A report on

Rise and Shine Day Nursery Ltd

Bridge Road South
Pentre Maelor
Wrexham Industrial Estate
Wrexham
LL13 9FZ

Date of inspection: January 2026

by

Care Inspectorate Wales (CIW)

and

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

About Rise and Shine Day Nursery Ltd

Name of setting	Rise and Shine Day Nursery Ltd
Category of care provided	Full Day Care
Registered person(s)	Rise and Shine Day Nursery Ltd
Responsible individual (if applicable)	Rachel Chamberlain and Eleanor Kordgharehchehlo
Person in charge	Rachel Chamberlain, Ceri-Ann Gaunt and Eleanor Kordgharehchehlo
Number of places	69
Age range of children	0 – 12 years
Number of 3 and 4 year old children	13
Number of children who receive funding for early education	7
Opening days / times	7.30 – 6.00 Monday to Friday excluding bank holidays and Christmas
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	7/02/2024
Date of previous Estyn inspection	N/A
Dates of this inspection visit(s)	27/01/2026
Additional information	

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)**	**Excellent**
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 have a strong voice and express their views confidently. Most openly share their experiences and needs because practitioners listen and respond with care and interest. Children move around the environment comfortably, choosing what and where they want to play with certainty. They happily offer ideas and make decisions, such as selecting songs to sing or asking for more water for their play. Nearly all children follow their own routines and preferences, including when they sleep and feed.

Nearly all children settle and relax exceptionally well. They form strong bonds with practitioners and approach them confidently for support and guidance when they need it. They develop meaningful friendships and enjoy playing alongside others. They show excitement when their friends arrive and are keen for them to join in their play. Nearly all children approach visitors confidently. For example, they proudly show how they mix blue and green paint to create green outdoors.

Nearly all children show empathy and understanding in their interactions with others. Most begin to take turns and cooperate during play, sharing space and resources happily. For example, when building a house with blocks, they invite other children to join in so they may build a bigger house together. Most children are polite and say please and thank you without prompts from practitioners.

Nearly all children engage well and with enthusiasm in activities, showing a clear enjoyment in their play. They focus extremely well for their age and stage of development. For example, when making soup outside, they collect materials, add new items, and mix them together with sustained concentration. Most children are happy to choose to play alone or alongside others confidently. They access items from around the setting that they want to use to extend their play independently, such as moving cars and ramps into the sandpit.

Nearly all children access a wide range of toys and resources that support their learning and development effectively. Most children remain active and engaged as they play. They develop excellent social skills and show patience whilst waiting their turn, for example waiting to descend a slide the made in the adventure garden. Many children express creativity in the craft areas as they use paints and glue to make pictures Most children develop strong independent skills from an early age. For example, they begin to feed themselves, and manage their personal care, such as handwashing successfully.

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

Nearly all children make excellent progress from their individual starting points and develop strong communication and independent skills during their time at the setting. They listen carefully to practitioners and other children and generally respond confidently when talking to visitors. Most enjoy stories and listen to them attentively for sustained periods of time. They know how to handle a book as a reader and understand that the words and pictures have meaning. A majority of children choose to look at books together and talk about the

pictures independently. Most children develop their vocabulary well and a few use specific vocabulary to describe what they are doing in their play. For example, when making biscuits in the home area they discuss the ingredients needed and temperature the oven needs to be. Children who are reluctant to speak when they arrive at the setting develop their confidence quickly within the nurturing environment.

The varied and numerous opportunities for children to develop their mark making

skills result in nearly all children using a wide range of equipment with confidence

and dexterity and make strong progress in this aspect of their learning. For

example, they make notes on chalk boards as reminders for a shopping list during their play in the mud kitchen.

Nearly all children follow simple instructions given in Welsh and join in with a wide range of songs and rhymes enthusiastically. A few children use Welsh independently in their play and at snack time when they respond to questions about what fruit they would like to eat and choice of drink.

Nearly all children make strong progress in their mathematical development.

They use mathematical language accurately in their play and are developing a sound

understanding of mathematical concepts. For example, when filling cups and watering cans with water they describe them as full or empty. Most children count to ten confidently and a few count beyond this. For example, they count how many blocks and cylinders they have used to make a garage for the dinosaurs' car. When building towers of varied sizes, a few children identify which tower is bigger or smaller. Nearly all children join in enthusiastically with a range of number songs and rhymes. Most children consider how to solve problems and persevere with tasks well. For example, when exploring a large balance scale, they persist to try different materials to balance it.

Nearly all children develop their digital skills purposefully. They use programmable toys, torches and recording devices confidently during their play. Nearly all develop strong creative skills, for example, they produce imaginative pictures of bonfires, daffodils on St David's Day and create cards for parents on Santes Dwynwen Day.

Nearly all children develop their physical skills exceptionally well. They use a range of equipment skilfully to improve their coordination and balancing skills, such as when they try to cross a muddy puddle using a bridge they constructed out of blocks and planks. Nearly all develop their fine motor skills successfully, for example when using pipets to mix coloured paints and using hole punches to make paper dots to decorate their play dough cakes.

Care and development: Excellent

Practitioners demonstrate strong safeguarding knowledge and understand their role in keeping children safe. They follow the setting's policies and procedures consistently and carry out regular risk-assessments to maintain children's safety. Practitioners implement

effective sleep routines, regularly checking on sleeping children or remaining in the room with them. Practitioners display and share information about children's individual dietary requirements, so all practitioners are aware. They conduct regular fire drills, so children and practitioners know exactly what to do in an emergency. Practitioners hold appropriate first aid training, enabling them to manage accidents and injuries safely. They record incidents accurately, share information with parents, and monitor the records to identify any emerging patterns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote a healthy lifestyle successfully. They offer nutritious and inviting meals and snacks and provide water or milk to drink. They also ensure children experience a wide range of opportunities to be active indoors and get plenty of fresh air outdoors. Practitioners demonstrate care, thoughtfulness and commitment in their roles. They interact with children in an understanding, enthusiastic and positive manner. Practitioners use age-appropriate behaviour-management strategies and model expected behaviours calmly and consistently.

Nearly all practitioners are excellent role models. They interact with children in ways that support learning and introduce new skills through fun, creative, and sociable ways. They use purposeful questioning and extend children's play by providing or suggesting appropriate resources. Nearly all practitioners contribute actively to planning, observing and measuring children's development. They consider children's interests and next steps effectively, ensuring children experience exciting and inviting opportunities that inspire and support their learning. Practitioners organise activities and the environment well to help children develop a wide range of skills. They encourage children to be physically active and to take measured risks during play and promote children's independence effectively. They structure routines so children try tasks themselves before asking for help. For example, when serving lunch, the older children begin to use spoons to dish up items such as mash potato independently. Practitioners are highly nurturing, sensitive and alert to the needs of children in their care.

Practitioners are highly skilful in the way they support children who may have recognised or emerging additional learning needs. They are observant and thorough, ensuring that children receive effective support as required. They follow professional advice and are pro-active in finding ways to support children, ensuring that all practitioners follow a consistent approach with each child. This approach ensures strong and consistent provision and a solid commitment to ensuring the best outcomes for the children in their care.

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

Practitioners have high expectations of themselves and a good understanding of

child development and how children learn. They have an excellent knowledge of the

children's individual strengths and needs and use this knowledge well, in addition to

the child's voice, to plan a wide range of stimulating learning experiences. Practitioners model language and positive behaviours 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 jumping from equipment into muddy puddles. As a result, teaching captures children's interests purposefully and develops their independence successfully.

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. They play alongside the children, listen attentively to their stories, respect their ideas and develop children's understanding by questioning them skilfully. They

manage interactions, praise children for their efforts with positive language and

encourage them to be polite and respectful.

Practitioners promote the Welsh language well. They speak clearly and take valuable opportunities to introduce new vocabulary to children, encouraging them to respond to simple words and phrases. Practitioners use a variety of play materials to promote children's Welsh heritage and cultural awareness effectively.

Practitioners provide a rich and engaging learning environment of high quality both indoor and outdoor that inspires curiosity and exploration and allows children to choose independently where they wish to learn. They ensure that activities come from children's interests, and they adapt provision skilfully to respond to these. They engage children's interest in playing and learning through problem-solving. For example, when trying to attach wheels to models they had made in the woodwork area.

Practitioners are good language role models and develop children's communication skills effectively. For example, they share books with children, modelling how to read a book correctly and discuss the story enthusiastically. This helps to develop children's enjoyment of books and stories successfully. They observe children's play and intervene skilfully to support their learning. They often use effective questioning techniques to encourage children to think for themselves and develop their imagination as they play.

Practitioners plan high quality experiences that supports children's social and cultural development effectively. For example, they provide worthwhile opportunities for children to take part in cultural celebrations such as Chinese New Year. They prepare traditional Chinese food and offer children the opportunity to practice using chopsticks and try on traditional Chinese clothing. In addition, practitioners provide an extensive range of multicultural books and toys. These resources help children develop an understanding of a diverse range cultures.

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 create a safe and secure environment for all children to play and learn. They identify and manage hazards effectively through daily checks and regular risk assessments. For example, they use safety gates to prevent children from accessing areas unsupervised, and they keep external gates and doors secure. Staff complete appropriate registers and record visitors so they can account for everyone on site. The setting is immaculate throughout and exceptional infection control practices successfully minimise any risk to children's health and safety.

Leaders create a stimulating and inviting environment that inspires children to engage enthusiastically in their development. They organise the environment exceptionally well and design child-friendly spaces. All areas are decorated in neutral colours which promotes a warm and welcoming atmosphere. The attractive displays of children's work and photographs help to strengthen children's sense of belonging. Leaders use the environment effectively to provide children of all ages with a wide range of opportunities and experiences. They provide quiet areas for children to relax or listen to stories. Exciting outdoor areas offer children rich learning experiences and help them develop a range of skills and knowledge about the world around them. Leaders design spaces creatively, so children of all ages are able to access them independently and choose what they want to take part in. Leaders balance safety with opportunities for children to take measured risks in their play according to their stage of development.

The environment offers a wide range of high-quality resources and equipment. Practitioners design each learning area thoughtfully, so it invites and inspires children to follow their interests. They create home corners with authentic items and set up a large construction area outside where children are able to explore and be creative. Practitioners use an extensive range of natural materials to enhance learning areas and create spaces where children want to play and learn. For example, in the preschool room, practitioners provide real hair and beauty items that children enjoy using in their play.

Leadership and management: Excellent

Leaders have high expectations of themselves, practitioners and children. They provide practitioners with strong leadership and have high aspirations for them. This empowers them to lead on important areas within the setting and make sound decisions that benefit children. This clear vision and ethos lead to effective teamwork and successful co-operation among practitioners and creates a safe and homely environment in which children can thrive. As a result, children love attending the setting and make excellent progress.

The setting has robust self-evaluation and improvement planning procedures that consider the views of a wide range of stakeholders. Leaders consults with parents and carers regularly to seek their views about the setting and what needs to be improved. They also provide valuable opportunities for practitioners to reflect on their own and others' work and discuss what works well and what could be improved. All this information is used purposefully to plan for improvement. Leaders have established a strong culture of continuous evaluation, aiming for provision of the highest standard for the children in their care. The setting complies with regulations and meets the national minimum standards.

Leaders use budgets and grants purposefully to improve provision. They invest in high quality resources, such as accessible seating and storage, which enable children use equipment independently. In addition, leaders have developed an outdoor adventure garden, creating valuable opportunities for children to engage fully in outdoor learning and physical activity.

Leaders have effective arrangements in place to supervise and monitor practitioners regularly. Through these processes, they reflect together on their roles, responsibilities and identify sensible targets for improvement. Leaders provide practitioners with valuable, good quality training where needed, for example, leaders arranged training in outdoor learning, observation and assessment. This has strengthened practitioners understanding of how to identify accurately where children are in terms of their learning and development and plan appropriate next steps.

The setting has a range of effective partnerships that promote children's learning successfully. There are strong links with parents and the local education authority. Positive links with the local schools are developing and as a result, there are sound arrangements in place to ensure that children transition to the next stage in their education smoothly and seamlessly.

Leaders and practitioners establish supportive relationships with parents and carers. They are available at the beginning and end of each day to discuss children's well-being and progress and provide valuable opportunities for parents to visit the setting. Practitioners communicate regularly with parents and use a digital platform to share up- to date information about the child's experiences and development.

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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