Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mother Goose Nursery

Unit 17
Penley Industrial Estate
Penley
Wrexham
LL13 0LQ



Date Inspection Completed

13/02/2024

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About Mother Goose Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Mother Goose (Wrexham) Ltd
Registered places	35
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 2023
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.

Well-being	**Good**
Care and Development	**Adequate**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children have a voice and make positive decisions about how they spend their time. They are settled and enjoy their experiences. Children learn to interact well and are respectful of each other and the resources. They enjoy their play and develop a range of skills through the opportunities available.

Staff keep children safe and promote a healthy lifestyle. They interact well with the children and provide some opportunities to support children to develop their communication and social skills. Staff plan effective experiences to help children learn and develop and most individual needs are known and met.

The environment is a safe and secure space for children. It provides appropriate areas to play and learn indoors and outside. Suitable facilities are available so children feel comfortable and can be independent. Leaders and staff have introduced more real-life resources and natural materials that help children to further develop their imagination and curiosity.

Leaders manage the setting effectively. Nearly all paperwork is up to date and reflects current practice. They use self-evaluation and advice from outside agencies to make improvements that benefit the children. Staff are managed appropriately and generally their is evidence to ensure staff suitability to care for children. Positive relationships are developed with parents so information is shared successfully.

Well-being — Good

Children have a voice and a say in where and how they spend their time. They move freely around their allocated rooms, as they choose resources to enable them to follow their interests. Children confidently communicate their thoughts and ideas with staff as they chat happily about their experiences. For example, a child asked if they could go outside. Staff responded well and said they could go very soon, after they helped to tidy up.

Children arrived enthusiastic to be at the setting. They separate well from their parents showing they feel safe and content in the care of the staff. Children form positive relationships with staff. They develop positive self-esteem and a sense of belonging as they are familiar with routines, have consistent staff caring for them and feel comfortable in their surroundings.

Children interact well. They enjoy being together and playing alongside their friends. Children of all ages play respectfully together as they learn to understand the needs of others. For example, older children helping younger children during their play. Children learn to use toys and resources appropriately and help to put them away when they are finished. They understand they may have to wait to access certain activities with a little support from staff. For example, some children were told they had to wait to play in the water as there were already enough children in there. They accepted this as they knew they would get an opportunity soon.

Children show enjoyment and interest during their play as they can follow their interests. They happily play alongside others or alone and remain focused on their chosen activity. For example, a couple of children enjoyed following each other around the room as they pushed the large vehicles. Children are keen to share their experiences and feel a sense of pride as they share what they have done with others. For example, a child was keen to show us the collages they had created in the craft area.

Children have free access to most resources so they can be independent. They move around the room choosing what items they would like to play with or finding items to enhance their play experiences. Those children who able to can access toilets independently. Children develop self-help skills as they are supported and encouraged to try things for themselves, such as putting their coats on and washing their face and hands after eating.

Care and Development — Adequate

Staff are aware of their responsibility to keep children safe. They implement the settings effective policies and procedures appropriately. However, some staff were not as knowledgeable as they should be about the procedure to follow if they had concerns about a child. Staff complete appropriate routines and paperwork, including recording children's attendance with exact time of arrival and departure. Accidents and incidents are recorded and signed by parents to evidence they have been shared. Staff conduct regular fire drills, so they and the children are aware of the procedure to follow in an emergency.

Staff promote a healthy lifestyle. They provide healthy food choices including fruits and water or milk to drink at snack time. Staff ensure children have regular opportunities to be active and get fresh air as they access the outdoors daily. Appropriate cleaning routines are embedded in practice, including handwashing and tables being cleaned before food.

Staff are consistent in their interactions. They communicate appropriately with children, showing interest and enthusiasm in what the children have to say. Staff support children to develop their communication and social skills. They play alongside them and talk about what they are doing, using appropriate language for the children's ages and stages of development. However, opportunity to model good behaviour and develop social skills are missed during snack and lunchtimes as staff do not sit with the children. Staff celebrate children's achievements and use praise to celebrate good behaviour, such as when they share. This helps children feel proud and encourages them to develop and learn.

Staff have adopted some new strategies for planning. They consider the interests of the children and provide appropriate activities and resources to reflect this. Staff in preschool have implemented the new curriculum and strategies to extend children's development and skills through their play and the resources provided. Staff know the children well and generally implement effective strategies, routines, and experiences to meet their individual needs. However, sometimes routines are not appropriate to meet the needs of all the children, especially during snack and lunchtime. Routines are generally implemented effectively and are appropriate for the children. However, during snack and lunchtime children sometimes became distracted and disengaged as they are sitting and waiting for lengthy periods of time. Staff implement routines to help children feel relaxed and understand what will happen next. For example, they give warnings before asking them to tidy up so they are aware their play will need to stop.

Environment — Good

Leaders ensure the environment is secure and suitably maintained so it provides a safe place for children. Appropriate risk assessments are completed to ensure all hazards are identified and managed effectively. Changes to safety gates and how they are used has ensured they are suitable and no longer a potential hazard. Staff ensure all visitors are recorded so they can be accounted for. Entrance to the setting is controlled so there is no unauthorised access.

Leaders and staff have made positive changes to the environment that benefit the children and their experiences. The rooms are open and give children space to move around freely and safely. New flooring has given the environment a spacious feel and helps staff to keep areas clean and tidy. Children's work is displayed attractively to give them a sense of belonging. There is access to suitable facilities including toilets and nappy changing areas. The outdoor areas are inviting spaces where children can be active and take part in a range of play opportunities. The slide and open space allow children to develop their gross motor skills as they ride bikes and climb. The wooden playhouse and mud kitchens support children to develop their imagination and role play.

Leaders provide children with a range of resources that are suitable for their ages and stages of development. Storage is child friendly, it is at a suitable height for children to be independent. The introduction of more realistic resources and natural materials has had a positive impact on the children. They showed enthusiasm and real interest in the activities they chose. They were able to explore and extend their learning through their play. For example, children enjoyed putting the different sized stones in the glass jar. They explored the different shapes and sizes as they worked out if they would fit through the hole. Children enjoyed the sand and water play as they used the pipette to transfer water and dug for items they had buried in the sand.

Leadership and Management — Adequate

Leaders have produced a statement of purpose that provides parents with the information they need to decide if it is the right care for their child. Policies and procedures are in place and reflect current practice. They are dated to evidence they are reviewed regularly. Leaders have listened to advice from previous inspections and made positive changes including ensuring staff are deployed effectively and ensuring all hazards are identified. Records including children's registration documents are completed with all relevant information.

Leaders self-evaluate their setting regularly. They review the previous year to identify what has gone well and possible areas for improvement. They consider the views of parents, staff, children, and outside agencies to make positive changes to the care they provide.

Leaders manage staff appropriately. The recruitment procedure is generally effective in ensuring all staff have the correct training, experience and checks to evidence they are suitable to care for children. However, one staff members file did not contain the two references required to meet regulations. Leaders confirmed they had been requested but not received. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders ensure staff are deployed effectively so ratios are consistently met, this includes staff breaks and lunchtimes.

Leaders and staff develop a positive relationship with parents. They share information appropriately, so parents are kept up to date on their child's experiences, routines, and development. This is done through conversations at the beginning and end of the child's day. The use of an app allows photographs and information to be shared quickly throughout the day. Parents of younger children are given a daily diary which records, nappy changes, food intake, sleep, and other important information. The preschool work closely with the external agencies so good practice can be shared and new strategies and guidance can be implemented to benefit the children.

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
27	The Responsible Individual must ensure they have regard to the statement of purpose and the number and needs of the relevant children in relation to safeguarding, promoting their health and welfare, and having a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.	Achieved

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
28	The Responsible Individual must ensure they have all the required information relating to staff prior to them starting work at the setting.	New
25	The Responsible Individual must ensure all hazards are managed well.	Achieved

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)
Standard 20 - Child protection	Ensure all staff have a good knowledge and understanding of the safeguarding policy and procedure to follow should they have concerns about a child.
Standard 4 - Meeting individual needs	Ensure routines meet the individual needs of all children.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure routines such as lunch and snack time are completed in a timely manner so children stay focused and engaged.

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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