



## Inspection Report

**Rise and Shine Day Nursery Ltd**

**Rise & Shine Day Nursery  
Bridge Road Pentre Maelor  
Wrexham  
LL13 9FZ**



**Date Inspection Completed**

07/02/2024

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## About Rise and Shine Day Nursery Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Rise and Shine Day Nursery Ltd
Registered places	69
Language of the service	English
Previous Care Inspectorate Wales inspection	18 October 2021
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 happy and enjoy attending. They feel valued because their choices are respected and acted upon. Children interact and co-operate well. They are active, curious learners and show high levels of engagement. Children have good opportunities to develop their overall skills including independence.

Staff follow effective policies and procedures which promote children’s health, safety and well-being. They manage children’s interactions well and follow an effective behaviour policy. Staff show warmth and compassion to children and meet most individual needs. They have embedded responsive planning into their practice which helps to extend learning.

The setting is clean, safe and secure. The environment is well decorated with carefully chosen toys of good condition. Leaders are passionate about the curiosity approach and provide natural resources, recycled materials and loose parts to ignite children’s imagination and promote learning.

Leaders are knowledgeable, hard-working and have a clear vision. Overall, they have an appropriate understanding of their regulatory responsibilities. However, we identified three areas for improvement which must be addressed. Leaders are reflective and have evaluative processes in place to ensure the setting makes continuous improvement. There are a good proportion of well qualified staff working at the setting. Leaders closely monitor staff and support them appropriately. Positive partnerships have been built with parents and the local community.

## Well-being

Good

Children are listened to and their choices are respected. They choose what they want to play with and are well supported to move between activities if they show an interest in wanting to do something else. Children's non-verbal cues are recognised and responded to quickly, with them being encouraged to sleep, when they are tired, and given cuddles when they need reassurance. At mealtimes, children help themselves to seconds if they are still hungry. Children contribute to song choices and stories by telling staff which ones they would like, and this is acted upon.

Most children feel a sense of belonging and are content. They are familiar with the setting's routines. For example, they know they wash their hands before eating, have naps after lunch if they are tired, and sit for circle time games such as 'What's in the bag?' These predictable, daily activities help children feel safe and secure. Children develop positive bonds of affection with staff they are comfortable with. They smile and their eyes light up when they engage with them. These attachments help children feel safe, reassured, and confident.

Children interact and co-operate well. Babies use gestures such as pointing, nodding or shaking their head, and some use a few words to make themselves understood. Children follow instructions well and actively seek out adults to delight in their games with them. Pre-school children are starting to make friendships and with encouragement are learning to take turns and share resources. Children are beginning to have strong opinions about things they desire such as wanting a certain coloured plate at mealtimes and, if not available, are supported to manage disappointment.

Children are highly motivated and show good levels of engagement in their play. Babies confidently explore the toys around them by banging them together and enjoy the sound pebbles make as they are dropped into the tray. They bounce along when singing songs and excitedly flap their arms to be butterflies during 'The Caterpillar Song'. Older children flourish in the adventure garden. They are captivated as they mix potions, lift logs to find worms, scramble up the tyres and whizz down slides. They enjoy taking part in nature and sensory play by painting with flowers and excitedly splash in muddy puddles.

Children have good opportunities to develop their independence skills enabling them to successfully do things for themselves, problem solve, develop creatively and experiment. At mealtimes, pre-school children pour their own drinks and serve themselves from bowls set out in the middle of the table. After eating, children use face cloths and mirrors to clean themselves. Older children show resilience by picking themselves up if they fall over and carrying on with their play.

## Care and Development

Good

Staff follow effective policies and procedures which promote children's health, safety and well-being. Food and drink options are healthy and nutritious. The cooking arrangements run smoothly with the persons in charge doing the majority of the cooking and holding up-to-date food safety certificates. Staff know the health benefits of outdoor play and as a result, the outdoor areas are given a high priority. Staff follow good hygiene practices. Noses are mostly wiped in a timely manner, with staff sanitising their hands straight after, which minimises the spreading of germs. Accident and incident forms are completed accurately and shared with parents. Staff spoken to have a sound understanding of safeguarding, including how to respond to child protection concerns. Registers show there are enough staff working to cater for the number of children attending, in line with the National Minimum Standards (NMS), adult: child ratios. There have been occasions where the setting has run without a named person in charge present. However, since this was highlighted as an issue at their other setting, leaders recently notified us that the deputy manager has been identified as another person in charge at this setting, which means there is always at least one named person in charge present every day.

Staff manage children's interactions well and follow an effective behaviour policy. They are good role models and show warmth and kindness to the children. They use a range of strategies to manage children's interactions and understand that children's stage of development can affect how they behave. Staff listen to and respect children's views. Adult led activities are flexible with staff allowing babies to crawl away if they do not want to join in with song time. Praise is used well to celebrate children's achievements which boosts their self-esteem and helps set high expectations.

Staff are nurturing and compassionate and respond to most children's individual needs. Many staff pick up on the smallest of cues related to children's well-being. They identify if a child needs comfort and respond promptly by giving a few kind words, a cuddle or a sit on their lap. Staff ensure children are dressed appropriately for outdoor play which keeps them warm in cold weather. Leaders plan engaging activities to celebrate themes such as Halloween, Bonfire Night and Christmas with a wealth of activities shown on the setting's online platform which is shared with parents. To celebrate Chinese New Year, staff encourage children to taste Chinese food and they show Chinese customs through photographs. Staff are familiar with responsive planning and have embedded this into their practice. They effectively support and extend children's learning. Staff capture children's milestones on the setting's online portal which is shared with parents.

## Environment

Good

Leaders have effective measures in place to ensure the environment is safe for children. The building is secure with all external doors locked, at all times. Outdoor areas and the adventure garden are also secure. Visitors sign the visitor book upon arrival and departure which means all adults in the building are accounted for. Leaders follow risk assessments which reduce or eliminate risks and are followed by all staff. Fire drill practices are carried out regularly with relevant information recorded appropriately. The environment is clean with leaders ensuring staff carry out effective cleaning routines.

Staff care for the children in a well decorated environment with toys and equipment of good condition. Staff use neutral colours and natural materials to create tranquil, homely spaces. There are cosy areas for children to enjoy quieter activities such as reading books and sensory play. Resources are well-chosen and organised so that children can lead their own play. The indoor environment is maintained at an appropriate temperature. Staff monitor the room thermometers and bring out blow heaters if it drops below the minimum temperature set out in the NMS. The stimulating outdoor areas provide children with many opportunities to build skills whilst having fresh air. There is an adventure garden set in a small woodland, full of exciting experiences which promote children's all-round development and well-being. Staff encourage children to use this space freely to explore the natural world. Large bowls of coloured water with ladles and pipettes are available for children to make potions. This provides exciting opportunities for children to develop imagination, co-operation, and problem-solving skills.

Leaders have designed a positive environment following the curiosity approach where staff encourage children to learn through the use of authentic resources, recycled materials and loose parts. For example, handling wooden planks, tree slices and pebbles encourage children to be inquisitive. Pouring from real items, such as porcelain teacups and teapots, teach children to handle fragile items carefully. Staff develop cultural awareness through books, dolls and food tasting. They also celebrate various cultural events throughout the year which help teach children about the diverse society we live in.

## Leadership and Management

Adequate

Leaders are knowledgeable, hard-working and have a clear vision, which they share with others. The statement of purpose needed a slight amendment, but this was done and sent to us immediately. The document is comprehensive, up-to-date and accurately reflects the setting. Effective policies and procedures are mostly followed and reviewed routinely. However, leaders did not implement the child protection policy correctly when dealing with a recent incident. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff feel valued, enjoy their work and feel leaders are very supportive and approachable. Leaders hold regular staff meetings to share information and reflect on any issues arising which positively impacts the overall running of the setting. Leaders do not always inform Care Inspectorate Wales (CIW) of significant events that occur at the setting. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders are reflective and committed to continuous improvement. They are willing to try new approaches and make changes as a result of feedback they receive. They seek suggestions from others, such as the local authority, staff, parents and children. Leaders review the service they provide by completing their annual quality of care report. They identify strengths and areas for improvement.

Leaders generally follow satisfactory recruitment processes to ensure the most suitable people are employed for the role. However, leaders do not always ensure two references are received before staff are employed. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders have good systems in place to update disclosure and barring service checks. Staff are well qualified and mandatory training is kept up-to-date. Staff supervision and appraisals are carried out regularly. These are meaningful and help staff reflect on their practice with targets to develop their skills further. Staff who may need to improve are managed appropriately and monitored closely.

Leaders have positive partnerships with parents. They invite parents to attend 'Stay and Play' sessions and 'Afternoon Tea with Santa'. This gives them the opportunity to see their child interact with other children and learn through play. We heard and read testimonials from parents confirming their positive views of the setting. Leaders keep parents informed about their child's day and their progress, through regular photographs, which are sent via an online platform, as well as daily verbal feedback at collection time. Leaders arrange regular fundraising events which encourages children to learn about what they can do to help others.



### 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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28	Ensure all required documentation is available to demonstrate the suitability of workers, including two written references.	New
22	The responsible individuals must ensure they understand and follow the appropriate procedure in relation to safeguarding incidents.	New
31	The responsible individuals must ensure they notify CIW of any significant events as set out in schedule 4.	New

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
<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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