



## Childcare Inspection Report on

**Plas Gogerddan Nursery**

**Plas Gogerddan Nursery  
Gogerddan  
Aberystwyth  
SY23 3EB**

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

**This report is also available in Welsh**



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## **Description of the service**

Plas Gogerddan Nursery is registered with Care Inspectorate Wales to care for a maximum of 49 children; they offer care for children from 6 weeks old until they begin primary school. The service is open between 8.00am and 6.00pm, Monday to Friday, except for Bank Holidays and a week at Christmas. The nursery is funded to provide care for three year olds and is consequently inspected by Estyn. Places are also available for children under the Flying Start scheme. The appointed responsible individual and person in charge is Emma Healy. The service is bilingual, but at present does not fully implement the 'active offer' in relation to the Welsh language, because not all documentation is available in Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children attending Plas Gogerddan Nursery are extremely happy, settled and confident children. They benefit from a wealth of different experiences that promote their development and make their days fun and interesting. Staff are extremely enthusiastic and take great pride in caring for the children well. The environment is carefully planned from a child's perspective. Risk management is of a high standard and there is an ample amount of suitable resources available, which are kept under review to ignite children's interest in different and new experiences. Leadership of the service is forward thinking with committed and dedicated leaders. Parents provide positive feedback and are extremely happy with the care offered.

### **2. Improvements**

Since the last inspection leaders have:

- Updated the service's Statement of Purpose to provide a fuller picture of what the service offers;
- staff now record their break times to provide an accurate record of who is caring for the children at all times;
- the forest school has been moved to a new location and the concept developed further;
- two year olds now have their own separate room;
- Estyn have invited the service to receive an award of excellence.

### **3. Requirements and recommendations**

No recommendations were made during this inspection.

# 1. Well-being

## Summary

Children are happy, settled and thrive in a caring and stimulating environment. They are developing relationships and benefit from the positive experiences offered.

## Our findings

### 1.1 To what extent do children have a voice?

Children are given time to express their views and know they will be listened to.

We saw children who influenced how they spent their time and they asked to take part in activities of interest to them. For example, children moved freely between indoors and outdoors, they chose whether to play with the jigsaws indoors, play outdoors in the 'café' or explore the nature garden. We saw a parent arrive to collect their child but they were not ready to leave; with consent from the parent and staff they were allowed to stay on until the game they were engaged in had finished. The child later went to tell staff *"I'm ready to go home now."* Children can join activities in other rooms if they are of interest to them.

Children from the toddler room joined pre-school children in the nature garden before returning to activities in their allocated rooms. English was the main language, but children were able to communicate in the language of their choice. Children are regularly consulted and their views gathered and listened to regarding what they have enjoyed. All children reported enjoying the forest school and spending time with their friends and being outdoors

Children participate well; they have support to make choices and are encouraged to influence how they spend their time.

### 1.2 To what extent do children feel safe, happy and valued?

Children have formed positive relationships and friendships with those around them.

All the children were extremely happy to be there and the confidence they felt in their surroundings was obvious to see. Children's interests and promoting their well being was at the heart of everything that happened. We saw notices on the walls reminding staff *"who's hands are busier the adults or the children"*. Children took the lead in all areas and the photos on display clearly evidenced the interesting and varied experiences they had all enjoyed during the past month. Children were secure with their care givers; they were settled, happy and had positive attachment with all staff. For example, some babies had recently started, we saw them seek comfort appropriately and they responded extremely well to staff. A parents commented *"I get regular updates on she does during the day and what she has learnt. When I pick her up she is always smiling and enjoying what she is doing."* Children's needs were extremely well met and took priority over the daily routine, during lunch time a baby was very tired, she was put to sleep in a pushchair nearby, after a little rest she was then able to wake to enjoy her lunch and then joined her friends playing with the toys.

Children are fully supported to take part in activities of their choice. They are developing relationships and forming friendships.

### **1.3 How well do children interact?**

Children are learning to manage their behaviour, take turns and are becoming sensitive to the emotions of others.

Children were positively engaged through out the day. For example, babies could choose to play in the well resourced home corner or they explored the interesting and varied treasure baskets carefully planned and implemented by staff for the children to enjoy. Children cooperated well with each other; for example they showed an interest in what other's were doing around them. Two children performed songs together whilst they played in the circus tent together; they negotiated which songs they were going to sing and agreed where both of them would stand for the 'concert'. When others wanted to join in they were welcomed and provided with instructions of what they had to do. When children collected toys to play with we saw them also getting a toy for other children. We saw a child get a box of Lego for them all to play with, the contents were emptied on to the floor and a group of other children ran over excitedly also wanting to join in what was going on.

Children interact well with each other. They congratulate each other's achievements and are eager to help and support their peers.

### **1.4 To what extent do children enjoy their play and learning?**

Children are active and curious learners, who direct their own play and learning.

Children followed their interests; there was a wealth of interesting and fun activities. Children were always busy and occupied and were very happy to get involved, children could not wait to get to the nature garden once the gate had been opened, and they ran with excitement and told us as they past what they were looking forward to playing with. Babies were seen enjoying a painting activity; they used cars dipped in paint to roll down a long piece of paper placed down a slide. Children had thoroughly enjoyed using a polaroid camera to take instant photos and they had been mesmerised by the instant photos printed from the camera. Babies thoroughly enjoyed a messy play activity of playing with the corn flour and ducks, the sensory experiences made them squeal with delight. Children learn from the world around them, because the resources and activities have been very well planned, children with a particular interest were provided with activities following this interest. For example, one child enjoyed building; therefore staff supported him to use the construction toys. One parent shared with us how her child has an *"interest in animals and trains, and (staff) make an effort to make toys available to him that he will enjoy – we have even borrowed some overnight when he has found something he wants to continue to play with."*

Children are curious learners they are eager to learn and explore. They share their achievements and their successes are celebrated.

### **1.5 How well do children develop, learn and become independent?**

Children are confident, independent and make good progress.

Children were thoroughly prepared for transition through the rooms; they were supported to progress and grow. For example, we saw children spending periods of time in other rooms to help them familiarise with their surroundings. Children benefit from a thorough settling in policy which is child led; children and parents visited the service as many times as required to ensure children were familiar and ready to spend time away from their parents. Physical development is given top priority, children were seen using balance beams, and were supported to engage in positive risks through climbing and building and outdoor activities in the forest school. Children make positive progress through staff encouragement and leading their own learning journey and as a result they are confident and happy children. All provided extremely positive feedback about their experiences at Gogerddan Nursery *“like the food, favourite place is in the woods, I like playing with friends and play catch”*.

Children are able to accomplish things for themselves; they thrive because of the experiences offered.

## **2. Care and Development**

### **Summary**

Staff are extremely dedicated to their roles. Responsibilities and duties are clearly defined. Keeping children safe and healthy is given high priority. Activities are planned well with consideration given to children's abilities and ensuring they benefit from time spent at Gogerddan Nursery.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have an excellent understanding of their roles and responsibilities. They are dedicated and committed to promoting children's health and well-being.

Staff had a comprehensive understanding of their responsibilities in promoting healthy lifestyles and implementing the service's policies and procedures. We observed staff regularly applying sun cream to the children and recording when this task had been completed. We saw that staff made records of children every time they came in or out of the nursery to play and also that staff in all of the rooms consistently recorded regular physical checks on sleeping children. All medication and incident forms had been completed fully as were accident and incident records. There was a clear safeguarding policy in place and staff were familiar with this through training and induction. Staff told us that they understood their responsibilities regarding safeguarding and knew who the designated person for safeguarding was.

Staff had detailed information about children's allergies and the information was clearly displayed and available. Staff placed high importance on healthy eating and spending time out in the fresh air. Healthy and nutritious meals were provided, following a weekly rotating menu. The menu is currently under review to see how they can further reduce children's sugar intake. Staff placed high importance on providing positive and stimulating experiences outdoors, they made sure children were not too hot, providing them with shelter and continuous drinking water in individually labelled drink bottles.

Nearly all the staff had completed first aid paediatric first aid training, with additional qualifications for the forest school workers, which took into consideration the difference in the environment.

Staff confidently implement best practice and promote children's overall health and well being to improve outcomes for children.

#### **2.2 How well do practitioners manage interactions?**

Staff are professional, approachable and caring.

Staff were dedicated and committed to providing meaningful and positive experiences for the children. Staff purposefully engaged with the children, they took time to sit and play with them and made it known that their feelings and views were highly valued. For

example, when a planned activity involving recognising shapes turned into the children creating a bus to go for a trip, staff sat on the 'bus' with the children and chatted about where they were heading. Staff regularly showered children with praise and encouragement, letting them know how well they had done. For example, when they painted with the potato masher or when they chose a book to take with them to read on the mat. Staff shared with children how 'fantastic' they were, and all exchanges were genuinely warm and affectionate. We saw staff successfully help children to share the resources available, two children wanted to play with a 'fairy' from the fairy garden, an egg timer was used, and the children were so familiar with this method that they shared the 'fairy' without further prompt from staff.

Staff foster and promote positive relationships, they are caring and passionate in their approach; thus enabling children to flourish and grow.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff effectively promote children's development by planning interesting and varied play and learning experiences which carefully consider children's individual interests, ages and stage of development.

Staff endeavoured to provide children with individual attention. For example, a white board displayed in each room recorded what children's individual interests were and how staff planned to incorporate these in to their learning. Staff were committed to ensuring children's days were busy and full of interesting activities. Older children's activity planning was very much centred around what their ideas and experiences were around the topic. Staff worked with children to gather their views; we saw staff had collected children's experiences of being on the beach and these were displayed on the walls. All play was child led and staff abided by the ethos *"it's not the end product, but what children experience creating this"*.

Staff regularly reflected on what they did, how it was delivered, what the child had gained from the experience and what could be done differently. Parents told us *"the staff are simply incredible – they ALWAYS go above and beyond. I trust them completely. You can just tell that they genuinely care about the children and nothing is too much trouble. It's such a fun, nurturing and loving environment."*

The key worker system was effectively managed and from children's first day at Gogerddan Nursery staff record detailed observations about children's achievements and effectively use the information to plan for next steps in children's learning. Staff spoken to were familiar with the children they were linked to.

Staff have high expectations of children's learning; they foster positive relationships to ensure daily routines provide stability and security and create a sense of fun and enjoyment.



## 3. Environment

### Summary

Leaders ensure children are cared for in a stimulating and secure, child centred environment providing them with a positive ethos for play and learning. Effective procedures are followed to ensure children are kept safe and resources are clean and of good quality.

### Our findings

#### 3.1 How well do leaders ensure the safety of the environment?

The responsible individual ensures children are cared for in a safe, clean and secure environment. Unnecessary risks to children are identified and reduced or removed.

The responsible individual takes a leading role in ensuring all risk assessments are comprehensive and regularly reviewed and updated. For example, a newly formed risk assessment had been completed when children had started using the new forest school and appropriately shared with staff that were confident in their abilities. Room leaders take responsibility for completing daily risk assessments. A newly appointed health and safety ambassador will support staff to fulfil their risk management duties. The nursery had been awarded a 5 rating from the Food Standards Agency. The responsible individual had sought support from environmental health and used the infection audit tool to make decisions about the hygiene practices. The leader continues to support staff to facilitate activities which ensured that there was a balance between acceptable and unacceptable risk and children had the opportunity to take part in activities such as climbing on climbing frames and exploring the forest, based on sound risk assessment and close supervision from staff. Fire drills had been completed regularly with timely action being taken when required. For example, additional drills had been completed to support staff to be confident in the process to be followed and new evacuation cots had been purchased.

The leader is competent at ensuring the safety of the environment.

#### 3.2 How well do leaders ensure the suitability of the environment?

Leaders ensure the environment is well planned, considers the world from children's perspective and provides a rich environment for learning

The environment is continually developed in order to provide children with rich opportunities for play and learning. All rooms were well decorated and appropriate for the ages of the children cared for in them. Children's work and photographs were on display throughout the nursery, which created a good sense of security and belonging. All children had access to well resourced outdoor play areas with shelter from the sun. Parents told us "*the outside space is excellent, and I know that my son is safe and well-cared for while outside*". Another parent commented that one of the big positives about the nursery was its location, stating "*The countryside is important, but also the distance from a busy road so we needn't worry about and risk of him getting near a main road*". Children flourished and grew in confidence due to being able to freely explore the comfortable and interesting play areas

available to them. Leaders have recently introduced a new forest school, we saw evidence of children making snow angels in the winter and photos of them preparing a snack of beans on toast on a campfire. The principles and benefits of the forest school are clearly displayed within the nursery for all to see and parents enthused about the positive impact the experiences had on their children. One parent noted in a completed questionnaire that she was looking forward to her child being old enough to enjoy the activities available in the forest school. Children were seen enjoying the water activity in a circus tent; they ran and jumped. The atmosphere was one of complete familiarity, all present were truly enjoying spending time together in an interesting and fun environment.

Leaders go over and above to ensure the suitability of the environment.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide an outstanding range of good quality toys and equipment which provide children with a wealth of different and interesting activities.

The equipment and resources have been carefully planned to offer children a variety of different learning opportunities. Different textures were introduced and wherever possible leaders use natural and real life items. They used twigs and sticks to create and build. Children could sit and read either indoors or outdoors, amongst comfortable cushions or on the wooden table and chairs. The resources in each room reflected the ages and stages of children's development. Large cable reels had been colourfully decorated, babies could use them to play with and they also used them to build their strength whilst pulling themselves up to standing. Items are rotated and replenished with staff benefitting from being able to move resources between the rooms. Staff are diligent and thorough in their cleaning of resources with a detailed record of when items have been cleaned.

Leaders ensure there is an excellent range of resources and equipment available which promotes children's curiosity and enhances their experiences and development. Resources are interesting and children enjoy using them.

## **4. Leadership and Management**

### **Summary**

Leaders are extraordinarily committed and enthusiastically go over and above to plan and deliver a service where children flourish. Leaders highly value the contribution and dedication of the staff team and they confidently fulfil their roles with enthusiasm. Implementing continued improvements is top priority and leaders strive to ensure new ideas are imaginative and greatly benefit children and their families. Parents highly value the service offered and extremely positively of the care their children receive, the staff and leaders.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders are innovative and motivated to lead and deliver an excellent service.

Leaders are dedicated to delivering a service that is exceptional. The responsible individual sets clear aims and the core values of the service are all shaped around the principles of 'PROUD'. Leaders regularly receive recognition for their commitment and dedication and the service has been voted one of the top 20 nurseries by Parents in Wales for four years. The service is also recognised by National Day Nurseries Association as an exemplary service and has been used as an example nursery. Leadership of the service is visible and supportive. Leaders recently visited Finland to gather information before developing and implementing the new 'forest school' where children thrive from their experiences of being in natural surroundings. Parents noted, "*the leader is a genuinely lovely person and a great leader. She demonstrates that you can manage a team incredibly successfully with kindness and positivity, without being domineering or a bully. She is always approachable and will always say hello, even when not 'on duty.'*" Leaders are meticulous in their leadership to motivate the setting to be a nurturing, caring environment where children are happy, eager to learn and confident. All policies and procedures are regularly reviewed and easily available for parents and staff.

Leaders and staff have a clear sense of purpose that promotes improvements and regularly exceeds The National Minimum Standards for Regulated Child Care.

#### **4.2 How effective is self evaluation and planning for improvement?**

Self evaluation and planning for future improvements is comprehensive and unquestionably given top priority.

Leaders implement effective and thorough processes to regularly evaluate what the service is doing, does it benefit the children, their families and the staff and how can they improve on what they are doing. The quality of care review is a continuous process and is comprehensive and extensive, with a detailed plan of what changes leaders want to implement. We saw evidence of recent changes to the environment and all those spoken to said this had been a positive change; the newly created room for the two year old

children gave them separate space. Leaders show initiative and regularly visit other services and national events to gather fresh new and exciting ideas.

Leaders consistently evaluate and review the service and implement robust strategies to ensure continued improvements in order to deliver excellent outcomes for children, families and staff. Leaders know the service well.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders provide staff with a consistently high level of support, highly value the hard work of the staff and provide them with excellent resources to enable them to fulfil their role.

Leaders are visible and available. Leaders clearly conveyed what the service seeks to accomplish and supported staff to be forward thinking and highly valued the work they do. The responsible individual has appointed competent and experienced leaders in each room and all staff spoken to told us they thoroughly enjoyed their work and felt they had a positive impact on children's lives. Supervision takes place regularly and annual appraisals are meaningful. Leaders invite staff to regularly feedback on how they view the service, and promoting their well-being is a core principle of the support they receive through supervision. Leaders recognise staff's achievements in an annual award ceremony and all staff receive recognition for their contribution and dedication. All documentation required by The Child Minding and Day Care Regulations (Wales) 2010 was readily available and extremely well organised. Leaders and staff work together to manage and replenish resources, the responsible individual highly valued staff's creativity and imagination when implementing new and interesting changes.

Leaders have appropriate high expectations of themselves and others, set realistic targets and promote and sustain a sense of one big team working together to motivate and support staff.

#### **4.4 How effective are partnerships?**

Leaders are committed and dedicated to working in partnership with families and the wider community.

Leaders vision of the service is where the care provided to the children is an extension of what they would receive at home. Experiences are thoroughly well planned and always take into consideration what the child's experiences have been at home with their families. Children and their families had recently enjoyed a summer fair at the service, families had enjoyed activities in the circus tent and we heard parents thank the responsible individual for the day and all had enjoyed the experience.

They work hard to welcome parents and siblings to be part of what goes on at the service. Feedback received from parents was extremely positive and evidences how Gogerddan nursery exceeds parents' expectation. One parent commented '*Everything that Gogerddan*

*childcare provides is beyond exemplary. They always go above and beyond to ensure that my child's needs and mine are met. Another parent commented, "We have used Gogerddan Childcare for 18 months for our only child and have been extremely pleased with the service provided. Staff are able to speak to parents about individual children."*

Leaders work closely with neighbouring schools and the advisory teacher. Leaders work in partnership to prepare children and start their journey to full time education. Newsletters are published regularly with staff from each room making a valuable contribution.

Leaders promote working in partnership to improve children's learning and well-being, they keep parents well informed and encourage them to be active partners. Leaders work hard to promote good links with the community and partner agencies.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

No recommendations were made as part of this inspection.

## 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 the 26 June 2018 from 08:50am until 18:00pm.

We:

- inspected a sample of documentation and policies;
- spoke to the children and staff;
- read questionnaires from parents and
- looked at children's files and staff files;
- provided detailed feedback.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Emma Healy
Person in charge	Emma Healy
Registered maximum number of places	49
Age range of children	6 weeks – 4 years old
Opening hours	8.00am – 6.00pm Monday - Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	27 June 2016
Dates of this inspection visit	26 June 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	The service does not fully offer the 'active offer' of the Welsh language, even though care is delivered bilingually, not all written documentation would be readily available in Welsh. Leaders and staff have shown a commitment to being a fully bilingual service in the future.
Additional Information:	