



## Inspection Report

**Cherry Hill Children`s Day Nursery**

**91 Borrass Park Road  
Wrexham  
LL12 7TF**



**Date Inspection Completed**

19/04/2024

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## About Cherry Hill Children`s Day Nursery

Type of care provided	Children`s Day Care Full Day Care
Registered Provider	Cherry Hill Children`s Day Nursery Ltd
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	8 January 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

### **Summary**

Children have a voice and share their ideas, needs and experiences with others. They know they can influence their own routines and move freely around their environment. Children feel valued and respected as they receive care that supports them and their needs. They fully engage in their play and learning and have a good range of experiences to help them learn and develop a range of skills.

Staff implement the effective policies and procedures which supports them in keeping children safe. They promote a healthy lifestyle and ensure children have regular opportunities to be active indoors and outside. Staff support children effectively to encourage interactions and confidence. Staff get to know the children well and consider their interests to plan suitable activities and provide appropriate resources.

Leaders make sure the environment is safe and secure with regular checks conducted to ensure any hazards are managed well. The environment is spacious and there are a variety of activities and an array of experiences available for the children. The good quality resources give children opportunities to develop and learn through play.

Leaders have an effective and dedicated management team to oversee the day to day running of the setting. Leaders regularly review the setting and care they provide. They identify what has gone well and possible areas for improvement. Leaders manage staff well and have developed a good team who work effectively together. Positive partnerships are developed with outside agencies and parents.

## Well-being

Good

Children have a voice and share their ideas, needs and experiences with others. They know they will be listened and responded to by staff, helping them gain confidence to communicate. Children move freely around their environment, happily making choices and decisions about where and what they want to play with. They know they can influence their own routines and wishes. For example, choosing to have more lunch if they are hungry and being allowed to sleep when they are tired.

Children show they feel confident and settled in their surroundings as they move around freely. They separate well from their parents as they are greeted by familiar staff, with whom they have developed a positive relationship. Children feel valued and respected as they receive care that supports them and their needs. They have a sense of belonging as they are familiar with the routines such as lining up by the door before going outside and moving to the dining room for lunch and snack.

Children are confident communicators, and they interact appropriately for their ages and stages of development. They are encouraged to talk during activities and routines, such as lunch times, making these sociable experiences. Children interact using verbal and nonverbal cues. For example, two babies babbled and laughed together, showing their enjoyment as they played in the ball pit. Children learn to cooperate and share as they play alongside other children. For example, when playing outside and waiting for their turn to go on the slide. Children use the resources appropriately and help to tidy up when asked. They learn to be caring and show warmth to others as they are involved in caring for animals including goats and chickens. Children thoroughly enjoyed feeding them and brushing the goats.

Children show enjoyment as they play. There were lots of smiles and laughter as they joined in with an activity. For example, when they found the right animal picture during group time. Children fully engage in their play and learning experiences. They can follow their interests as they have access to a range of resources that inspire them. For example, children were keen to share with us what shapes they were making from the play dough.

Children have a good range of experiences to help them learn and develop a range of skills. They have opportunities that inspire their creativity and curiosity. For example, when trying to find treasure buried in the mud in the digging area. Children can be independent as they access items they want, including their personal belongings. They feed themselves and those who are able are supported to serve themselves and pour their own drinks at snack time.

## Care and Development

Good

Staff have a good understanding of their roles and responsibilities. They implement the effective policies and procedures which supports them in keeping children safe. They have undertaken safeguarding training and know the procedure to follow should they have concerns about a child. Staff conduct regular fire drills, so they and the children know the procedure to follow in an emergency. Registers of children and staff attendance are generally completed effectively. However, sometimes staff are not consistent in signing in and out of the room they are working in, so it is not always clear which staff are caring for which children. Staff are aware of any medical needs the children may have and cater for these appropriately.

Staff ensure children have regular opportunities to be active indoors and outside. They plan daily access to the outdoor areas so children can get fresh air. Food choices provided are nutritious and support children to have a healthy lifestyle. Most personal care, including nappy changing is completed appropriately to help prevent the spread of germs. However, some staff did not always wash their hands or use an anti bac wash after dealing with personal care such as nose wiping.

Staff support children effectively to encourage interactions and confidence to talk and express themselves. For example, talking about when an umbrella is needed and if they think they needed one today, when doing a craft activity involving umbrellas. Staff show interest and ask appropriate questions, helping the children feel confident to interact. They use effective and appropriate behaviour management strategies to support children. Staff use praise, which encourages children to follow the rules and helps them feel a sense of pride. For example, giving children stickers when they helped to tidy up.

Staff get to know the children well and they gather information on their likes, dislikes, routines etc. before starting at the setting. Staff consider the interests of the children and use what they have observed to plan effective activities and provide appropriate resources that support children's learning and development. They track the individual progress of each child so they can identify areas of learning effectively. Some staff promote the Welsh language and culture through songs, rhymes, and resources. However, very little incidental Welsh is used consistently.

## Environment

Good

Leaders ensure the environment is safe. Risk assessments are completed, and these are shared with staff and displayed throughout the setting, so everyone is aware of the risks and how they are managed. Daily checks are conducted on the environment to ensure and identify any possible new hazards before the children arrive. Entrance to the setting is controlled and visitors are recorded so everyone can be accounted for. The outdoor areas used by the children are surrounded by secure fencing and gates are kept locked, so unauthorised access and children leaving unsupervised is prevented.

The environment is spacious and provides children with a good range of rooms where they can access a variety of activities and an array of experiences. The sensory room and music room is used by all age ranges and helps children to develop their creativity and senses. All rooms have access to suitable facilities and floor space to promote physical play and activities. For example, climbing equipment and soft play blocks. Leaders ensure the environment is well maintained and decorated in calming and relaxing colours. Children's work is attractively displayed, giving children a sense of belonging. The outdoor spaces are utilised well and give children a lot of different experiences and opportunities. The yard area is used for bikes and trikes and the garden has suitable areas of learning and fixed play equipment. The environment gives children opportunities to take measured risks as they climb up the hill and roll down or roll items down and balance on the climbing equipment.

The environment is equipped with resources to inspire play and learning. The introduction of more natural materials, real life equipment and loose parts, gives children a good range of opportunities. For example, wooden resources such as curtain rings to hang and roll and a basket of old keys for children to explore. All resources are of a good quality and stored effectively so they are kept clean and accessible. Suitable facilities are available including toilets, hand washing and nappy changing areas.

## **Leadership and Management**

**Good**

Leaders have an effective management team to oversee the day to day running of the setting. They are dedicated to providing suitable care for the children. Policies and procedures are updated when required to ensure they reflect the setting and current guidance. The statement of purpose provides parents with the information required for them to decide if it is the right care for their child.

Leaders regularly review the setting and care they provide. They accept advice they are given from outside agencies and implement training they have completed to support them in making positive improvements. For example, they have redeveloped all areas to include more natural materials. Leaders complete an annual quality of care to self-evaluate the setting. This considers the views of parents, children and staff and identify what has gone well and possible areas for improvement.

Leaders manage staff well. They have developed a good team who work together well to ensure the smooth running of the setting. Staff files evidence a good induction process is followed and required information is gathered to evidence staff suitability prior to them starting work. The manager has a daily presence in the rooms to ensure information is shared. Regular staff supervisions and appraisals are conducted so information can be shared, and any potential training needs identified.

Positive partnerships are developed with outside agencies to support the setting in delivering good quality care and to give individual support when needed. Parents are kept informed of their child's day and their development through regular written information and discussions with staff when dropping off or collecting their child.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 consistent in washing their hands or using an anti bacterial cleaner after dealing with personal care such as nose wiping.
For staff to further develop the use of incidental Welsh throughout the nursery.
To ensure staff are consistent in signing the registers so it is clear which staff are caring for which children.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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