



## Inspection Report

**The Towers Day Nursery Ltd**

**Llangollen Road  
Acrefair  
Wrexham  
LL14 3SG**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

23/09/2022

**Welsh Government © Crown copyright 2022.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About The Towers Day Nursery Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Towers Day Nursey Ltd
Registered places	23
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 11 March 2022
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
Does this service provide the 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.

<a href="#"><u>Well-being</u></a>	<b>Adequate</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are settled and enjoy the play opportunities available. They are happy and confident in their surroundings and interact appropriately. Children have access to experiences that allow them to develop a range of skills and be independent.

Staff provide suitable care that keeps children safe. They promote a healthy lifestyle, ensuring children have opportunities to be active and get fresh air. Staff interact with the children in a way that supports their development and encourages social skills. Staff meet children's needs appropriately and they provide appropriate opportunities to support children's learning and development.

The environment is safe and secure. People who run the setting ensure children have a suitable amount of room in which to play and learn. They have made some positive improvements to the environment to make it more child friendly and a space where children can follow their interests.

People who run the setting have the required statement of purpose and policies and procedures in place. They have reviewed the care they provide and made some improvements that benefit the children and the care they receive.

## Well-being

## Adequate

Children have opportunities to make choices about where and what they want to play. They happily move from indoors to outside choosing resources they want to play with. For example, a child went inside and got a pushchair and doll they wanted to play with outside. Children make their needs known through verbal or nonverbal forms of communication. For example, a baby started babbling and pointing, showing they wanted to get out of the ball pit. Staff understood the child and responded appropriately.

Children settle relatively well. On arrival they confidently join their friends and choose an activity to do. Children who are a little unsettled are provided with appropriate comfort and support and soon start to enjoy their play. Children are familiar with the staff and routines, helping them to feel relaxed and happy in their surroundings. For example, children knew they had to wash their hands before snack and lunch.

Children learn to cooperate and respect each other and the resources. They play together, sharing the space and toys appropriately for their age and stage of development. For example, babies playing with the sensory balls passed them to each other and smiled as they interacted. Some children help tidy up when asked to do so by staff.

Most children are actively involved in an activity or play experience they enjoy and one which allows them to follow their interests. They show enjoyment through smiles and singing as they play. Children wanted us to join in with activities and some were keen to share what they were doing with others, showing they were enjoying their experiences. For example, walking around and showing others what they had decided to dress up as from the role play area. Children used their imagination during their play, pretending to make cups of tea for the staff and pretending the baby was crying because they had finished their food and wanted more.

Nearly all children have opportunities to be independent and develop a range of skills. They access resources from those available and freely move around the environment. Children get their belongings themselves such as, their coats to put on before going outside. Children were keen to try and feed themselves showing they were confident to be independent.

## Care and Development

**Adequate**

Staff implement the settings policies and procedures appropriately to ensure children are safe. The safeguarding policy has been reviewed and staff have attended training to ensure they are aware of the procedure to follow should they have concerns about a child. Both children and staff attendance is recorded appropriately so it can be referred to if needed. Fire drills are conducted. However, staff need to ensure they are completed frequently to ensure new children have had an opportunity to practice and know the routine to follow.

Staff complete routines such as hand washing and wiping tables and highchairs to help prevent cross contamination. Staff encourage and support children to have a healthy lifestyle. Food provided is nutritious and varied. Staff ensure children have opportunities to get fresh air and be active outside.

Staff interact appropriately with children. They sit at their level and join in with their play and learning experiences. Staff make lunch and snack times a sociable experience, sitting at the table with them or at chairs in front of the children in highchairs. This allows conversations to take place freely. Staff implement the behaviour management policy appropriately. They use strategies well to diffuse situations such as when two children want the same toy and staff distract them and get them interested in another activity.

Staff meet children's needs appropriately. They understand and implement procedures that ensure children receive appropriate care. For example, younger children who were tired during lunch were able to sleep and have their puddings later. Staff provide suitable resources and activities to support their play and learning experiences. The increased availability of areas of learning and freely accessible activities helps support children's development and range of activities they have access to. Staff allow children to attempt things for themselves before providing appropriate support. For example, a child wanted to bring a large toy vehicle outside. Staff allowed them to go and get it themselves and only provided support when they struggled getting down the step.

**Environment****Adequate**

People who run the setting ensure relevant procedures are in place. The environment is secure such as the main entrance being kept locked. Policies and procedures are implemented appropriately by staff. For example, there is a record kept of persons visiting the setting and entrance is controlled by staff to avoid unauthorised access. Risk assessments are conducted, hazards are eliminated wherever possible, or they are managed well. For example, using the safety strap when changing children's nappies to ensure they cannot fall from the changing table.

People who run the setting provide a suitable amount of space for the children. They can be grouped according to their ages and stages of development, which allows the rooms to be set up and equipped with age-appropriate resources. There are two main rooms used for play and learning and a separate area used for craft activities and lunches. Most areas are relatively well maintained, and improvements made are helping to develop a more child friendly environment. For example, more areas of learning that are freely accessible to the children have been developed. These include access to a role play home corner and painting area. The outdoor area consists of a yard that is freely accessible as it is directly off one of the main rooms. This area is utilised well with plenty of opportunities for children to play in the fresh air.

People who run the setting have recently reviewed the resources and opportunities available for the children. This has resulted in children have access to more inspiring resources and areas of learning. For example, a new water play area has been created outside. This includes fixed equipment that children pour water down and separate guttering and buckets so children can be more imaginative in their play. Most resources are well maintained and there is some access to natural materials including sand and water.

## **Leadership and Management**

**Adequate**

People who run the setting have an appropriate statement of purpose. It reflects the current service offered and provides parents with details needed to make an informed decision if it is the right care for them and their child. Policies and procedures are up to date and reviewed regularly. People who run the setting have listened to advice given from the previous inspection. They have implemented positive changes to the environment, routines and resources that have benefitted the children.

People who run the setting have recently reviewed their setting and the care they offer. They have made changes to routines to ensure children are kept engaged. This includes making sure lunchtimes are organised, so children are not waiting for long periods of time.

People who run the setting manage staff appropriately. They ensure they supervise children sufficiently, so they are safe and interacted with appropriately, to help with their development. The required information is available to evidence people who run the setting have been assured staff have the correct training, experience, and checks to ensure they are suitable to care for children.

People who run the setting and staff keep parents informed about their child's day through conversations at the end of the child's day at the setting. They work with outside agencies when needed to help support children with additional needs.



## **Recommendations to meet with the National Minimum Standards**

R1: To ensure fire drills are conducted when new children start at the setting to ensure they are aware of the routine to follow in the event of an emergency.

### 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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

<b>Ratings</b>	<b>What the ratings mean</b>
<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.

**Date Published** 03/11/2022