Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Peter Pan Nursery

Peter Pan Nursery, Doctor's Residence, Bron Y Nant, Croesnewydd Road, Wrexham, LL13 7TX

01978801028

The inspection visit took place on 17/07/2026

Service Information:

Operated by:	SHAP Ltd
Care Type:	Children's Day Care
Registered places:	62
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
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 are confident, happy and engaged. They make independent choices, follow their interests and develop positive relationships with adults and peers. Children show kindness, good manners and empathy, while developing a range of skills through play. They feel safe, valued and secure within the setting.

Staff use their knowledge of child development effectively to support children's progress through planned experiences and a consistent key worker system. They respond well to individual needs, including additional learning needs, and work collaboratively with parents and professionals. However, the use of Welsh is inconsistent, limiting opportunities for children to develop their Welsh language skills.

Leaders provide a safe, secure and welcoming environment where children can learn and play

confidently. Staff implement effective safety procedures, maintain accurate records and complete regular risk assessments. Resources support children’s independence, creativity and development. Outdoor areas enhance learning opportunities; however, not all rooms benefit from a wide range of authentic, real-life resources.

Leaders provide effective oversight and evaluate the quality of the service to drive improvement. They maintain robust recruitment, training, and management processes, ensuring staff are suitably qualified and supported. Appropriate partnerships with parents, external professionals, and the local community help promote positive outcomes and children's well-being.

Findings:

Well-being — Good

Children make choices and informed decisions about where, how and what they play. They confidently select activities that interest them and direct their own play experiences. Children freely move around the environment and independently access the resources they need. They combine materials and resources from different areas to develop their ideas and extend their play. For example, using train track pieces in the playdough area to create patterns. Children follow routines that reflect their individual needs. Younger children sleep when they are tired and eat when they are hungry, allowing them to develop at their own pace and according to their personal preferences.

Children settle well and move confidently around the environment. They are relaxed, secure and familiar with the routines and spaces available to them, enabling them to engage fully in their play and learning. Children feel valued because adults recognise them as individuals and respond to their needs, interests and preferences. Children form positive and trusting relationships with staff. They readily approach adults for comfort, reassurance and support when needed, seeking cuddles and emotional comfort. This demonstrates that children feel safe and secure in their care. Children develop meaningful friendships with their peers and enjoy playing alongside one another. They actively seek out friends they wish to play with and show enjoyment in shared experiences which contributes to their happiness and emotional well-being.

Children interact positively with others and are developing an understanding of how to be polite, respectful and considerate. They play cooperatively alongside their peers, sharing space and resources with little support from adults. Children demonstrate good manners and most children routinely use polite language, such as "*please*" and "*thank you*", without prompting from staff. Children show kindness, empathy and consideration towards one another. They recognise when others need help and respond thoughtfully. For example, when one child heard another say they were thirsty, they independently collected the other child's water bottle while getting their own.

Children show good levels of engagement in their play and learning and enjoy playing in a variety of ways. They share experiences and ideas, while also choosing to play independently when they wish. Children enjoy both self-directed play and activities led by adults. They actively participate in experiences such as story times and respond positively to opportunities that support their learning. As a result, children appear happy, interested and motivated.

Children develop a range of skills through their play and everyday experiences. They explore, investigate and practise new skills through activities that reflect their interests and encourage their curiosity. Children have opportunities to develop their physical skills, with younger children encouraged to walk independently and use age-appropriate apparatus to build their confidence,

balance and coordination. Children develop their fine motor skills through activities such as drawing, building with blocks and manipulating a range of materials. During water play, children demonstrated increasing control and coordination as they poured, tipped and transferred water between containers.

Care & Development — Good

Staff keep children safe and healthy by consistently implementing effective routines, policies and procedures. They understand their safeguarding responsibilities and know the correct procedures to follow if they have concerns about a child. Safeguarding information is displayed throughout the setting to promote awareness and support the safeguarding culture.

Staff support children's health and wellbeing by providing healthy meal choices and maintaining effective hygiene practices. They follow robust routines for hand washing, nappy changing and cleaning, which help prevent the spread of infection and ensure children benefit from a clean and safe environment.

Staff build warm, caring and responsive relationships with children. They take time to get to know each child's individual needs, interests and personality, which enables them to respond appropriately and provide tailored support that promotes children's wellbeing and development. Staff manage children's behaviour consistently and effectively. They follow the setting's behaviour management strategies to support children according to their individual needs. For example, staff calmly remove children from the environment or activity when needed and then provide time, space and support to allow them to return. Staff listen attentively to children and show genuine interest in their views, ideas and experiences. They create meaningful opportunities for children to express themselves, which promotes confidence and supports the development of speech, language and communication skills. For example, Staff effectively support children to express their views and contribute ideas through a classroom committee, promoting children's participation in decision-making.

Staff use their knowledge of child development effectively to provide appropriate resources, experiences and learning opportunities that support children's progress and development. They implement the key worker system consistently across the setting, enabling them to build secure relationships with children and develop a good understanding of their individual needs. Staff plan collaboratively to ensure they consider the needs of all children. They adapt activities and resources to reflect children's interests, which helps maintain their engagement, motivation and focus during play and learning experiences. Staff use observations effectively to monitor children's progress, identify their next steps and plan experiences that support continued development. Staff identify and respond well to children's individual needs, including their health requirements and dietary preferences. They implement positive strategies to support children with additional learning needs (ALN) and work closely with parents and external professionals to ensure a coordinated approach to meeting children's needs and promoting their development. Staff promote the Welsh language through some daily interactions with children. However, their use of Welsh is limited and inconsistent across the setting, reducing opportunities for children to hear and use the language regularly.

Environment — Good

Leaders ensure the environment is safe and secure for children, staff and visitors. Staff follow effective policies and procedures to maintain safety throughout the setting. They control access to the premises, prevent unauthorised entry and record all visitors on arrival. Staff complete registers accurately, ensuring they can account for everyone on the premises and clearly identify which staff members are caring for specific children at any time. Leaders and staff complete regular risk assessments and daily safety checks to identify and address any new hazards promptly. Leaders ensure outdoor areas remain secure through appropriate fencing and gated access. These measures prevent children from leaving the premises unaccompanied and support their safe enjoyment of outdoor play.

Leaders provide a warm and welcoming environment where children, staff and visitors feel comfortable and valued. They maintain the premises to a good standard, and the neutral colour scheme creates a calm and relaxing atmosphere where children are happy to play, learn and explore. Leaders make effective use of the available space, providing a range of rooms that enable staff to group children according to their age and stage of development. This supports children's individual needs and promotes appropriate learning and play experiences. Leaders and staff enhance the environment through the development of additional shared spaces, including a sensory room. Staff use these areas to provide children with quiet and relaxing opportunities away from the busier playrooms when needed. Leaders ensure all rooms have direct access to suitable outdoor areas, allowing children to move freely between indoor and outdoor environments when weather conditions permit. This gives children greater choice in their play and supports their wellbeing and development.

Leaders provide resources and equipment that reflect the ages, stages of development and individual needs of the children attending. They equip rooms with appropriately sized furniture, storage and equipment that promote children's comfort and independence. For example, babies have access to suitable highchairs, while older children use low-level tables and chairs that enable them to access activities independently. Staff organise resources so children can access many materials independently and make choices about their play. The environment promotes exploratory and imaginative play through natural and open-ended materials, including sand and water, which children can access freely. Many learning areas are inviting and engaging. For example, the home corner in the toddler room contains authentic items on the dressing table such as a real hair dryer and empty perfume bottles, encouraging children to develop their imagination and role-play skills. However, leaders have not yet ensured a consistent range of authentic resources across all rooms, to further stimulate children's curiosity and creativity. Leaders equip outdoor areas well and use them as an extension of children's indoor learning experiences. Children access a variety of resources that support active, creative and exploratory play. For example, they develop their physical skills as they use tyres and wooden planks to create obstacle courses, and they can be

creative and imaginative in the mud kitchen.

Leadership & Management — Good

Leaders manage the setting effectively and maintain clear oversight of the service. The manager actively leads the day-to-day operation of the setting, enabling her to monitor practice, evaluate the quality of care provided, and respond promptly to any issues that arise. Leaders regularly review and update policies and procedures to ensure they reflect current legislation, guidance, and practice. They provide parents with a comprehensive Statement of Purpose, which contains the information they need to make an informed decision about whether the service is suitable for their child.

Leaders evaluate the quality of the service through their annual quality of care review. They gather the views of parents, children and staff to inform their evaluation and identify areas for development. Leaders use the findings from the review to identify improvements that support the continuous development of the service. This helps ensure the setting continues to meet the needs of children and families and promotes positive outcomes.

Leaders have established an effective staff team who work well together to support children's care and development. Staff spoke positively about their roles and described themselves as happy working at the setting. Low staff turnover, with many staff members remaining in post for several years, demonstrates a positive working environment and continuity of care for children. Leaders implement good recruitment procedures to ensure staff are suitable, experienced and appropriately qualified to work with children. They maintain staff records containing all required information. Leaders also monitor training effectively and ensure staff keep mandatory training, including first aid and safeguarding, up to date. This supports staff in carrying out their roles safely and competently.

Leaders and staff work effectively with external agencies and professionals to support children's needs and promote positive outcomes. They consider and implement advice and recommendations where appropriate to strengthen practice and enhance the care they provide. Leaders and staff develop positive partnerships with parents and keep them informed about their child's care and experiences. They share information through a dedicated app and maintain regular communication through daily conversations at drop-off and collection times. Leaders establish some links within the local community to enrich support children’s sense of belonging. For example, staff take children on walks in the local area, helping them become familiar with their surroundings and develop an understanding of their community.

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	To enhance the availability of authentic resources to further promote children's curiosity, imagination and learning.

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 further promote the Welsh language and culture throughout the setting.

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