A report on

Kiddies World

Acrefair School
Tower View
Llangollen Road
Wrexham
LL14 3SH

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Kiddies World

Name of setting	Kiddies World
Category of care provided	Full day care
Registered person(s)	Christine Griffiths
Responsible individual (if applicable)	
Person in charge	Lindsey Biddle
Number of places	30
Age range of children	Between 2 – 4 years old.
Number of 3 and 4 year old children	30
Number of children who receive funding for early education	14
Opening days / times	9am – 3pm Monday - Friday
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
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	
Date of previous Estyn inspection	April 2019
Dates of this inspection visit(s)	02/06/2026
Additional information	

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

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 RP/RI must address these.

Recommendations

R1 Address the areas of non-compliance identified during the inspection

R2 Strengthen assessment processes to ensure that practitioners develop a secure understanding of progress children make across the curriculum

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 are listened to and make meaningful choices and decisions about their play and learning. Nearly all children move confidently around the learning environment, engaging purposefully with the wide range of play experiences available. As a result, they direct their own learning effectively and sustain involvement in activities of their choice at a pace that suits them. Most children confidently seek support and attention from practitioners, knowing their wishes and feelings are valued and responded to sensitively.

Nearly all children arrive at the setting happy, enthusiastic and ready to play and learn. They separate from their parents or carers confidently, approaching practitioners willingly and with ease. Nearly all children settle quickly and enjoy being in the company of others, for example sitting comfortably with practitioners during circle time or while listening to stories. They develop strong, positive attachments with familiar practitioners. Most children are familiar with the routines, which contributes effectively to their sense of security and well-being. A majority of children interact positively with visitors, offering a warm welcome, sharing photographs and inviting them to join in with their play.

Most children interact positively and develop important social skills. They play cooperatively or alongside each other happily, demonstrating enjoyment in shared experiences. Many children share resources willingly and show genuine interest in the achievements of others. They work together effectively and take pride in collaborative tasks. For example, they confidently explore sensory materials by mixing different colours to create new ones and enthusiastically share their ideas to extend their play. Many children show consideration for others and offer practical support, for instance by operating the foot pedal of the food recycling bin to enable others to dispose of food waste independently.

Nearly all children take an active part in learning opportunities, enabling them to learn, explore and experiment with confidence. Most children demonstrate high levels of motivation and perseverance during their play. For example, they show sustained focus when using a mallet to insert golf tees into foam. Most children show natural curiosity about the world around them and use their imagination effectively. They explore creative ideas by using everyday resources differently, for instance by turning bowls upside down and using chopsticks as drumsticks.

Most children develop good independence skills. They meet their personal needs successfully, such as using the toilet and putting on and taking off their coats. Nearly all children carry out daily tasks independently, including washing their hands.

They show a sense of pride in their achievements at snack time, where they serve themselves using tongs and carefully pour milk or water from a jug.

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

Nearly all children, including those with emerging needs, make good progress from their individual starting points. Over time, they develop a wide range of skills effectively through purposeful play-based experiences. Most children make particularly strong progress in their personal and social development, which supports their overall learning well.

Most children develop appropriate communication skills. A few children use an increasingly wide vocabulary, for example when describing butterflies and caterpillars. Many children express themselves confidently through conversation, singing, and the use of alternative communication methods where appropriate. Most children listen carefully and follow instructions well, applying what they have learned over time.

Many children show a strong interest in books. They enjoy being read to, actively seek out adults to share stories and engage enthusiastically in storytelling activities. For example, they participate purposefully in role play linked to familiar stories such as Goldilocks. Children develop early writing skills appropriately by accessing a wide range of mark making resources and using them purposefully during play.

Many children make good progress in developing early numeracy and problem-solving skills. They use mathematical language naturally in their play, for example when counting scoops of porridge or describing containers as full. They explore mathematical concepts successfully through practical activities such as using balance scales and water play.

Many children develop suitable digital skills through meaningful experiences. Many use digital devices, such as cameras and printers, to record and share their work independently, which promotes discussion and collaboration. They also use resources such as phones and torches in their play to develop communication skills and explore cause and effect.

Most children make good progress in developing Welsh language skills. Many enjoy joining in with Welsh songs and rhymes. A few children use Welsh words spontaneously in their play and demonstrate a positive attitude towards the language.

Most children develop good physical skills. They show appropriate control and coordination when climbing, balancing and using equipment. Many handle tools with increasing confidence, for example when using mallets, tying knots or exploring with magnifying glasses.

Most children's creativity and imagination develop well. They express themselves through a variety of experiences, including music, movement and role play. They recreate familiar stories and explore different ways to represent their ideas through drawing and creative activities.

With sensitive support from practitioners, most children develop strong personal and social skills. They form positive relationships and show increasing confidence and consideration when playing with others. Most children make choices about their activities and select resources independently. Overall, most children develop their skills, knowledge and understanding well in line with their stage of development.

Care and development: Good

Practitioners develop warm, positive relationships with children by treating them with care and respect. They speak to children in a calm and sensitive manner and use consistent and effective strategies to promote positive behaviour, in line with the setting's policy. For example, they regularly praise children for their efforts, willingness to help and good manners, supporting their self-confidence and developing their understanding of respect. Practitioners provide comfort when needed and are skilled in supporting children to manage their emotions. They encourage children to participate in group activities while respecting their choices when wanting to play elsewhere. Practitioners are positive role models. They listen attentively, work collaboratively and explain things in a clear and caring way. For example, when children wish to use a resource that is already in use, practitioners suggest an appropriate alternative sensitively

Practitioners demonstrate a good understanding of hygiene principles and implement these effectively. For example, they wash their hands appropriately and use gloves and aprons when preparing food. Practitioners ensure surfaces are cleaned thoroughly before and after children eat. They provide healthy snacks and drinks and ensure children have regular and meaningful opportunities to spend time outdoors.

Practitioners implement purposeful and effective arrangements to identify and support children's individual needs, including those with additional learning needs. Registration records contain detailed information, enabling practitioners to tailor support successfully. They know children well and demonstrate a good understanding of their interests and strengths, providing rich experiences that develop skills and promote learning and discovery through play. Practitioners apply appropriate advice and support from external agencies, working collaboratively with them and with parents to support children effectively.

In addition, they undertake targeted training, where necessary, to strengthen their ability to support each child. As a result, children make good progress from their individual starting points.

Practitioners complete appropriate safeguarding training and demonstrate a strong understanding of their responsibilities. However, they do not always inform CIW of safeguarding referrals in a timely manner and as a result, the setting's arrangement for safeguarding do not meet requirements and are a cause for concern. Practitioners hold a current paediatric first aid certificate and are confident in their ability to provide appropriate care. They follow procedures consistently, maintaining accurate records of accidents and incidents. Practitioners follow suitable procedures for the administration of medication and for managing the specific health needs of individual children well.

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

Practitioners work effectively together to plan a suitable range of learning experiences that engage most children well. Planning is flexible and responsive, taking good account of children's individual needs, interests and stages of development.

Practitioners demonstrate a sound understanding of child development and use this knowledge appropriately to support learning. They provide a suitable balance between child initiated and adult led activities and respond well to spontaneous learning opportunities. A notable strength is the value placed on children's play. Practitioners allow extended periods of uninterrupted play and intervene sensitively, taking time to observe children carefully before interacting.

Practitioners make good use of opportunities to read to children during play, recognising the value of stories have in developing children's early reading skills. For example, they read Goldilocks and the Three Bears as children make porridge and act out the story. Practitioners incorporate Welsh purposefully during play and group singing activities. As a result, a few children use simple Welsh words spontaneously in their play and learn about the culture of Wales through activities related to cultural events such as St Davids Day.

Provision to support children's independence is a strong feature. Practitioners plan carefully for the development of children's independent skills through daily routines such as self - registration and snack time. They encourage children to use resources flexibly across different areas, which supports purposeful play and the development of problem-solving skills. Practitioners provide opportunities for children to engage in creative experiences and value the creative process, displaying children's work proudly on the wall.

Practitioners make good use of the outdoor environment to support learning. They provide worthwhile opportunities for children to develop an understanding of the world around them, for example through planting, recycling and observing wildlife. Practitioners model curiosity and enthusiasm effectively, encouraging children to develop a sense of awe and wonder.

Provision for personal, social and emotional development is a strength. Practitioners are positive role models and promote values such as respect, fairness and kindness successfully. They support children's behaviour sensitively and consistently, demonstrating a strong understanding of the importance of relationships.

Practitioners are beginning to use information gained from observations and assessments to understand the progress individual children make. They use this information well to inform planning and provide targeted support, particularly for children who require additional support. However, they do not always analyse observations and assessment information well enough to gain a clear and shared understanding of children's progress across the curriculum.

Practitioners engage positively with parents and carers, ensuring that they are well informed about their children's progress, through online portfolios and end of year written reports.

Environment: Good

Leaders ensure the environment is safe, clean and well maintained. They implement robust arrangements to control access to the site, supported by clear procedures ensuring visitors sign in promptly. Leaders maintain detailed registers of children and practitioners, recording arrival and departure times accurately. They undertake, record and evaluate fire drills regularly. Leaders complete thorough risk assessments identifying potential hazards and appropriate measures to manage them. In addition, leaders and practitioners carry out daily checks to ensure there are no obvious risks. Relevant policies, procedures and information are displayed at the main entrance, ensuring parents have access to up-to-date information about the setting.

Leaders provide a well decorated and maintained environment, creating a welcoming atmosphere for children and visitors. They make effective use of space, carefully arranging the environment to offer a good variety of suitable play and learning opportunities, alongside quiet areas for rest and relaxation. Leaders provide daily opportunities for children to access the outdoor area, encouraging children to take part in activities such as sand and water play, take appropriate risks when using climbing equipment, and develop their understanding of the world around them. They ensure suitable toilet, hand-washing and nappy-changing facilities are available, providing appropriate privacy. Leaders promote a sense of belonging by displaying children's work, along with photographs of the children and their families.

Leaders provide high-quality resources that are appropriate to children's ages and stages of development. Resources are stored at a low level, enabling children to access them independently, make choices and follow their interests. Leaders ensure children have valuable opportunities to explore and investigate, for example through natural materials such as flowers, pine- cones and sticks in the mud kitchen.

Similarly, they provide opportunities for children to use authentic resources, such as teapots and telephones in the role-play area, supporting the development of imagination, confidence and social skills. Leaders support children's personal and social development effectively by providing suitable resources that enable children to express and regulate their emotions. In addition, they promote inclusion by offering purposeful resources, including books, dolls, accessories and musical instruments. These support children to develop respect for others, understand differences and broaden their awareness of diversity.

Leadership and management: Good

Leaders have a clear vision for the setting and promote a positive, inclusive ethos where children, practitioners and families feel valued. They use a wide range of first-hand evidence, including feedback from parents, staff and external partners, to evaluate their work and identify priorities for improvement successfully. Leaders respond positively to feedback and have strengthened communication with parents through online platforms. As a result, most

parents feel well informed about their children's learning and value the approachable nature of staff.

Leaders communicate effectively with practitioners and foster a strong team ethos. Practitioners feel valued and well supported in their roles, which contributes to a positive working environment. Leaders have recently introduced more formal supervision arrangements. Although these are at an early stage of development, they are beginning to provide practitioners with worthwhile opportunities to reflect on their practice and identify areas for professional development.

Leaders ensure a clear statement of purpose is in place that provides an accurate picture of the setting and includes relevant policies and procedures that reflect the setting's day-to-day practice. This enables parents and carers to make informed decisions about the provision at the setting. However, leaders do not always demonstrate a secure understanding of their regulatory responsibilities. For example, they do not always notify Care Inspectorate Wales of all relevant changes and significant events at the setting. Leaders maintain suitable policies and procedures that generally meet requirements. Safeguarding arrangements are appropriate and support effective practice.

Partnership working is a strength. Practitioners communicate regularly with parents and provide additional support where needed. Leaders work closely with a range of external agencies, including health services and local authority teams, to support children's wellbeing effectively. Effective links with the local primary school support smooth transition arrangements.

Leaders support practitioners' professional learning effectively. Staff access a wide range of relevant training, which has a positive impact on practice, particularly in supporting children that require additional support. Leaders have implemented suitable strategies to support practitioners to reflect on their practice and the provision. For example, practitioners undertake area reviews of different aspects of the setting to evaluate what is effective and what requires further improvement. This supports leadership at all levels and contributes to continuous improvement across the setting

Overall, leaders create a positive and supportive environment and demonstrate a strong commitment to continuous improvement. As a result, most children make good progress and thrive in the setting.

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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Publication date: 04/08/2026

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
Outcomes for children are poor because leaders do not always notify CIW of all significant events.	02/06/26

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

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