Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

New Broughton Full Day Child Care

Ysgol Penrhyn New Broughton Cp School, School Lane Southsea, Wrexham, LL11 6SF

01978269923

The inspection visit took place on 15/10/2025

Service Information:

Operated by:	New Broughton Full Day Child Care
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	English
Flying Start service:	Yes
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 have good opportunities to make choices and decisions about their play and learning, knowing their decisions will be listened to and respected. They are happy, busy and enjoy their activities. They form close, warm relationships with staff and other children and have opportunities to develop their independence.

Staff follow policies and procedures which support children's health and well-being. They provide healthy food and drinks and encourage children to be active. Staff offer opportunities that promote their development, interests and curiosity. Staff manage interactions with children positively and are good role models. Staff provide supportive care and know the children and their families well.

Leaders follow appropriate health and safety procedures. The environment is well organised, spacious and well-equipped both inside and outside with authentic and recycled resources which includes spacious, stimulating play opportunities for children to explore. Regular monitoring and daily checks are completed to keep children safe and identify any risks.

Leaders are motivated and committed to making improvements. They welcome feedback and are continuing to make improvements. Leaders ensure staff attend mandatory training and they have

good partnerships with staff, parents, children and other professionals. They have good oversight and staff are well supported. Partnerships with parents and outside agencies are positive, benefitting children and their families.

Findings:

Well-being — Good

Children have good opportunities to make choices and decisions about their play and learning. They choose activities, which friends to play with, and how much they want to eat and drink out of their lunch box. Children are confident and communicate well with staff and each other. They know their interests are respected by the staff who care for them. They move freely between different activities and choose whether to play indoors or out moving between the two environments with ease. They decide for themselves whether it is cool enough for a coat or whether their jumpers will provide enough warmth to play outside.

Children are happy and comfortable at the setting. They settle quickly into routines, such as washing hands and sitting together to eat lunch and tidying lunch boxes away after they have finished eating. Children move independently and confidently around the environment knowing they can access their favourite toys and resources. Children have built positive relationships with staff they know well. There are plenty of examples of children's artwork on the walls as well as photographs of their families. This helps children feel valued and gives them a sense of belonging.

Children interact well with staff. They smile and enjoy showing each other what they are doing. They co-operate well and share items in the den they have made. They ask staff for support and happily invite staff to join their activities such as chalking or being a patient in the doctor's surgery. Interactions between children are positive and they form close, happy relationships with their friends. They benefit from sociable mealtimes, chatting with their friends and staff about their school day, the fruit they like to eat, and what they have brought for lunch.

Children follow their own interests and concentrate well. For example, they excitedly ride on bikes showing proudly how quickly they can stop to prevent an accident. The complete activities with enthusiasm and take plenty of time chalking faces of family members making sure their faces and heads are the right size. Children find a tiny spider and talk about its legs. When the spider disappears, children remark happily 'It's gone to nan and grandads now'.

There are good opportunities to develop their independence. Children access the toilet facilities freely and wash their hands independently. They confidently move around the learning areas, accessing resources to support their interests and help to tidy up after play. Children put food wrappers into a container themselves when they have finished eating. They help themselves to drinks throughout the day, each having a named water bottle which is washed daily and refilled in the setting to ensure children are kept well hydrated.

Care & Development — Good

Staff are professional and follow appropriate policies and procedures which support healthy lifestyles and promote children's safety and well-being well. They understand their role and responsibility to keep children safe. They are appropriately qualified and supervise children well. Staff have a good understanding of potential safeguarding concerns, understand the safeguarding policy and their duty to report concerns to the appropriate agency. Staff are first aid trained and complete accident and incident records, sharing these with parents. Staff implement good hygiene procedures to help keep children healthy and safe. They ensure all children have the choice to spend regular time outdoors each day, playing in the fresh air. Staff keep accurate records of children's attendance and follow appropriate hygiene practices when preparing food and changing nappies.

Staff are experienced and support children well. Staff are flexible and adapt the care and behaviour strategies to meet individual needs. They build warm and nurturing relationships and manage children kindly and consistently. They offer praise and encouragement to children and celebrate children's achievements and create a supportive environment with warm nurturing care. They treat children with kindness and respect and respond with interest when children talk about things that are important to them such as what they have been doing in school that day.

Staff offer children a range of engaging activities that meet children's interest levels and promotes their curiosity. Staff know children and their individual needs well and demonstrate a good understanding of children's progress and development. They work well with parents and outside agencies to support children and families to improve outcomes. Staff have an appropriate understanding of children with Additional Learning Needs and work closely with parents and seek support and advice from external agencies which ensures these children make good progress and are well supported. Staff are in the process of developing a better way to plan activities and observe and track children's progress more effectively. Staff want to develop the use of the Welsh language, however only little incidental Welsh is currently used.

Environment — Good

Leaders have systems and procedures in place to ensure the environment is safe. Entrances and gates are locked, and a record of visitors is kept. The outdoor area is secure, with staff carrying out checks to ensure this area is safe before use. Leaders complete effective written risk assessments, and the setting is clean and appropriately maintained. Fire drills are regularly completed with children, so that everyone is confident of what to do in an emergency. There are a suitable number of children's toilets and nappy changing facilities, which promote privacy, dignity, and support growing independence. The indoor area is organised appropriately with interesting resources for play that promote children's curiosity and imagination. The outdoor area, shared with the school, is especially spacious, stimulating and an exciting place for children to play and explore. Coat pegs are located at the children's height which also encourages independence.

The setting is warm and welcoming. Walls are decorated in natural tones which helps create a peaceful space with plenty of children's work displayed. All learning areas are organised appropriately and facilitate children's play and learning well. There is plenty of room for children to move around and a space for children to rest or take part in quieter activities such as looking at books or making a den. Staff are developing the use of open-ended resources such as crates and planks of wood and smaller loose parts have been introduced which encourages children to problem solve and invent their own play. The home corner provides some real-life items which stimulate curiosity and staff encourage children to use these to make sense of the world around them.

Leaders ensure the quality of the furniture, resources, and toys is appropriate, of a good standard, and well maintained. Indoor and outdoor resources are kept at children's level and easily accessible to them. This means children can follow their own interests during outdoor play and supports their learning about nature and the world around them, including seasonal changes. There are scooping opportunities in the sandpit which promote fine motor skills and hand-eye co-ordination. The hard surface area allows children to use ride-on toys, developing gross motor skills, balance and spatial awareness. The mud kitchen encourages imaginative play and language development. Children's learning about other cultures and the wider world is developed through access to a few multicultural resources, toys and books.

Leadership & Management — Good

Leaders are motivated, enthusiastic, knowledgeable and operate the service to a good standard. They are developing their vision and there are suitable policies and procedures in place. Leaders maintain an oversight of the service and ensure most record keeping is effective. Leaders have built strong relationships with children, staff and parents ensuring they feel happy and valued. The statement of purpose reflects the setting well and contains all the required information. Leaders ensure staff are suitably qualified and deployed appropriately to ensure a stimulating and safe learning environment is available to all children.

Leaders complete their annual quality care review appropriately, including gathering viewpoints from parents, children and staff. They use these to reflect on the setting's strengths and areas for development and set targets for future improvements. Monitoring and oversight of the service is good as the Responsible Individual is clear and confident about their responsibilities.

Leaders manage staff effectively and ensure the staff they employ are suitable and able to work in line with current childcare practices. Staff speak highly of the persons in charge, enjoy their work and feel supported. Leaders encourage staff to attend mandatory training which positively benefits their practice. Leaders ensure there are enough qualified staff to care for children and staff are suitably trained and qualified and hold a current Disclosure and Barring Service (DBS) certificate. Supervisions and appraisals are undertaken.

Leaders build good relationships with parents and carers. They listen to parents considerately and share information with them about children's day-to-day activities at the end of sessions. There are useful links with the adjoining school and leaders have good arrangements in place to share information about children which ensures they make a successful transition. Leaders have beneficial links with a range of professionals and work closely with the Flying Start Advisory team and Early Entitlement teachers which helps support and develop their practice.

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)
	No NMS Recommendations were identified at this inspection

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