Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Rossett House Nursery

Llay Road
Rossett
Wrexham
LL12 0HT

Date of inspection: June 2024

by

Care Inspectorate Wales (CIW)

and

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

About Rossett House Nursery

Name of setting	Rossett House Nursery
Category of care provided	Full day care
Registered person(s)	Rebecca Mottram
Responsible individual (if applicable)	Rebecca Mottram
Person in charge	Rebecca Mottram
Number of places	68
Age range of children	Birth to 12 years of age
Number of 3 and 4 year old children	41
Number of children who receive funding for early education	16
Opening days / times	7.30am-6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	17 May 2023
Date of previous Estyn inspection	14 June 2016
Dates of this inspection visit(s)	18/06/2024

Summary

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

Non-compliance

No non-compliance was identified during this inspection

Recommendations

R1 Ensure consistency to implement safe food handling practices across the nursery

R2 Leaders to develop a consistent approach across the nursery to share information with parents

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: Good

Nearly all children have a strong voice. They make choices and decisions about what affects them confidently, such as choosing the activities and resources they wish to play with and voting for the story they wish to hear at the end of the session. Nearly all children express themselves through verbal and non-verbal communication well, as they know practitioners will listen and respond to them positively. Many children who wake following their rest, do so happily and eagerly return to their play. Nearly all children have warm, close relationships with practitioners and receive support and comfort if needed, which helps them to feel safe and valued at the setting.

Nearly all children are confident communicators. They proudly share recent experiences with practitioners. For example, they talk about recent holidays and the aeroplane they travelled on excitedly. Nearly all children are aware of the settings routines and follow them well. They interact and play well alongside others appropriately for their stage of development. For example, a few children work together effectively to tip and pour water outside. Nearly all children show empathy and care towards one another, such as helping their friends when they fall while running outside.

Nearly all children are active and engage in their play and learning. Many older children climb trees in the orchard and explore the areas safely under staff supervision. Nearly all children listen and follow instructions well. They are confident to seek help from practitioners when they need it.

Many children develop their independence and self-help skills well. Nearly all children help to tidy up, and wash their hands, with support if needed. Older children take responsibility for their belongings, serve their own food at mealtimes, and pour drinks. Nearly all children use cutlery at mealtimes and access their drinks independently.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Nearly all children make good progress from their starting points during their time at the setting. Nearly all children express themselves clearly using simple sentences. For example, they explain where they would like to play and with who confidently. They join in with songs at whole group music time and suggest changing the words when acting out a favourite story. Nearly all children are developing a love of reading. For example, they listen to stories read by an adult well and turn pages of a book independently. Most children are developing purposeful mark making skills. For example, they experiment with different media such as water, mud, paint and chalks to draw pictures of themselves.

Most children develop their mathematical skills well. For example, they use the language of big and small to describe the size of shells in the water tray. Nearly all children are beginning to understand the concept of time and sequence. For example, children are familiar with the routine of the session and understand that

their friends arrive and leave at different times. A few children select and use appropriate mathematical ideas, equipment and materials to solve practical problems, such as selecting a measuring tape to measure the size of an adult.

Nearly all children develop their Welsh language skills well. They sing Welsh songs at whole group time enthusiastically and count to ten and name colours confidently. Nearly all children follow simple stories read to them in Welsh suitably.

Most children's physical skills are developing well. They use playdough, tools and scissors skilfully, demonstrating good fine motor skills. Many children are active in their play. For example, they run and move around the road track using wheeled toys outdoors. Many children develop their imagination well. They take on roles in their play such as pretending to cook meals in the role-play home corner. Most children develop effective digital skills and use them valuably in their play. For example, they use the controls of a remote-control car to make it move and enjoy making the car spin around

Many children develop their personal skills well. They put on aprons before painting and wellies when they want to go outside. Many children develop effective social and emotional skills and co-operate with each other in their play well. For example, they share and take turns to use programmable toys independently.

The majority of children show perseverance and resilience in their play, for example, when using small pipettes to transport water between trays. They begin to successfully manage their own risks in their play, for example, when climbing the mini trees in the orchard, they decide how high to climb.

Care and development: Good

Leaders and practitioners have a good understanding of how to protect children and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Overall, leaders and practitioners work well together to keep children safe and healthy. They mostly follow the setting's procedures in relation to hygiene, health, and safety. However, a few practitioners do not always follow safe food hygiene practices. The setting has appropriate policies in place, which undergo regular reviews. Generally, practitioners supervise children well and complete all relevant records in relation to accidents, incidents, existing injuries, and medication appropriately, which are countersigned by parents and leaders. Leaders undertake regular fire evacuation drills which means practitioners and children know what to do in an emergency. Practitioners provide healthy snacks and meals for children, along with milk or water to drink. They ensure children have sun cream, hat, and regular drink breaks during outside play. Leaders have suitable systems to support children who have allergies and dietary needs.

Practitioners are kind, caring, supportive, and interact with children in a warm and gentle manner. This creates a positive, happy, calm, and engaging atmosphere at the setting. A key worker system is in place which ensures practitioners know the children and their families well. As a result, children feel safe and happy. The setting behaviour management policy supports practitioners to develop positive relationships with children. Practitioners give praise for good behaviour and remind children of the

rules of the setting well. Practitioners sit and eat with children during mealtimes which promotes an engaging and interactive social time.

Practitioners engage with children and extend their play successfully. For example, they count and model colours bilingually and support young babies to play musical instruments at song time. Practitioners are imaginative in their interactions with children. For example, they develop action adventures games in the garden, where they encourage children to be creative and suggest actions to the story. Practitioners share books with children regularly. They ask questions and discuss stories, purposefully, which develops children's interest in books and a love for reading.

Practitioners use Welsh often in their interactions with children at the setting. This helps to support children's Welsh language skills well.

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

Practitioners support children's literacy and numeracy skills effectively. They provide books in all areas of the indoor and outdoor spaces, which fosters an enjoyment of stories and books in children well. Practitioners provide a broad range of experiences, such as making potions in the water tray, which allow children opportunities to explore the properties of water and develop their understanding of capacity effectively.

Practitioners plan interesting and worthwhile experiences that cover all areas of learning effectively over time. For example, they provide regular opportunities for children to use a range of recycled resources such as crates and boxes outside. This impacts well on children's physical development and problem-solving skills as they build dens and obstacle courses. Practitioners have a good understanding of how children learn through play and are gaining confidence in implementing the requirements of the Curriculum for Wales. They make good use of indoor and outdoor resources to support children's learning and provide them with uninterrupted access to the outdoors throughout the session. As a result, nearly all children sustain interest in their play for significant periods of time. Practitioners model activities well, playing alongside the children in the different areas of provision.

Practitioners model a range of phrases, songs and stories in Welsh during whole group activities well. They provide children with suitable opportunities to learn about their Welsh heritage. For example, they celebrate St David's Day and St Dwynwen's day by making cards and dragon pictures. In addition, practitioners display photographs of Welsh castles in the construction area, which help children to gain an understanding of the history of Wales

Practitioners make beneficial use of visitors to the setting to enhance children's learning experiences. For example, they enjoy visits by older people from the local community, where they talk and participate in activities together. However, practitioners do not plan opportunities for children make visits to gain an understanding of the people and places of their local area well enough. Practitioners, provide worthwhile opportunities for children to learn about the natural world around them. For example, they grow flowers and tomatoes in the garden and recycle food in a compost bin. Practitioners plan appropriate learning experiences that promote

children's moral, spiritual and cultural development well. For example, they provide a suitable range of resources such as books and puppets that reflect a wide range of cultures. Practitioners foster a sense of awe and wonder in children and encourage them to notice the signs of change in nature well. For example, they observe and discuss how a caterpillar changes into a butterfly and when the tortoise is asleep or awake.

The setting has a range of useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks at the setting. They record valuable observations to show children's progress, which are shared with parents informally. Practitioners use assessments effectively to inform future experiences and to support the child's next steps in learning.

Environment: Good

Leaders ensure that the indoor and outdoor environments are safe, secure, and extremely well maintained. They complete a range of worthwhile risk assessments, which are reviewed regularly. Leaders ensure they complete required safety checks and daily environment checks well. They follow procedures in relation to visitors effectively. The premises are clean and overall, well maintained. They ensure that hygiene procedures are complete, such as sanitising tables and regular bathroom cleans throughout the day. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to ensure children's privacy and dignity well.

The environment is light, bright and welcoming. Leaders provide a good range of opportunities for children to play and learn in both indoor and outdoor areas. They share children's work and achievements, supporting a sense of belonging and promotes their self-esteem successfully. The setting has suitable areas which allow children to rest and sleep undisturbed. Leaders have developed zones of play throughout the setting, which offer children the opportunity to play imaginatively, physically, and creatively. The resources within the setting are displayed at low level and furniture is appropriately sized. Leaders and practitioners are developing resources to reflect the natural environment and real-life objects, to support children's natural curiosity and encourage them to engage in open-ended play purposefully. This is well established within the pre-school room and is being implemented across the rest of the nursery. The provision and layout of rooms allow children the opportunity to access equipment independently allowing for self-led play and problem solving. There are designated areas for children to store their personal items. The setting has a secure outdoor environment, which provides children with an exciting range of experiences to develop their skills. Within the grounds there is a large 'mini village', which includes an orchard, messy play area, wooden hut, field with vegetable patch and mud kitchen and track to ride along. These experiences provide older children the opportunity to develop their skills in a variety of engaging environments. In addition, the recent addition of a gazebo ensures that children have access the outdoor environment in all weathers.

Leadership and management: Good

Leaders share a clear vision for the setting and implement successfully their 'Child first' ethos. Leaders ensure that practitioners have a good understanding of child development. As a result, practitioners meet the needs and interests of children

successfully. The setting's statement of purpose provides an accurate picture of the setting and there is a range of appropriate policies, procedures and risk assessments, which are applied effectively. However, leaders do not always ensure that all practitioners follow these consistently, well enough.

Leaders and managers have a good understanding of their responsibilities and the work of the setting. Overall, the setting makes good use of practitioners and resources to support children's well-being, learning and play. Practitioners are well qualified, and they have appropriate job descriptions, ensuring that they have a good understanding of their role in the setting. All practitioners feel valued and work together successfully and support each other well. As a result, there is a strong commitment to teamwork throughout the setting. The setting has safe and appropriate processes for recruitment and safeguarding. They have effective processes for supervising and evaluating practitioners' work. These focus clearly on practitioner well-being, improving performance and identifying future training needs effectively and lead to appropriate agreed targets. No breach of regulations or national minimum standards was identified during the inspection.

The setting's self-evaluation processes are consistently good. Practitioners and leaders have identified strengths and useful areas to develop, such as improving children's and practitioners Welsh language skills. The practitioners have increased the use of Welsh songs, phrases and stories beneficially and, as a result, the provision for the Welsh language is strong and children make good progress from their starting points. There are valuable development plans, which are implemented by leaders and practitioners successfully.

Nearly all practitioners have engaged in worthwhile training opportunities, such as the curriculum for nursery settings and 'loose parts' to enhance children's learning and experiences. Practitioners value the support from the local authority advisory teacher, such as help in developing the environment and implementing the new assessment arrangements. Leaders use grants to improve access to the outdoors effectively. As a result, children have a wide range of experiences throughout the year in all weathers that has a positive impact on their well-being and physical development.

Practitioners build suitable links with parents and share information with them informally. However, leaders do not ensure a consistent approach to sharing information with parents. There are beneficial links with the local schools, which support children's transition to the next stage in their education.

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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Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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