



Inspection Report

Rossett House Nursery

**Rossett House
Llay Road
Rossett
Wrexham
LL12 0HT**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/05/2023

About Rossett House Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Active Childcare Ltd
Registered places	68
Language of the service	English
Previous Care Inspectorate Wales inspection	14 March 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<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’s wellbeing is at the centre of the care they receive. They are happy, relaxed and feel safe as they know the environment well, have a good relationship with staff and make positive friendships. Children’s interactions are good and they develop care and understanding towards others. They enjoy the experiences available and engage well in their chosen activity. Children have good opportunities to develop a range of skills and to be independent.

Staff implement the settings effective policies and procedures to ensure children are safe. They promote a healthy lifestyle through the food and drink choices offered and by ensuring children can be active and get fresh air. Staff have an effective way of planning that ensures children’s interests are considered and next steps in their learning are planned for.

The environment provides children with an inspiring place to play and learn. It is safe, secure and well-maintained. Indoor and outdoor areas give children the space and facilities to develop a range of skills. People who run the setting provide a good range of well-maintained resources to ensure children have exciting choices.

People who run the setting are actively involved in the day to day running of the setting. They manage the setting and staff well, ensuring appropriate care is being provided to the children. Self-evaluation is effective and positive improvements are made. Good relationships are developed with parents to ensure they are kept informed and updated on their child’s experiences and development.

Children have lots of choices and can make decisions about how they spend their time. They move around the environment freely choosing where and what they want to play with. For example, a younger child did not want to join in the planned adult led activity. They were able to continue to choose to play in the home corner. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, when choosing what song to sing at circle time. Children who are not yet able to communicate verbally use Makaton and other signals such as pointing to successfully communicate their needs and wishes.

Children feel relaxed at the setting as they are familiar with the environment and routines. Those we saw arriving separated well from their parents and were happy to be at the setting and join the others. Children have a good relationship with staff and happily approach them for comfort or support when needed. They form friendships with other children, helping them to feel happy.

Children interact well for their ages and stages of development. They show understanding towards others and learn empathy and care towards other children and animals. For example, a child was concerned as to where the pet tortoise was and staff explained he was asleep and that was why they could not see him. Children learn to cooperate, share and take turns. For example, they waited patiently for their turn to climb the steps to go across the bridge and down the slide. They respect each other and the resources, using them appropriately and helping to tidy up when asked. Children are well mannered and we heard lots of please and thank you from children of all ages.

Children really enjoy their play and learning experiences. There were lots of smiles and laughter as they played. Children engage in their chosen activity for an appropriate length of time for their age and stage of development. They can follow their interests and enjoy what they are doing. For example, a child focused on sticking items on their picture they were creating in the craft area.

The activities and resources available allow children to try things for themselves and develop a range of skills. For example, a child focused on trying to move some foam bricks using the wheelbarrow. They persevered as they worked out how many they could get in the wheelbarrow without any falling out. Children have regular opportunities to be independent. They can freely access items and areas of learning they want and those who are able independently use the facilities, such as toilets and handwashing.

Care and Development

Good

Staff effectively follow and implement the settings appropriate policies and procedures. They understand the safeguarding procedure and what to do should they have concerns about a child. Routines are in place to ensure children can be accounted for and know what to do in an emergency. For example, regular fire drills are practised, and registers are kept of children's attendance.

Staff follow effective routines to make sure children have regular access to outside so they can be active and get fresh air. The snacks and meals provided are nutritious and staff ensure children's dietary requirements are known and catered for. Staff implement effective cleaning routines and deal with intimate care, such as nappy changing, appropriately to prevent the spread of germs.

Staff have a very good way with the children and interact with them in a manner that shows them care and respect. They listen intently to what they have to say, showing interest and understanding. Staff are good role models and they get involved in children's activities and routines to teach children respect and make opportunities for sociable experiences. For example, sitting with the children at lunchtime and talking to the children about their interests and families. Staff use praise appropriately to celebrate children's achievements, helping the children to feel a sense of pride in what they are doing.

Staff have a good understanding of child development and the needs of the children in their care. They plan exciting activities and opportunities for children that inspire them to learn and be curious in their play. Staff use appropriate questioning to get the children to think about what they are doing and to solve problems. For example, a group of children wanted to put a flag on top of the castle they had made in the construction area. Staff asked what they could do and what they might need. Children worked together and had several attempts and then successfully managed to attach the flag. Staff identify children's interests and development needs to plan suitable activities. They track children's progress and plan next steps in their learning and this is then successfully used in the planning. Staff allow children to be independent and give them the support they need to try things for themselves. For example, the older children serve themselves lunch and pour their own drinks.

Environment

Good

People who run the setting provide an environment that is safe and secure. Entrance to the setting is controlled, with external doors kept locked and visitors are recorded. Outdoor areas are surrounded by secure fencing and the gates are kept locked, so children are unable to leave unsupervised. People who run the setting complete regular risk assessments on the premises and activities the children take part in to ensure hazards are identified and managed well. Daily checks are completed to ensure no new hazards have arisen.

The environment is child friendly, light and bright. The well decoration of the well-maintained environment provides children with a warm and welcoming atmosphere. The attractive displays celebrate children's work and gives them a sense of belonging. The different rooms allow children to be grouped according to their ages and stages of development and provides the space children need to play and learn. The spacious and inviting outdoor areas provide a range of inspiring areas for children. These include a 'mini village' which has 'houses' set up as different areas for role play including a garden centre, shop, garage and builders' yard. Children are able to develop their physical skills and risk taking on the range of fixed play equipment including balance equipment, slides and bridges. The orchard is a natural area where children can learn about the world around them. Older children have direct access to a yard that is equipped with different areas of learning and a range of experiences. The large field is available for more physical activities and space.

People who run the setting understand the needs and interests of the children and equip the environment with suitable resources. The availability of natural materials and loose parts help to inspire children and develop their curiosity. For example, cardboard tubes and wooden pieces that were used for counting and ordering. The environment has suitable furniture and storage which allows children to be comfortable and independent. Labelled storage makes sure children know where to find and return items. Facilities such as toilets are easily accessible and suitable nappy changing areas ensure children's dignity.

Leadership and Management

Good

People who run the setting manage it well. They have a very good understanding of the care they provide and are actively involved in the day to day running. Policies and procedures are reflective of the setting and updated when required. The statement of purpose provides parents with the information they need to decide if it is the right care for their child.

People who run the setting regularly review the care they provide to ensure it meets the children's needs. The annual quality of care considers the views of parents, children and staff. Improvements are planned and made considering the results of the self evaluation. For example, parents suggested introducing an app to keep them more informed and people who run the setting have now done this.

People who run the setting manage staff well. Staff files contain all the required information to meet regulations. They have a good team of staff who work very well together, ensuring children are supervised well and the setting runs smoothly. There is a very robust recruitment and induction process in place that ensures staff are suitable to care for children. Regular supervisions and appraisals are held between staff and people who run the setting. This helps to ensure information is shared and training needs can be identified.

People who run the setting keep parents up to date and informed about their child's experiences and development. They regularly send pictures and information to parents via an app. Good relationships are formed and the responses from parent questionnaires were very positive. They included, "*staff are outstanding; so caring and going above and beyond to support the children*" and "*leaders and managers are very approachable and personable. Also very present.*" People who run the setting have good partnerships with outside agencies and work well together to provide any additional support children may need to have their needs met.

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. 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

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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