Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Chicks Nursery Plus

Gwersyllt Community Primary School, Dodds Lane, Gwersyllt, Wrexham, LL11 4NT

07352 103070

www.littlechicksnurseryplus.com

The inspection visit took place on 02/06/2026

Service Information:

Operated by:	Little Chicks Nursery Plus
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
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 confidently express ideas, make choices and engage well in play. They form secure relationships, behave respectfully and cooperate well. Children feel safe and settled which supports emotional wellbeing. They show independence, maintain focus and develop a wide range of skills through self-directed and structured activities.

Staff maintain a safe environment, follow procedures, and promote healthy lifestyles. They interact positively with children and help them to progress. Staff plan appropriate activities that support children's learning and development.

Leaders and staff provide a safe, clean, and welcoming environment with effective risk management. They offer well-organised indoor and outdoor spaces, a good range of resources, and opportunities for creativity and physical play.

Leaders manage the setting effectively, maintain policies, and actively improve provision using feedback and planning. They ensure safe staff recruitment and training. Staff communicate well with parents and support transitions, benefiting from strong partnerships with the local school.

Findings:

Well-being — Good

Children express their voices confidently and communicate their needs clearly. They share their thoughts openly, and staff respond thoughtfully, enabling children to follow their interests. Children choose where they want to play and actively contribute their ideas about activities. For example, they decide which animal mask to create and confidently share their opinions about stories, demonstrating strong engagement.

Children settle exceptionally well into the setting. They feel secure in familiar surroundings, which helps them relax and build confidence. They form meaningful friendships and enjoy playing alongside their peers. They build positive relationships with staff, which helps them identify adults they can approach for help, reassurance, or comfort when needed. These secure relationships support their emotional wellbeing and sense of belonging.

Children interact positively with others and demonstrate respectful behaviour. They share space and resources willingly and cooperate effectively during play. For example, they engage enthusiastically in role play within the home corner and collaborate in the craft area while sharing materials. Children follow routines consistently; they tidy up when prompted and independently practice good hygiene, such as washing their hands before snack and lunchtime.

Children engage fully in activities they choose. They move freely around the environment and independently select the resources they need, showing strong self-direction in their play. For instance, they creatively use decorated tape as pretend plasters, demonstrating imagination. Children maintain focus for appropriate periods during both child-led and adult-led activities, showing enjoyment and sustained concentration.

Children develop a wide range of skills through play and structured activities. They strengthen fine motor skills by using scissors and enhance their physical development through dancing and movement. They consistently demonstrate independence by playing without adult direction and accessing facilities such as handwashing stations and drinking water on their own.

Care & Development — Good

Staff follow clear procedures and routines that ensure children remain safe. They record all visitors and maintain a secure entrance, preventing unauthorised access. Staff understand and follow emergency procedures, including carrying out fire drills; however, all children and staff are not regularly able to be involved as they usually practice in the morning. Staff complete accurate registers for both children and staff attendance. They also demonstrate a clear understanding of safeguarding procedures and know how to respond appropriately if concerns arise.

Staff promote healthy lifestyles effectively. They provide nutritious snack options such as fruit and rice cakes and offer water to drink. Staff create opportunities for children to engage in physical activity by giving them access to the outdoors at times and organising activities such as dancing and indoor climbing. These practices support children's physical development, although opportunities are not consistently available.

Staff interact appropriately with children and support their social skills and speech and language development. They engage children in meaningful conversations during daily routines, including snack time and planned activities. However, at times, staff become occupied with routines or activity planning, which reduces their ability to fully engage with and support children's play. Staff show respect and understanding towards children and act as positive role models. They apply behaviour management strategies effectively and consistently, helping children understand expectations and reducing the likelihood of challenging behaviour.

Staff build strong relationships with children by learning about their individual needs and personalities. They use this knowledge to plan suitable activities and provide appropriate resources that support children's development and learning. Staff generally ensure children's needs are met consistently. However, children cannot freely access outdoor play, which limits their independence and opportunities for exploration.

Staff encourage independence by allowing children to choose from accessible resources and use available facilities. However, during snack time, staff take a more direct approach by serving food and pouring drinks for children, which reduces opportunities for children to develop self-care skills.

Environment — Good

Leaders and staff maintain a safe and secure environment where children play and learn. They complete and regularly review detailed risk assessments to identify and manage hazards effectively. Staff keep the external gates locked and admitting visitors only when authorised. Leaders organise routines efficiently to ensure the environment remains clean.

Leaders provide an environment that meets children's needs. They ensure children have sufficient space to play, take part in floor activities, and work safely at tables. Staff use a main playroom that is light, bright, well organised, and thoughtfully decorated, creating a warm, welcoming, and child-friendly space. Neutral colours and attractive displays of children's work help establish a calm atmosphere and support children's sense of belonging. Leaders and staff use varied lighting, including fairy lights in the home corner, to promote a relaxed environment. They also use the school hall for physical activities, such as parachute games. Leaders and staff have improved the outdoor area directly off the main playroom, creating an engaging and innovative space that encourages children to be active and extend their learning. However, staff do not always utilise this area to its full potential.

Leaders ensure the environment contains a good range of resources. Staff create inviting learning areas that inspire creativity and support children's skill development. They use natural materials and authentic resources to create welcoming, engaging spaces. For example, staff provide real cutlery and dressing table items in the home corner, alongside plants and flowers that create a homely feel. In the outdoor area, staff offer stimulating opportunities, including a gardening space where children grow plants and vegetables, and a physical area with loose parts for building obstacles. Leaders ensure furniture and storage suit children's needs, promoting comfort and independence. Staff provide suitable toilet and handwashing facilities and use a kitchen area to prepare snacks without leaving the room.

Leadership & Management — Good

Leaders demonstrate a strong knowledge and understanding of the setting and service they provide. They take an active role in the day-to-day running of the setting and maintain clear oversight of how it operates. They implement effective policies and procedures and ensure staff follow them consistently. Leaders maintain an up-to-date statement of purpose that accurately reflects current practice. This provides parents and carers with the information they need to make an informed decision about their child's care.

Leaders complete a detailed quality of care review each year. They actively gather the views of parents through questionnaires and use this feedback to inform their evaluation, demonstrating that they value the opinions of others. Following the review, leaders develop a clear action plan that identifies key areas for improvement, including how and when they will achieve these changes. They regularly monitor progress against this plan to ensure they implement improvements effectively. For example, leaders identified the need to enhance outdoor learning opportunities and successfully created a dedicated gardening area.

Leaders manage staff effectively and prioritise safe recruitment practices. They follow robust procedures to ensure all required checks and training are completed before staff begin working at the setting. They collect and review evidence to confirm staff suitability to work with children. Leaders support staff development through annual appraisals, where they identify training needs and provide appropriate guidance. However, leaders have not fully embedded regular supervision sessions to support staff between appraisals and further strengthen ongoing professional development. Leaders ensure staff hold appropriate qualifications and maintain up-to-date training in safeguarding and first aid. This supports staff in promoting children's safety and well-being effectively.

Staff build positive relationships with parents and carers. They share information regularly through electronic communication systems and informal daily discussions, ensuring parents remain informed about their child's experiences. Leaders and staff provide opportunities for children and families to become familiar with the setting before starting. For example, they invite families to attend events such as picnics and sports activities, which support children's confidence and ease transition. Leaders and staff maintain a strong partnership with the local school. They share resources and the environment collaboratively, which enhances learning opportunities and supports smooth transitions for children when moving onto the school. This effective partnership promotes continuity of care and learning for all children attending the setting.

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 provide more opportunities for children to access and utilise the outdoors to extend their play and learning experiences.
Standard 8 - Nurture and well-being	To further develop children's independence during snack times.
Standard 13 (Day Care) - Suitable Person	To embed supervisions into practice to ensure staff are supported in their role.

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 ensure fire drills are completed in the afternoon and not just the morning to ensure all staff and children are involved.
To ensure planning of activities does not impact on the staff's availability to interact with children.

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