A report on

Rhostyllen Childcare Hwb

Rhostyllen Childcare unit
Henblas road
Rhostyllen
Wrexham
LL14 4AD

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Rhostyllen Childcare Hwb

Name of setting	Rhostyllen Childcare Hwb
Category of care provided	Full Day Care
Registered person(s)	ABC Daycare Nursery Ltd
Responsible individual (if applicable)	Sarah Love
Person in charge	Terri Griffiths
Number of places	32
Age range of children	Under 12 years
Number of 3 and 4 year old children	30
Number of children who receive funding for early education	12
Opening days / times	9.00 – 6.00 Monday to Friday during term time. 8.00 – 6.00 Monday to Friday during school holidays.
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 working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture
Date of previous CIW inspection	N/A
Date of previous Estyn inspection	N/A
Dates of this inspection visit(s)	23/06/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Care and development	**Excellent**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 To continue the setting's on-going development journey

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: Excellent

Nearly all children have a strong voice and confidently choose activities they wish to take part in. They express themselves clearly, through both verbal and non-verbal communication, with the assurance that practitioners listen to them and respond meaningfully to their ideas. Nearly all children happily offer ideas and make decisions, such as selecting songs to sing at circle time. Nearly all children feel relaxed and secure within the setting. They separate from parents and carers confidently and move independently between areas of provision and make their own choices about where they play. They form strong, trusting relationships with practitioners, who know their preferences and personalities well. As a result, children feel happy, settled and clearly enjoy attending.

Nearly all children interact exceptionally well with others. They are polite, use good manners naturally and demonstrate empathy and understanding during play. Most children cooperate enthusiastically, playing alongside each other and adults with confidence. They understand routines and expectations well, which supports their positive behaviours. For example, they tidy away resources willingly before snack time and follow good hygiene practices independently.

Nearly all children are highly motivated and engage enthusiastically in activities that interest them. They benefit from a wide range of stimulating opportunities that inspire curiosity and creativity. For example, they show great enjoyment when creating imaginative experiences such as making potions in the outdoor mud kitchen.

Nearly all children are highly active and direct their own play confidently. They access a wide range of resources independently and use them imaginatively to extend their learning. For example, they recreate real-life experiences, such as shopping, using props and real money when playing in the role play shop. Most children respond positively to encouragement and praise, which supports their self-esteem and sense of achievement. They proudly share their successes, for example when taking photographs independently or attempting new skills such as chopping vegetables. Nearly all children sustain focus exceptionally well for their age and stage of development. They show high levels of enjoyment, talk confidently about what they are doing and explain the choices they make. For example, they describe their creative decisions when painting and readily collaborate with others by sharing ideas and resources. Nearly all children embrace new experiences confidently and curiously.

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

Nearly all children make excellent progress across all areas of learning in line with their stage of development. They engage enthusiastically in a wide range of purposeful activities and develop their skills consistently well.

Nearly all children express their feelings and ideas creatively across a wide range of experiences. They experiment confidently with colour, for example, by spraying coloured

inks onto fabric and observing how colours blend to create new shades. Many children extend their imaginative play by creating 'magic potions' from natural materials found outdoors. They engage enthusiastically in musical activities, for example, organising a choir around a karaoke machine and taking turns to lead familiar songs. Nearly all children use painting tools skilfully and demonstrate growing control and creativity. Nearly all children communicate effectively and develop early reading and writing skills purposefully. They access books independently in inviting reading areas, handle them appropriately, and discuss illustrations with their peers. Many children engage in reading during imaginative play, for example, by using takeaway menus in the home corner or following simple instructions in the outdoor kitchen to make magic potions. Nearly all children enjoy mark making with a range of implements. A minority begin to recognise and write letters from their names, while a few write more familiar letters independently. Nearly all children speak confidently to others, in line with their stage of development, and ask questions and share ideas during role play, such as when buying flowers in the role play shop or discussing the dinosaurs in the small world play. Nearly all children listen attentively during group times and join in with familiar songs and rhymes.

Nearly all children respond well to familiar Welsh vocabulary and phrases. They confidently use familiar words during snack time and join in Welsh songs enthusiastically. A few children respond to simple questions about the weather using appropriate phrases, and many incorporate Welsh words into their independent play.

Nearly all children develop their physical skills effectively. They use a wide range of equipment with increasing confidence and dexterity, which supports their overall physical development. They strengthen fine motor control through activities such as using pipettes, threading materials and manipulating dough to create shapes. Nearly all children demonstrate good co-ordination when digging, balancing on crates or pedalling bikes and scooters.

Nearly all children use number and language appropriately in their play. They count objects accurately in meaningful contexts, such as counting frogs in the water tray or counting out their snack items. A minority of children count beyond five confidently.

Most children are beginning to recognise the value of coins during role-play activities, and a few identify individual coins correctly, for example, when selecting two pence coin to purchase flowers in the role play shop. Nearly all children use simple language of measure, including 'full' and 'half full' when pouring their drinks at snack time. Nearly all children develop their understanding of patterns and sequences appropriately. For example, they create simple patterns by arranging coloured crystals and stacking coloured blocks on a light box. Nearly all children join in songs about the days of the week, and a few identify what day comes next. Nearly all children demonstrate strong problem-solving skills. They work collaboratively to investigate and resolve challenges. For example, adjusting guttering to change the flow of water or removing blockages in pipes. Many persevere well with tasks and show resilience when exploring different solutions, such as how to thread a wide ribbon through small hooks. Nearly all children use technology confidently in their play. They take photographs using digital cameras, use tills in role-play situations and operate devices such as remote-control cars and karaoke machines independently. As a result, they develop a

strong understanding of how technology supports their learning and play.

Care and development: Excellent

Practitioners implement policies and procedures consistently to ensure children's safety. They demonstrate a clear understanding of safeguarding arrangements and respond appropriately to concerns. Practitioners display and share information about children's individual dietary requirements, so all practitioners are aware. Security arrangements are strong, with controlled access to the premises and effective systems for monitoring visitors. Emergency procedures, including fire drills and lockdown arrangements, are well established and practised regularly, ensuring that practitioners are prepared to respond appropriately in all situations. As a result, the setting meets safeguarding requirements, and there are no areas of concern.

Practitioners embed good hygiene practices successfully. Children benefit from regular opportunities to engage in physical activity and outdoor play, supporting their health and well-being. The setting promotes healthy lifestyles effectively through appropriate snacks and drinks.

Practitioners work highly effectively as a cohesive team to provide consistent, nurturing care. As a result, children feel secure, valued and confident within the setting. Practitioners are excellent role models who promote positive behaviour consistently, creating a calm and cooperative environment where children share and take turns willingly. Interactions between practitioners and children are warm and responsive. Practitioners listen attentively to children and engage in meaningful interactions that build, their confidence and communication skills. They use these interactions skilfully to extend children's learning introducing new skills through engaging, creative, and purposeful experiences. Practitioners develop a strong understanding of each child, including their individual needs, interests and stages of development. This enables them to provide tailored support that promotes progress effectively. Children with additional learning needs are supported well, with all practitioners aware of their individual requirements and suitable strategies to meet them. They follow professional advice and are proactive in finding ways to support children, ensuring that all practitioners follow a consistent approach with each child. This approach ensures strong and consistent provision and a solid commitment to ensuring the best outcomes for the children in their care.

Practitioners have a strong understanding of child development and use this knowledge effectively to plan engaging and purposeful learning experiences. They provide a wide range of rich and stimulating experiences that reflect children's interests and promote creative and imaginative play. Practitioners use observations effectively to inform planning and adapt experiences to ensure that they are purposeful, relevant and motivating.

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

Practitioners provide a highly engaging and purposeful environment that supports children to make strong progress across all areas of learning. They plan learning collaboratively

drawing on their secure understanding of child development, the Curriculum for Wales and children's interests to provide meaningful learning experiences. For example, when children showed an interest in the postman, practitioners enhance provision thoughtfully by introducing a post box, letters and stamps to the block play area. Practitioners ensure a suitable balance between child-initiated learning and purposeful adult-led experiences. They intervene skilfully at appropriate moments and extend children's thinking through timely support and intervention ideas.

Practitioners model language skilfully and engage in high-quality interactions that extend children's thinking and vocabulary. They ask open-ended questions and give children time to respond, which supports communication and language development effectively. For instance, during creative activities, practitioners encourage children to reflect on changes in materials, asking why colours mix or how textures change.

Practitioners support children's physical, creative and problem-solving skills effectively through a broad range of experiences. They encourage children to develop fine and gross motor skills through activities such as manipulating tools, building structures out of blocks and creating obstacle courses outdoors. Practitioners embed provision for developing literacy, numeracy and digital skills successfully across the learning environment. Children access a wide range of resources independently, including books, mark-making tools and digital devices, which allows them to practise and apply skills purposefully. For example, children develop early reading behaviours as they share books in inviting reading areas and 'read' familiar texts in role-play contexts. They apply numeracy skills in meaningful situations, such as counting objects accurately in water play or using money in the shop. They also use digital tools, including cameras and microphones, to support their play and record experiences.

Practitioners create an inclusive environment that promotes the Welsh dimension and supports children's understanding of culture and community effectively. They provide meaningful opportunities for children to recognise their local area through displays and photographs, which strengthen their sense of belonging and identity. Practitioners use Welsh consistently during play and daily routines, enabling children to develop confidence in their understanding and use of the language. They promote children's moral, social and cultural development successfully by providing inclusive resources and fostering a welcoming ethos where all families feel valued and included. As a result, children develop respect for others and a strong sense of community within the setting.

Practitioners implement robust assessment arrangements that inform planning well. They observe children carefully and use their findings to adapt provision and identify next steps in learning. Practitioners maintain regular communication with parents through digital platforms and daily dialogue, which strengthens this process and ensures that learning reflects children's interests and experiences beyond the setting. As a result, nearly all children make strong progress in developing their skills and demonstrate high levels of engagement, independence and enjoyment in their learning.

Environment: Excellent

Leaders implement highly effective policies and procedures that practitioners apply consistently across the provision. They maintain a safe, secure and well managed environment which enables children to play and learn with confidence. Robust arrangements are in place to manage access, including secure entry systems, visitor records and consistent practitioner practice. All areas are clean, well maintained and organised effectively. Leaders undertake thorough and purposeful risk assessments for all areas and activities, ensuring that potential hazards are identified and managed appropriately. They maintain the setting to a high standard and implement effective infection-control practices that successfully minimise risks to children's health and safety.

The learning environment is of an exceptionally high standard. The setting benefits from a well-designed, welcoming and stimulating building that supports both children's learning and practitioners' professional practice. Areas are decorated in neutral colours to promote a warm and welcoming atmosphere. Leaders and practitioners set up quiet areas where children can relax or listen to stories, alongside spaces that encourage creativity, activity, and curiosity. Facilities are of a high standard and include accessible toilets, a well-equipped kitchen and stimulating outdoor areas. Practitioners make effective use of both the immediate outdoor space and wider school grounds, including the field and forest area, to provide children with a range of rich learning experiences. Leaders and practitioners maintain a strong balance between safety and opportunities for children to take measured risks appropriate to their stage of development, such as balancing and climbing on outdoor equipment and using knives independently.

Resources are of a high quality and used purposefully to support learning. Practitioners create engaging and imaginative learning areas that encourage curiosity and skill development. For example, children develop practical and physical skills through activities such as preparing vegetables, transporting water and exploring construction materials. The strong use of natural and authentic resources enhances children's engagement and supports meaningful play. The environment is well organised, allowing children to move freely and make independent choices without disruption. The setting provides appropriate resources to promote children's understanding of diversity and their local community. Books, dolls and displays reflect a range of cultures and experiences. Children show a strong sense of belonging, for example by recognising familiar local places represented within the setting.

Leadership and management: Excellent

Leaders create a highly positive and inclusive ethos, underpinned by a clear vision and shared expectations. They communicate the setting's aims effectively through documentation and everyday practice, ensuring that the vision is well understood by practitioners and parents and embedded in day-to-day provision. Practitioners feel valued, demonstrate a strong understanding of their roles and responsibilities, and work collaboratively to support children's well-being and development. Leaders implement clear policies and procedures that promote consistent practices across the setting. Leaders place a high priority on developing the Welsh language and is a notable strength of the setting.

They support practitioners through purposeful professional learning, which has improved practitioners' confidence and ability to use Welsh incidentally throughout the day in their interactions with children. The statement of purpose and clear and concise and reflects the practices.

Leaders implement thorough self-evaluation and improvement planning processes, drawing on first-hand evidence, stakeholder views and professional dialogue. They identify strengths and areas for development relevant priorities, such as enhancing learning environments and refining teaching approaches. Practitioners engage positively in appraisal processes and value professional development opportunities, such as those with a focus on developing children's skills and gaining a better understanding of children with Additional Learning Needs (ALN). Leaders respond positively to external advice and collaborate effectively with advisory teachers and other agencies, demonstrating a strong commitment to continuous improvement.

Leaders management of practitioners and resources is highly effectively. They ensure that practitioners are suitably qualified and benefit from regular supervision and appraisal processes that support reflective practice and professional growth. A clear leadership structure ensures effective deployment of staff and enables continuity of care. Funding is used purposefully to enhance provision, including investment in high-quality learning environments that support children's interests and development. Suitable recruitment procedures are implemented, and recently appointed staff inductions are effective and rigorous.

Leaders have established strong and productive partnerships with parents and the local community which make a positive contribution to the life of the setting. Leaders provide beneficial opportunities for children to visit their local area to deepen their sense of belonging and identity. For example, they visit the local café and take part in community fund raising events for local causes.

Leaders communicate with parents effectively, keeping well informed of their child's learning and progress. Transition arrangements with the local school are highly effective, ensuring that children move confidently to the next stage of their education.

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: 25/08/2026

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.

CIW has no areas for improvement identified following this inspection.

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

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