Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gwenfro Tots

Gwenfro Portacabin, Queensway Industrial Estate, Queensway, Wrexham, LL13 8UW

01978353967

The inspection visit took place on 26/01/2026

Service Information:

Operated by:	Caia Park Partnership Ltd
Care Type:	Children's Day Care
Registered places:	24
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 provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy and busy. They enjoy their play and are relaxed as they follow routines exceptionally well. Children interact with each other happily and they make confident choices which develops their independence and skills highly effectively. Children know their decisions will be listened to and respected. They form close, warm relationships with staff and the other children. They play well together, taking turns and making up imaginary games.

Staff encourage healthy lifestyles and promote children's well-being highly successfully. Staff enjoy working in the setting and work well together, completing relevant records and sharing information with parents when needed. Staff are appropriately qualified and implement consistent practice, having worked in the setting for many years. They manage interactions with children very successfully and are excellent role models. They know the children well, listen to them and offer opportunities each session that promote their interests, and a sense of curiosity effectively.

The environment is warm and welcoming, with neutral tones and displays of children's work, age-appropriate furniture and resources that are clean and well maintained. The spaces are well organised and equipped to meet the needs of children. Regular monitoring, risk assessments and daily checks are completed to keep children safe.

Leaders are experienced and committed to making improvements and maintaining good standards within the setting. They have good oversight, review their policies and procedures and maintain records effectively. Partnerships are successful; they have very good relationships with parents, and external agencies which benefit both the children and their families.

Findings:

Well-being — Excellent

All children including those with limited speech make choices confidently and communicate their needs well to staff and each other. They know their opinions and interests are acted upon and respected by the staff who care for them. Children move freely between different activities. They are keen and confident to show us, Care Inspectorate Wales (CIW), the activities, and what they can do, such as balancing tops and saying the name of a few colours. Children say 'Bye' to us as they are leaving. Children include staff in their play and are full of smiles listening to a story in the tent. Children have good opportunities to make choices and decisions about their play and learning. They choose what they want to play with such as ice and which friends they want to sit alongside for snack.

All children are exceptionally happy, and comfortable at the setting. They settle quickly when they arrive and move independently around the environment knowing they can help themselves to favourite toys and resources. They have outstanding relationships with all staff, seeking support when needed. The atmosphere is purposeful yet calm and relaxed.

Children engage with one another well. They have built positive relationships which creates a trusting atmosphere where children feel safe and valued. Children play together like one happy family group and are keen to see what other children are doing and want to join in playing with the arctic figures. They are forming friendships and children are given encouragement and praise when playing alongside each other. With a few gentle reminders, children listen to and follow instructions well. Children are thanked when helping to tidy up together and show pride when they are praised. They are proud of their setting. Children are learning how to take turns and staff say, 'If you share then your friend will have more choice.' Interactions between children are positive and they are starting to form close, happy friendships.

Children are active and busy and enjoy their play and various activities. They are proud to show their problem-solving skills, pouring water into the trays to see how fast it comes down. Friends hold out their hands underneath to try and catch the water as it pours. All children actively participate and enjoy themselves finding activities and resources they enjoy. They join in with a thank you poem before eating giving them time to appreciate their snack. Children say, 'We love pear.' They are curious and watch what happens when they drip glue onto their paper and the patterns it makes.

All children have access to experiences which enable them to gain skills and develop their independence. For example, children are encouraged to do things for themselves such as pouring their own drinks and visiting the bathroom to wash their hands and gathering their belongings ready

to go home.

Care & Development — Excellent

Staff successfully encourage healthy lifestyles and promote children's safety and well-being. For example, they provide children with healthy snacks, are working towards a healthy eating scheme, and offer daily opportunities to play outdoors and be active. Staff follow appropriate hygiene routines. They complete accident and incident records appropriately and know the importance of sharing these with parents. Staff complete attendance records diligently. Staff understand their responsibilities to report safeguarding concerns and are familiar with the setting's policy. All staff have attended the required safeguarding training, and all have undertaken paediatric first aid training. Policies accurately reflect current practice. Staff do not usually administer medication but are aware of the Welsh Government guidance in relation to the administration of liquid paracetamol.

Staff implement the setting's behaviour policy consistently and highly effectively. Staff are exceptionally skilled at de-escalating situations in a calm and supportive manner, demonstrating a clear understanding of children's emotional needs. Staff nurture the children with warmth, respond with sensitivity and give gentle explanations to help children to understand and manage their feelings. For example, they gently support children to overcome frustrations when trucks get stuck. Staff use rich and varied language with the children such as when they are making ice creams for us to try. They speak slowly and carefully and provide children with regular praise for their efforts which fosters a highly positive and encouraging environment. Staff sit with the children at snack time, give praise and talk about homes and families, saying, 'Mummy will be pleased you have eaten all your snack'.

Staff are well qualified in childcare and are positive role models. They support children's well-being successfully. Staff provide children with a range of activities that meet their interests and spark their curiosity well. They show a good understanding of when to stand back, which promotes the development of children's self-help skills highly effectively. Staff understand children with Additional Learning Needs (ALN) who need extra support. They work with parents and specialist services to provide support, and this ensures all children are happy, settled and make strong and sustained progress. Staff use a few basic Welsh words with the children which they are starting to understand.

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. The outdoor area is secure, with staff carrying out daily checks to ensure this area is safe before use. Leaders complete effective written risk assessments and review these frequently. The environment is clean and well maintained.

Leaders ensure the rooms are warm and welcoming with walls decorated in natural tones which helps create a peaceful space. There are examples of children's work and activities displayed, giving them a sense of pride and belonging. Areas are organised appropriately and facilitate children's play and learning well. Soft lighting and cushions foster a relaxing atmosphere. There is plenty of room for children to move around and play a variety of games. Leaders ensure there are a suitable number of toilets, and washbasins for the children attending. Coat pegs are located at the children's height, which encourages independence.

Leaders ensure they provide children with a good range of resources and activities that encourage exploration and the development of skills. For example, the role-play area develops children's social and imaginative play. The setting is developing the use of open-ended resources, which encourages children to problem-solve and invent their own creative play ideas. Leaders provide children with suitable furniture and toys that are clean and in good condition, including culturally diverse resources such as celebration books, dolls and foods from different countries.

The outdoor area offers a good variety of play opportunities with different surfaces, as well as a garden and large sandpit. Staff understand the benefits of outdoor play and are committed to using the outdoor area daily, which includes real life objects and a range of recycled resources for the children's play. Resources are available for children to access themselves, which allows them to follow their own interests such as a climbing wall, slide and gardening tools.

Leadership & Management — Good

Leaders are experienced and the statement of purpose reflects the setting well. They ensure staff work towards a shared vision, and roles and responsibilities are clearly defined. Leaders understand the National Minimum Standards (NMS) and demonstrate a secure understanding of their regulatory responsibilities. Policies and procedures have been updated.

Leaders complete their annual quality of care review appropriately, including gathering viewpoints from parents, children and staff. They use these to reflect on the setting's strengths and areas for development and set targets for future improvements. Leaders have beneficial links with a range of professional groups which helps support and develop their practice. The setting is proactive in making changes to improve the provision, enrich opportunities and develop the skills of the children. New resources include mirrors, a mud kitchen, new books and puzzles as well as a playhouse and tent.

Leaders manage staff well. They ensure staff are deployed effectively to meet children's individual needs well. Leaders conduct timely reviews and an annual appraisal; however, these documents do not link together well as they focus on different aspects, and some important areas are missed such as staff wellbeing. The information from the reviews should feed into the appraisal making a more cohesive system. Staff attend mandatory training and other courses such as Loose parts, Inclusive practice and Early intervention. This ensures they are up to date with the latest practice and extends their knowledge and skills to benefit the children. Staff meet informally every day to discuss the provision, which ensures relevant information is shared effectively. They enjoy their work and feel well supported.

Leaders have developed positive relationships with parents and carers. They share the children's achievements with parents when they come to collect them, contributing to smooth and supportive transitions for each child. Relationships with the local school are good with children visiting the school and the teacher coming to spend time with the children in the setting. This familiarises and prepares the children for their next steps.

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)
	No NMS Recommendations were identified at this inspection

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 introduce a more cohesive system of staff reviews and appraisals.

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