A report on

Treasure Chest

Park CP School
School Road
Llay
Wrexham
LL12 0TR

Date of inspection: July 2025

by

Care Inspectorate Wales (CIW)

and

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

About Treasure Chest

Name of setting	Treasure Chest
Category of care provided	Full Day Care
Registered person(s)	Treasure Chest
Responsible individual (if applicable)	Elaine Owen and Joanne Martin
Person in charge	Elaine Owen
Number of places	80
Age range of children	2 – 4 years
Number of 3 and 4 year old children	12
Number of children who receive funding for early education	12
Opening days / times	Monday to Friday – 7.30am to 5.30pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of Welsh language and culture.
Date of previous CIW inspection	17 April 2023
Date of previous Estyn inspection	January 2018
Dates of this inspection visit(s)	01/07/2025

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)**	**Adequate**
Care and development	**Adequate**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Adequate**
Environment	**Adequate**
Leadership and management	**Adequate**

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the RI must address these.

Recommendations

R1 Develop practitioners' use of a range of questions to develop children's thinking and problem-solving skills

R2 Strengthen planning to develop children's skills systematically across all areas of learning

R3 Ensure that all documents are reviewed at least annually and updated as required

R4 Ensure that stakeholders participate in the self-evaluation process and have a clear understanding of the setting's strengths and areas for improvement

R5 Address the areas of non-compliance identified during the inspection

What happens next

The setting will produce an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Many children express themselves clearly and make appropriate choices within the setting. They explore the indoor areas freely and decide what to play with and where to explore. For example, they choose the role-play resources and, when outdoors, experiment with mud and water in the muddy kitchen. Many children express themselves using words and phrases. For example, they ask practitioners for more water, fruit, or milk during snack time. A few children communicate and express what they want and need using nonverbal cues, such as pointing or nodding or shaking their heads.

Nearly all children arrive at the setting happily and cope well as they separate from their parents and carers. When needed, children receive gentle comfort and reassurance from practitioners. Many children form close bonds with practitioners, which has a positive impact on their well-being and motivation. They know that practitioners will respond effectively to their needs. For example, children approach them when they are upset and feel immediately comforted by them. Many children feel a sense of belonging and smile as they receive praise for showing kindness to a friend or being a good helper at tidy up time. Most children know and follow the routines of the setting. This contributes to them developing a sense of belonging and helps children develop self-esteem and confidence.

Most children interact and behave well as is appropriate for their age and stage of development. They are learning to play together, with some playing alongside each other or working together to share toys and resources. A majority of children are confident talking to each other, to staff and with visitors. For example, they ask adults what they would like to eat, marking their reply on a clipboard and going to the role play kitchen to make and serve their choice.

Most children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Most children show curiosity and explore a variety of play opportunities. For example, they enjoy using metal detectors, moving purposefully around the playroom to test which resources were metal. Most children concentrate for an appropriate amount of time and respond positively to encouragement from practitioners.

Many children have suitable opportunities to learn and extend their independence skills from the resources and experiences practitioners provide. For example, they can access many toys and resources freely and a few children serve themselves at snack time effectively. During snack, most children chat with staff and each other, such as discussing the food they have chosen and ask staff when they would like some more.

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

Most children are keen to learn and have positive attitudes to new experiences. They explore their surroundings enthusiastically and make suitable progress from their differing starting points in several areas of learning. They demonstrate perseverance and resilience

when following their interests. For example, they tip up bottles to retrieve the last few drops of water to add to their muddy concoctions.

Many children are confident speakers and make themselves understood using simple phrases in their play and when responding to adults. They talk with enthusiasm about activities, such as describing models of snakes and cakes they make with playdough. Many children enjoy singing songs and rhymes and join in with actions and repetitive phrases confidently. The listen and follow instructions carefully, such as when copying an adult during a movement session. Many children enjoy books and stories and seek adults to read to them in small groups. They join in with familiar sections and ask relevant questions about the pictures. A majority of children are interested in mark making and enjoy activities such as drawing on large chalk boards, and writing 'messages' in notebooks.

A majority of children are developing appropriate early number skills. For example, they rote count to five and recognise numbers on jigsaws and their toothbrushes. A majority of children are beginning to use mathematical language appropriately as they play, such as naming long and short blocks and tall towers.

Most children's Welsh language skills are at an early stage of development. They sing simple Welsh songs happily and respond to adults when they sing a song let them know it is tidy up time. A few children count to three with some support and respond by pointing when asked what they would like to drink at snack times.

Most children are developing their physical skills appropriately. They enjoy being physically active in the outdoor area. They use slides, climbing frames and balance on obstacle courses, demonstrating agility and coordination well. They use small tools confidently, such as tongs to pick up fruit and safety knives to cut playdough.

A majority of children solve problems as they occur during their play. They work out how to fit small tyres into a big tyre and which size blocks will fit on the top of a tower.

A few children use digital resources appropriately. They use mini metal detectors to find metal bangles and operate a digital book to tell a story. However, the development of children's digital skills is at an early stage of development.

A majority of children use their imagination and creativity well, such as when shaping playdough, painting on a large easel and drawing pictures to take home for their mums and dads. They are beginning to experiment well with the sounds made by different metal kitchen utensils.

Care and development: Adequate

Practitioners implement the setting's policies and procedures effectively. They ensure that they follow effective hygiene procedures consistently. For example, they wash their hands regularly and follow the setting's nappy changing policy. Practitioners are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They provide scheduled opportunities for children to go outside and provide healthy snack choices. Practitioners are aware of the procedure to follow in an emergency and conduct regular fire drills. There are appropriate incident and accident recording systems in place and they are

shared with parents effectively. First aid training for practitioners is current and suitable for the ages of children. There are clear processes in place for children with allergies, intolerance, or medical needs. The safeguarding policy meets requirements. Practitioners have completed safeguarding training and understand their responsibility to safeguard children from harm, including how to respond to child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners communicate well with children and create a calm and relaxed atmosphere. They are good role models for children and interact positively with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills. Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They use a warm and nurturing approach with their interactions. They are consistent in giving praise and acknowledging children's efforts. They also successfully use a range of other strategies to promote positive behaviour, for example, they use distraction and positive reinforcement techniques effectively. They praise children for being kind and encourage children to share resources and take turns. For example, they gently remind children when it is someone else's turn to use resources and that there are sufficient resources for everyone to use. This has a beneficial impact on children's behaviour and self-esteem.

Practitioners know the children well and have a clear understanding of their individual needs, abilities, and preferences. They work well together to build the children's confidence and resilience. For example, they support children to make 'sausages' with playdough and encourage them to copy what they do, and praise when they succeed. They ask children to show others how to create a sausage shape. Practitioners provide children with meaningful opportunities to promote learning and development through accessing a suitable range of activities. Practitioners provide valuable opportunities for the majority of children to develop their independent skills effectively. However, a minority of children are not afforded the same opportunities. This limits their ability to learn through exploration and to problem solve.

Practitioners collaborate successfully with external agencies, such as health professionals to support children who have emerging or recognised additional learning needs.

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

Practitioners have a good understanding of how young children learn. They plan stimulating activities that take account of children's needs and interests well. There is a suitable emphasis on play and learning through first hand experiences, such as opportunities for children to explore the properties of dry sand and water.

Overall, there are appropriate opportunities for children to develop their skills and knowledge in a majority of areas of learning. Practitioners model language effectively for children and introduce new vocabulary as they play, for example, they name the sea creatures children catch while playing with magnetic rods. They ask simple questions and listen carefully to children's responses. However, practitioners do not use questioning well enough to promote children's thinking, or to allow them to follow their ideas and solve

problems they encounter regularly. Practitioners provide suitable opportunities for children to enjoy books and stories indoors and in the garden. There are useful opportunities for children to develop their mark making skills using paint, chalk, pencils, and pens. Practitioners develop children's physical skills well. They encourage them to be active outdoors using slides and climbing frames and provide them with tools such as scoops, and knives to develop their manipulative skills. However, practitioners' planning does not ensure that children have sufficient opportunities to practise their Welsh, digital and mathematical skills during independent activities or across the areas of learning often enough. For example, there are few opportunities for children to learn mathematical language as they explore the learning environments and there is a limited range of resources to promote their digital skills.

Practitioners provide suitable opportunities for children to learn about Welsh culture and traditions when celebrating St David's Day and cooking Welsh themed food. They provide resources such as flags, dolls, dressing up clothes and books for children to explore. Practitioners plan a beneficial range of learning experiences to foster children's moral, social and cultural development. They celebrate different festival such as Chinese New Year and provide a range of cultural resources, including dolls, books, posters, and musical instruments for children to explore. These experiences help to support children's understanding of people's lives and beliefs that may be different from their own.

The setting has relevant procedures to monitor children and assess their progress. Practitioners record regular observations of children. They use them well to identify the next steps in their learning and to plan meaningful activities based on their interests. Practitioners keep parents and carers well informed of their child's progress through regular updates on social media and useful on entry and exit written summaries.

Environment: Adequate

Practitioners provide a welcoming and engaging environment that supports children to learn and play appropriately. They carry out and record daily checks on the indoor and outdoor environments to ensure they care for children in a safe, secure, and clean environment. Practitioners greet all visitors into the setting and ensure they sign in and out of the premises. The building is well maintained with all required safety checks in place, including fire and electrical tests. There are appropriate assessments in place which identify risks in the environment and how to reduce them. However, they are not specific to the individual areas of the setting which the children access. Regular fire drill practices ensure that practitioners and children know how to evacuate the premises in the event of an emergency.

Practitioners organise the indoor learning environments to support children's independence effectively. For example, all furniture is of appropriate size and height, and the low-level storage enables children to identify and choose resources easily. Leaders provide a suitable range of developmentally appropriate toys and resources that engage children appropriately. For example, there are materials for children to make ramps and roads for toy vehicles. Resources such as animals and small figures are displayed in natural storage baskets, which are well organised and appealing to children.

There are measures in place to combat the lack of natural lighting and airflow within the main playroom. For example, doors are always kept open, and the room is decorated in neutral colours.

The toys and play equipment are clean and generally well maintained. The setting uses some natural and sustainable materials in children's play. Furniture and equipment are suitable and of good quality. There are a few multicultural resources available as well as resources to promote Wales and its culture. However, there are very few resources to stimulate children's curiosity about mathematical concepts and to promote digital skills.

Children benefit from playing outdoors, where the large space allows for appropriate challenge and risk. There are suitable opportunities for children to be physically active, observe the natural world around them and play ball games. However, the use of the outdoors is limited, and children do not have free access to develop their skills and independent play well enough.

Leadership and management: Adequate

Following a period of re-organisation of staffing and their responsibilities and a recent move to new premises within school, leaders are focussing on establishing a caring and calm environment for all children and practitioners. There is a clear vision to provide a safe and happy environment to support children's wellbeing and learning. Leaders work closely with the management committee and keep members well informed through regular written reports and meetings. The committee supports the work of the setting and acts as a critical friend such as when making plans to move to new premises and writing job descriptions.

Leaders are developing the support they offer to practitioners. Recently, they have re-established staff meetings and have re-introduced appraisals for practitioners and have conducted a wellbeing review. However, leaders do not undertake these regularly enough to give practitioners sufficient opportunity to discuss their work and review their performance. Leaders ensure that practitioners attend a beneficial range of training to develop their practice and knowledge. This includes mandatory training such as safeguarding and first aid. They also attend training on curriculum areas such as block play and assessment arrangements. This has increased opportunities to develop a range of children's skills.

There is an up-to-date statement of purpose that ensures parents and carers have relevant information to make an informed choice about the care of their child. There is an appropriate range of policies and procedures in place to support the running of the setting. They are implemented effectively by practitioners but are not reviewed regularly enough to ensure they remain relevant.

Room leaders have developed a self-evaluation processes that feeds into the setting's improvement plans effectively. There are separate processes for Flying Start and Early Education. Room leaders, with support from advisory teachers, identify the setting's strengths and areas for improvement well. They set targets that develop provision and improve outcomes for children. For example, recently, practitioners increased children's engagement and independence in learning experiences. However, not all stakeholders are fully involved in the process. Managers do not play a sufficient role and do not produce one

comprehensive plan for the whole setting. As a result, they do not lead in prioritising finances to bring about the desired improvements.

The setting has a suitable range of partners that support children's learning and development. Parents and carers receive helpful information on their child's progress through day-to-day contact with practitioners, and regular photographs and notices on social media. The setting acts on advice and guidance form healthcare professionals to ensure provision supports children with additional needs appropriately. For example, practitioners have established a quiet, sensory area for children to experience when required.

There are appropriate links with the local school. The setting is based in two classrooms and children who stay all day eat their lunch in the school dining hall with other children. There are suitable arrangements for transition into school, which ensure that children have a positive experience when moving on.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
There is a potential risk to children's well-being if staff do not have the opportunity to discuss or reflect upon their roles and practice as well as children's well-being in regular, appraisal and supervision meetings which are recorded.	01/07/25

CIW has not issued any Priority action notices following this inspection.

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