Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Redbrook Day Nursery

Redbrook Day Nursery
Bryn Lane Wrexham Industrial Estate
Wrexham
LL13 9UT



Date Inspection Completed

22/11/2024

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About Redbrook Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Redbrook Day nursery Ltd
Registered places	73
Language of the service	English
Previous Care Inspectorate Wales inspection	11 April 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

Well-being	**Good**
Care and Development	**Good**
Environment	**Excellent**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are confident communicators, happily sharing their thoughts, ideas and interests. They are happy, settle well and develop a sense of value. Children learn to interact well, be well mannered, polite and respectful. Children focus well for their ages and stages of development. They enjoy their play and are inspired to learn and be creative. Children develop well and can learn a good range of skills as they explore and investigate their surroundings.

Staff understand their roles and responsibilities and effectively implement the settings policies and procedures. They follow effective procedures and routines to help them promote a healthy lifestyle. Staff are good role models and have a caring manner with the children. They understand child development and are good at facilitating and extending children's learning.

Leaders ensure they provide a safe environment. They have created a welcoming and inspiring environment where children have the creative space and atmosphere that inspires their enthusiasm to learn. Leaders provide purposeful resources that support children's holistic development and considers their development well.

Leaders manage their setting well and have a good understanding of their setting and the care they provide. They have an effective self-evaluation process in place to ensure improvements are meaningful and benefit the children. Leaders have developed a good team of staff and manage them well. They have developed a positive relationship with parents to ensure information is shared effectively.

Well-being — Good

Children are confident communicators, happily asking for items they want. For example, if they wanted more food or snack. Children move around their allocated room freely, choosing what and where they want to play. Children express themselves well as they know they will be listened and responded to appropriately by staff. Their interests are known and considered effectively by staff when planning activities. Those children who are able to, share their thoughts, ideas and interests with staff and these are catered for. For example, when showing an interest in helping to tidy up the sand so they are given a dustpan and brush.

Children settle well as they are provided with consistent care by staff with whom they develop a positive relationship. Children are happy, which was evident as they freely spoke with us and invited us into their play. They develop a sense of value as staff respond to their needs and attempts at communication with interest. Children develop positive friendships and enjoy playing alongside others.

Children learn to be well mannered, polite and respectful towards others and when using the resources. With support and encouragement children help to put items away when they have finished playing and when asked by staff at times such as before lunch and snack. Children learn to interact well as they share the space and resources. For example, babies enjoyed sharing toys and inviting other children into their play, passing items such as a wooden spoon to each other to use as a drumstick.

Children focus well for their ages and stages of development as they have access to resources and activities that allow them to follow their interests. Children enjoy their play and are inspired to learn and be creative. For example, they enjoyed using their cars in the flour. They pretended it was snow as they made tracks and sprinkled it on top the cars, just as they had seen in real life as it had been snowing recently. Children enjoy playing outside, laughing as they splashed in the puddles.

Children develop well and can learn a range of skills as they have access to appropriate activities and toys that support them. They have opportunities to learn a new skill, such as using scissors and then practice this during their free play. Children enjoy exploring their surroundings as they investigate the ice found in the outdoor play area. Children have suitable opportunities to be independent as they access resources and items they want. Children who can, feed themselves and even the youngest children are given the opportunity to try things for themselves.

Care and Development Good

Staff understand their roles and responsibilities. They effectively implement the settings policies and procedures to keep children safe. Staff have up to date safeguarding training and are aware of the procedure to follow should they have concerns about a child. Staff have paediatric first aid training which enables them to deal with minor accidents and incidents appropriately. Regular fire drills are conducted so staff and children are aware of the procedure to follow in an emergency.

Staff have effective procedures and routines in place to help them promote a healthy lifestyle. They offer nutritious snack and meal choices. For example, toast and fruit for snack and fishcakes and mash for lunch, with only water or milk to drink. Staff ensure children have opportunities to be active indoors and outside and they ensure daily access to outdoors, so children get fresh air.

Staff are good role models and have a caring manner with the children. They show respect and interest in everything the children say and do. Staff happily join in with children's play when asked or invited but also know that sometimes it is better to allow the children their own space and time to play and learn. They implement consistent and effective behaviour management strategies, which is helped by the staff knowing the children well and understanding their needs. For example, when children do not want to join in with an activity, staff support and encourage them. Staff make routines a sociable experience for most children. For example, they sit with them when they are having snack and lunch, talking about their day and interests.

Staff understand child development and provide a good range of suitable activities and resources. Staff are good at facilitating and extending children's learning through their questioning and allowing children chances to explore and experiment. For example, staff identified that the children were enjoying the water play outside. They extended this learning by introducing a larger water tray and adding bubbles to the water to give them a different experience. The planning staff complete is based on the children's interests. Staff involve parents to gain knowledge of the children's interests and complete observations on the children. This feeds into the planning and benefits the children and their experiences. Staff effectively record the individual progress of the children and use this to identify future learning opportunities and next steps.

Environment — Excellent

Leaders ensure they provide a safe environment. Access to the premises is controlled and external doors are kept locked. Staff and children's registers are kept, and visitors are recorded so everyone on the premises can be accounted for. Leaders conduct risk assessments regularly to ensure hazards are eliminated or managed well. Daily risk assessments and checks are completed prior to children attending to ensure no new hazards have arisen and the children have a safe space to play.

Leaders have a clear vision for their setting and how they want the environment to be to support children and create a good environment where they can play and learn. The improvements made have created a welcoming and inspiring environment where children have the creative space and atmosphere that inspires their enthusiasm to learn. The indoor environment is arranged excellently to promote children's engagement in activities. This includes areas for physical activities such as climbing. The environment is well maintained and decorated in calming neutral colours to create a welcoming and relaxing atmosphere. Leaders ensure children have access to a variety of inviting outdoor opportunities. There are different play surfaces for children such as grass, stones and concrete so they can explore different activities. The terrain also includes areas that are uneven, so children manage their own risks as they run and walk down the banks.

Leaders provide purposeful resources that support children's holistic development. Leaders consider children's development well and ensure appropriate access to activities that extend and build upon individuals' abilities effectively. They use re-cycled and natural materials extensively throughout to effectively enhance children's play and learning. For example, they have a table made from palettes they use for items from the environment for children to access and a projector for children to use to create larger drawings using paper on the wall. They offer a unique environment equipped with authentic, imaginative, exciting, and creative resources that self-motivate children to become independent learners. For example, the home corner in pre-school is set up like a real home. It has comfy seats, tables and chairs, real cutlery and China cups and plates. There is a dressing table with old hair dryers, hair straighteners and empty perfume bottles so children can be creative and role play. This is a strength of the setting.

Leadership and Management — Good

Leaders manage their setting well. They have a good understanding of their setting and the care they provide. The statement of purpose contains all the required information parents need to decide if it is the right care for their child. Policies and procedures are reviewed and updated regularly. These are shared with staff on a regular basis to ensure they are understood and implemented effectively. Paperwork is well organised, so information is easy to find and records, such as children's registration documents are complete.

Leaders are effective in self-evaluating their setting. They conduct an annual quality of care review where they gain the opinions of staff, children and parents. This feeds into ongoing plans to make positive changes to the setting and care children provide. For example, there were plans to consult children more in their learning, which we found to be a positive within the setting. Leader's vision of the setting has been planned for and elements implemented which have had a positive impact on the children. This includes improvements made to the outdoors.

Leaders have developed a good team of staff who work well together to ensure the setting runs smoothly. Leaders and management are committed and dedicated to providing good care for the children. They manage staff well, ensuring they are kept up to date through regular meetings, supervisions and annual appraisals. Managers regularly ask staff relevant questions about a policy they are focusing on to ensure they are aware of what is included and the procedures to follow. Staff files evidence there is a robust recruitment and induction process in place. All the relevant checks are completed and leaders ensure staff are suitably qualified and suitable to care for children. Leaders ensure staff supervise children well and ratios are met. However, during busier times such as lunch, staff cannot always interact with all children as well as expected due to some staff taking their lunch break.

Leaders and staff develop a positive relationship with parents. They keep them updated about their child's experiences and development. This is done daily through an app and through regular parent's evenings. A termly report is sent home to parents outlining their child's progress. Stay and play and open days give parents the opportunity to visit the nursey and see what is involved in a child's typical day.

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	
28	The responsible individual is not compliant with regulation 28. This is because they have not gathered all of the required information in the staff files. The responsible individual requires collating this information to ensure the suitability of all staff and the safeguarding of children.	Achieved
30	The responsible individual has not ensured all of the required information has been gathered in the children's individual records. The responsible individual requires collating this information to ensure all children's individual needs are being met.	Achieved
31	The responsible individual has not ensured they are consistently informing CIW of significant events via notifications. The responsible individual needs to submit notifications via the online account consistently.	Achieved

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.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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.

Best Practice
Recommendation(s)
To ensure staff are deployed effectively at busier times, such as lunch, to ensure children receive the same care and interactions.

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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