



Childcare Inspection Report on

Golden Manor Nursery

**Golden Lane
Pembroke
SA71 4PR**



Date Inspection Completed

30/05/2019

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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

Description of the service

Golden Manor Nursery is a full day care service and offers care for a maximum of 85 children at any one time, aged between six weeks and twelve years old. The service operates from 7:30am to 6pm, Monday to Friday. The care is offered through the medium of English but incidental Welsh is also used. Ruth Morgan and Susan Harris are the responsible individuals for the service, on behalf of the registered organisation, Golden Manor Nursery Ltd. Ms Morgan is also the person in charge of the service, along with Sadie Rochester.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

This is an excellent service where children's well-being is at the centre of the care and leadership. Children can be extremely confident that their voices are listened to. They are very content and enjoy their play and learning enormously. Staff form very positive relationships with the children and are adept at meeting their individual needs and planning for their individual development through exciting and stimulating activities. The care is provided in a high quality environment, which caters very effectively for a wide range of ages and needs. Leaders set high standards and share their values with others, creating a strong team where individuals are knowledgeable, skilled and confident about the policies of the service and the care they are providing.

2. Improvements

Leaders and staff have created a culture of continuous improvement and some of the improvements since the last inspection of the service included:

- improvements to the environment, including the introduction of more loose parts resources, installing a new outdoor construction area and developing the Forest Schools area further;

- supporting staff to complete a significant amount of training, including training in play work, Eiklan speech and language training and Signalong, as well as child care qualifications;
- improved opportunities for children to be independent at meal times, such as giving out bowls and scraping their plates and
- introducing the use of cameras for children to review what they like and don't like about the service.

Following our visit, leaders also updated the complaints policy so that it complied with national minimum standards and they updated the system for recording fire drills to make it easier to ensure that all children had the opportunity to practise the evacuation regularly.

3. Requirements and recommendations

There are no requirements or recommendations.

1. Well-being

Excellent

Summary

Children have excellent opportunities to express their voices and they can be extremely confident that they will be listened to. Children are very happy and they have excellent opportunities to develop their individual skills through exciting and stimulating child-led activities.

Our findings

Children of all ages are able to express their preferences and they are responded to meaningfully. For example, they had regular choices of what to play, whether to play inside or outside, when to sleep and whether they wanted to do things independently or have help. Staff observed very carefully to ensure that younger children's choices, preferences and needs were acted upon. Older children had a meaningful say in the provision. They influenced the activities, resources that were purchased and the layout of the play area. An older child showed us the 'mailboxes' they had made which came from the children's suggestion. They led their play, making slime, with adults providing resources and support when requested.

Children are very well settled and form strong bonds with adults and peers. There is a comprehensive settling-in process in place which is tailored to the children and family's individual needs. A parent told us that this had been a very positive process for their child who was settling extremely well during our visit. Younger children were able to choose their own keyworker, depending who they formed a bond with and older children were confident that they could speak to the staff if they had worries. They had developed an idea to make mailboxes in which they could write down and post something they wanted to communicate but were unable to vocalise to someone else.

Children naturally use good manners and show kindness to one another without being prompted. For example, older children waited their turn for the butter and said "Can I have the butter after you?" and "May I leave the table, please?" as well as sitting nicely, chatting to each other while they ate and reminding each other to wash their hands before eating. We saw children of all ages forming friendships, playing together well and showing thought for others. For example, a young child brought a doll to her friend saying, "Look! It's Elsa. She's your favourite!"

Children enjoy their play and learning enormously. They have excellent opportunities to develop their skills through play and the daily routine. Children were very engaged in their chosen play throughout the nursery. For example, two children persevered to fix a tube together to pour water through it, babies had lots of fun exploring jelly and custard and a group of children were very animated when singing action songs and giving suggestions of animals to be found on the farm that included unicorns and dinosaurs! There had been improvements in the opportunities that children had to develop their independence and we

saw children giving out plates and bowls, scraping their plates and pouring drinks with support.

2. Care and Development

Excellent

Summary

Staff are very enthusiastic and dedicated to making continual improvements to the provision for children's well-being and individual development. Staff are knowledgeable about child development, they complete regular training and they have a full understanding of the nursery's policies and routines to keep children safe and healthy. Staff work extremely well together to successfully promote children's play, learning and development.

Our findings

Staff confidently follow the nursery's policies to keep children safe and healthy. They were very confident about their responsibilities in relation to child protection concerns and medical needs. They ensured that there were up to date and detailed health-care plans in place, where necessary. They supervised children well and implemented safe hygiene procedures. Staff followed a clear and detailed system to ensure that children were checked regularly when they slept and that their preferences and their parents' preferences were followed. They provided healthy meals and snacks to children, free access to drinking water throughout the nursery and took children outdoors to play on a very regular basis. Staff completed regular fire drills with the children and record forms were updated following our visit to enable easier monitoring to ensure that all children had practised the evacuation regularly. The nursery had recently been designated a 'sun-safe nursery' with robust procedures in place to protect children from the harmful effects of the sun.

Staff are extremely calm and they implement consistent and positive behaviour management strategies. For example, with younger children, they used simple reminders consistently, such as, 'kind hands' and 'walking feet.' They worked sensitively with older children to find solutions to problems together. A member of staff spontaneously told us, "I love my job," and the staff's sense of pride in their roles was palpable throughout the nursery.

Staff completed very detailed and regular observations of children's development at all ages. They used this information to set targets and to plan exciting and stimulating activities, which was based on up to date training and knowledge. This included mindfulness, messy play, a strong focus on outdoor play and regular trips in the community. Staff met children's needs extremely effectively. For example, we observed a member of staff supporting one child at lunch time, and she noted how the child wanted to eat and what her preferences of food were, using this information to ensure that she had excellent opportunities to develop her independence and also the support to ensure that she succeeded in eating her dinner. Staff used some Welsh throughout the nursery and this is an area that the nursery is developing further. For example, they said, "diolch" and "da iawn" throughout the nursery and gave commands to older children, such as "gwrandewch" (listen).

3. Environment

Excellent

Summary

Leaders provide an extensive indoor and outdoor play space, which provides a rich environment for children's learning. The environment is well organised to meet the needs of a range of ages, stages of development and interests. Leaders are committed to providing a stimulating and challenging range of resources and play opportunities. They have thorough measures in place to ensure that the environment is extremely safe but still allows children to explore and take measured risks.

Our findings

Leaders provide a very safe environment. They had completed very detailed risk assessments for all areas of the environment, specific activities, trips and school runs and these were reviewed on a regular basis. They ensured that annual safety checks were completed in a timely manner, such as checks on the central heating system and portable electrical appliances. There was a very secure system for entry to the nursery and leaders ensured that all visitors signed a visitors' book that protected their confidentiality and ensured that all visitors wore passes. There were also health and safety reminders around the nursery, such as reminders to discard any broken toys. Leaders had appointed a health and safety champion to continually monitor and develop the health and safety of the environment and the responsible individual had completed play safety training.

Leaders have organised the space very well with children's needs at the forefront of the design. They provided play areas for different aged children, a well-equipped sensory room that was used regularly by different age groups, a designated area for meals, sleep rooms, toilet areas and nappy-changing rooms. They had designed the environment so that children had the option to play in the outdoors regularly. Three of the rooms had covered decking areas and we saw these being used as a natural extension to the indoor play area. Older children told us that they spend a lot of time in the outdoors and leaders had provided a very large and exciting space for all ages to explore. This included a woodland area with stepping stones, log circles, a shed that children could build themselves by inserting wooden panels and a hammock, as well as an area for trikes, a construction area, a planting area, a mud kitchen and a huge space in which to run around.

Leaders ensure that there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources were varied and highly suitable for the age of the children who had access to them. The resources were easily accessed by children as they were visible and stored at their level. Learning areas were changed regularly to maintain children's interest and extend their skills. For example, a role play area was in the process of being changed from a doctors' surgery to a shop and the children excitedly showed us the food resources and told us that there was a 'fridge' within it. Leaders and staff regularly updated resources. They had recently introduced 'loose parts' across the nursery and they

had acquired new equipment for the sensory room which staff were going to receive training on so that they could use it to its full benefit for the children.

4. Leadership and Management

Excellent

Summary

Leaders at this service are passionate and committed to providing high quality child care. They have extremely thorough processes in place to ensure that staff are fully involved in working together to provide excellent care for the children. There is a clear culture of continuous improvement and building strong partnerships with parents and others for the benefit of the children.

Our findings

Leaders have a strong ethos of child-centred care that is conveyed in the statement of purpose and is evident when you speak to staff. Leaders review and update policies regularly, ensuring that they are detailed and focused on the needs of the children. They updated the complaints policy following our visit to ensure that it fully complied with regulations and national minimum standards. They give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. The responsible individual / person in charge was very aware of national priorities and developments in child care.

Leaders complete detailed self-evaluations and create a culture of continuous improvement. They fully respond to parent, staff and children's requests and review a part of their 'improvement plan' at each staff meeting, fully involving staff in setting targets. The responsible individual / person in charge sets high expectations of herself and of her staff. It is embedded in the practice at the nursery to keep all aspects of the provision under review. For example, leaders evaluate the effectiveness of training and audit accident records thoroughly and regularly. They had recently begun using cameras for the children to review what they like and don't like about the service.

There is a thorough process of staff supervision and appraisal in place and the persons in charge keeps this under review to ensure its effectiveness. Recruitment processes are also thorough and leaders recruit highly trained staff. They also delegate staff as 'champions' for specific areas, such as Welsh, sensory, healthy eating and outdoor play with staff having the opportunity to do this for a six month period or longer if they wish. Leaders were implementing the new All Wales Induction Framework. Staff felt very well supported and felt that they were valued. The responsible individual/ person in charge ensured that both she and the staff had regular training. A number of staff had recently completed or were in the process of completing play work training, Elklan speech and language training and Signalong training. A number of staff held a Level 5 child care qualification.

Leaders work in close partnerships with parents. They seek very detailed information about their children's needs and preferences and they keep parents well-informed via detailed newsletters, emails, notices on display in the nursery and by regularly updating the nursery's social media site. Parents are welcomed into the child care rooms when they are

dropping off or collecting their children where they can chat to staff. Leaders keep them well-informed of their children's progress through the children's 'Learning Story' documents. They also organise for the nursery to be used for parent and toddler groups and sessions such as baby massage. Leaders and staff had established links with a wide variety of external organisations and individuals. They organised regular visits for the children in the local community and they welcomed a wealth of external visitors to enhance the children's experiences and learning, such as the ambulance, police and fire services, nurses, the army and a road safety officer. Leaders organised for a group of children from the nursery to make regular visits to the nearby care home where children and residents completed activities together, in line with the nursery topic.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 30 May 2019 for approximately eight hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, the responsible individuals, and staff;
- read a completed CIW questionnaire from a parent and three from staff and
- provided feedback by telephone on 6 June 2019.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Susan Harris Ruth Morgan
Person in charge	Ruth Morgan
Registered maximum number of places	85
Age range of children	6 weeks to 12 years
Opening hours	7:30am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 December 2016
Dates of this inspection visit	30 May 2019
Is this a Flying Start service?	Flying Start sessions are offered
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

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