. Suitable low level wooden tables, chairs, rugs and cushions enable everyone to play at their level of choice and enjoy their learning together. The garden areas provide excellent opportunities for children to take appropriate risks safely. This ensures there is a good balance between risk benefits and the need to keep children safe.

Leaders ensure the setting is organised to provide fully inclusive provision where all children have individual access to activities and areas to play. They ensure children are well cared for in an exceptionally supportive and relaxing learning environment, which considers children's individual needs well. Resources are of excellent quality. There are loose parts for building, and a kitchen complete with metal utensils, pots and pans which add an authentic element to the children's play. A diverse community is reflected effectively by figures, stories and celebrating traditions from different countries.

Leadership and management: Excellent

Leaders provide a clear strategic direction and set realistic expectations that focus firmly on creating an environment in which children can thrive. They foster a strong ethos of co-operation and ensure that all members of the team understand and are committed to the setting's vision and aims. The staff's roles and responsibilities are defined clearly, and a detailed statement of purpose informs parents about what they can expect at the setting. There are effective policies and procedures in place, and these are followed consistently by practitioners. As a result, staff work together very well, share ideas and reflect on their practices, responding sensitively to children's changing needs.

The setting has robust procedures for the safe recruitment and induction of staff. Leaders focus on providing high quality professional development for practitioners. For example, they have provided opportunities of practitioners to access professional learning about responsive planning, aspects of child development and the effective use of positive language. They ensure there are regular worthwhile opportunities for practitioners to work together and to benefit from sharing practice. This thorough and highly effective approach to professional development ensures that the quality of teaching is of a consistently high standard. As a result, children make extremely good progress in all areas. In addition,

supervision and appraisal procedures allow practitioners to have meaningful opportunities to reflect effectively on their own practice.

Leaders have established robust self-evaluation and improvement planning processes that consider the views of a wide range of stakeholders. Practitioners have appropriate opportunities to consider what works well and what could be improved and share this information effectively through opportunities such as staff meetings and informal weekly meetings. Leaders consult regularly with parents to gain their views about the provision. They make effective use of this broad range of evidence to plan purposefully for improvement.

Leaders have established highly effective partnership links that have a positive effect on the provision and outcomes for children. Practitioners work well with a range of external agencies to support children's learning and wellbeing. This approach has had a positive impact on the overall progress of the setting and the children in their care.

Leaders manage and allocate resources extremely well to make improvements. They make effective use of grants and other funding to develop the provision and to provide enhanced learning opportunities for children. For example, they have provided training for practitioners on outdoor learning which has increased opportunities to develop children's communication and creative skills.

Leaders have established effective links with parents and carers. They share information about children during drop-offs and pick-ups and through digital apps which parents highly value. This establishes beneficial relationships between parents and practitioners that have a positive impact on children's well-being and learning. Leaders ensure strong transition arrangements with local schools and as a result, children move onto the next stage in their education smoothly and seamlessly.

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

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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.

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