



Mathern Day Nursery



The Old School, Mathern, Chepstow, NP16 6JH



01291622007



matherndaynursery.com

Date(s) of inspection visit(s):

15/04/2025

Service Information:

Operated by:	Mathern Day Nursery (Childcare Services) Ltd
Care Type:	Children's Day Care
Registered places:	48
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy and can make choices knowing their decisions and voice will be respected. They are confident and engaged in their activities. Children form close, warm relationships with staff and the other children and have opportunities to develop their independence.

Staff follow policies and procedures to ensure children's health and safety are prioritised. They manage interactions with children positively and are good role models. They know the children well, listen to them and offer opportunities that promote their development, interests and curiosity.

The environment is well organised, spacious and well-equipped both inside and outside to meet the developmental needs of children. Outside play is very well supported with spacious, stimulating play opportunities for children to explore. Regular monitoring and daily checks are completed to keep children safe and identify any emerging risks.

Leaders are very motivated and committed to making improvements and maintaining good standards within the nursery. They have good oversight of the nursery and staff report feeling well supported. They review their policies and procedures frequently and they maintain records effectively. Partnerships with parents and outside agencies are reported as positive, benefitting children.

Findings:



Well-being

Good

Children make choices confidently and communicate well with staff and each other. They know their opinions and interests are acted upon and respected by the staff that care for them. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely between different activities and choose whether to join in any adult led activities. Their interests are reflected in the play opportunities set up for them. For example, children loved playing in the bird hide where they could look out over the nearby duckpond to observe the ducks.

Children are happy, settled, and comfortable at the setting. Children have a strong sense of belonging and become familiar with daily routines. They move independently and confidently around the environment knowing they can help themselves to favourite toys and resources that interest them. Children feel valued seeing their work exhibited and celebrated and feel reassured by the photographs of their families on display.

Children interact well with staff. They ask them for support or go to them if they need reassurance. Interactions between children are positive and they form close relationships with their friends who they hug after group time spent singing songs they enjoy. They benefit from sociable mealtimes, chatting happily with their friends and staff. Children work constructively together outside, building structures with large loose parts without adult intervention, whilst others use the water butt to fill a tin bath with water, which they then move to a different location with the help of staff.

Children clearly enjoy their play and learning opportunities. They have great fun as they plant tomatoes together in the raised beds and delight in pointing out and naming some of the other things they have grown. Younger children thoroughly love crafting and babies enjoy going outside and to explore the sand pit, confidently filling mugs with sand and showing us what they have achieved.

Children have opportunities to develop their independence. Older children access the toilet facilities freely and wash their hands independently. They help to tidy up after play. They confidently move around the learning areas, accessing resources to support their interests. Independence and self-serving is promoted at snack times and younger children confidently feed themselves. However, there were some missed opportunities for older children to develop greater independence and exercise choice during their lunch time routine which leaders plan on addressing.



Care & Development

Good

Staff understand their roles and responsibility to keep children safe. They are appropriately qualified and supervise children well. They have a good understanding of the nature of potential safeguarding concerns, understand the safeguarding policy and their duty to report concerns to the appropriate agency. They are professional and implement the nursery procedures to a good standard. Staff keep written records of accidents and incidents involving children, and parents are informed. The Person in Charge (PIC) ensures the staff implement good hygiene procedures to help keep children healthy and safe. Allergy procedures are clear and implemented by staff. Staff promote healthy eating habits, and the cook produces wholesome, nutritious well balanced meals. These appeal to the children, who clearly enjoy their food at lunch time with one child explaining “I love chicken!” as they ate their lunch, and another child exclaiming loudly “Yum!” as they ate their food. Water is always available to ensure children remain hydrated. Staff ensure all children spend lots of time outside each day playing in the fresh air and large open spaces encouraging children to exercise and explore their environment.

Staff build warm and nurturing relationships with the children. They manage children kindly and consistently use positive reinforcement. They offer praise and encouragement to children and act as good role models; they encourage good manners and remind children to say ‘please’ and ‘thank you’. Staff praised children saying they were impressed with how they had sung songs and followed the instructions. Staff create positive relationships with children in their care and celebrate their achievements. For example, when children successfully built and manoeuvred around a track of balance boards positioned at different heights and gradients, a staff member praised their efforts.

Staff ensure children have lots of opportunities to direct their own learning as well as adult led activities. Staff implement thorough observations of children’s progress and plan and evaluate with children, activities that meet their interests. Staff know children and their individual needs well. They naturally adjust the care and the behaviour strategies they use to suit individuals. Children with additional needs are well supported and staff work effectively with outside agencies to ensure the best outcomes for children. There is an identified Additional Learning Needs Co-ordinator who is highly motivated, knowledgeable and enthusiastic in her role to support children and staff.



Environment

Good

Leaders have systems and procedures in place to ensure the environment is safe and secure. Staff monitor entrances and a record of visitors is kept. Staff sign in and out of the building and registers of staff and children demonstrate who is caring for children and who is present in the building. Fire drills are regularly completed with children, so that everyone is confident of what to do in an emergency. Risk assessments for indoor and outside areas are undertaken and daily checks are completed by staff of the play environment. No visible risks were evident during the inspection which demonstrates these checks are effective. All required maintenance checks for the building had been undertaken and certificates retained for inspection.

Leaders ensure the environment offers a wide range of good resources and facilities to meet the needs of the children. There are a suitable number of children's toilets and nappy changing facilities for the children that attend. These ensure children's privacy and dignity and supports their growing independence. Suitable arrangements are in place to allow for confidential conversations if required. The indoor area is organised appropriately with interesting zones for play that promote children's curiosity, imagination, and development. Children easily and independently access activities and resources both inside and outdoors. The outdoor area is especially spacious and stimulating and an exciting place for children to play and explore. It is made up of three distinct areas catering for differing age ranges which have been skilfully managed to meet the children's age ranges and developmental needs. Sleep areas are clean, comfortable, appropriately heated and well supervised or monitored whilst children sleep.

Leaders ensure the quality of the furniture, resources, and toys are suitable, of a good standard, are well maintained and provide stimulating resources for all ages and stages of development. Resources are kept at the children's level and easily accessible to them. The outdoor resources enable children to follow their own interests during outside play and learn about nature and the world around them. Children's personal and social development is also encouraged well through access to multicultural toys and books. Leaders communicate well with staff to identify resources that need to be replenished or areas within base rooms that require development. The PIC spoke enthusiastically about improvements that were imminently planned for the pre-school base room, and how these would be beneficial to children's play and learning.



Leadership & Management

Good

Leaders are motivated, enthusiastic, knowledgeable and operate the service to a good standard. Leaders have a clear vision for the setting and effectively communicate this with the staff ensuring a cohesive and professional staff group. There are suitable policies and procedures in place, many of which have been recently reviewed. They maintain good oversight of the service and ensure record keeping is effective. They have satisfactorily addressed all recommendations made at the last inspection. They have also addressed the area of improvement identified at the previous inspection, ensuring that staff are suitably qualified and deployed appropriately to ensure a stimulating and safe learning environment is available to all children.

Self-evaluation is regularly undertaken and the feedback from parents, staff and children is used to identify strengths as well as areas for improvement and development of the nursery. Record keeping such as accidents and incidents are regularly reviewed to ensure that any issues are identified and addressed as soon as possible. Monitoring and oversight of the service is good as the PIC is clear and confident about her responsibilities. She has a good relationship with the Responsible Individual (RI) who attends the setting regularly, meeting to support her in the oversight of the nursery. However, one to one supervision meetings between the RI and PIC are not formally recorded.

Leaders manage staff effectively and follow recruitment procedures to ensure the staff they employ are suitable and able to work in line with current childcare practices. They ensure there are enough qualified staff to care for children and the adult to child ratios are maintained. Staff are suitably trained and qualified and hold a current Disclosure and Barring Service (DBS) certificate. Supervisions and appraisals are undertaken regularly and staff we spoke with said they feel leaders are very approachable, supportive and encourage their professional development and interests. They feel listened to and valued.

Leaders build beneficial partnerships and work co-operatively with outside agencies. They have a complaints policy and procedure in place to address any concerns and record how these have been resolved. Feedback within their quality of care report identified that parents and children are highly satisfied with the service provided and the care given to children. Staff are also able to provide feedback, and their observations and comments are positively responded to. Partnerships with parents, carers, outside agencies, and other stakeholders are good and benefit children's development

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	Ensure that the Person in Charge receives regular one-to-one supervision and that these are formally recorded.

Best Practice

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.

Recommendation(s)

Provide older children greater opportunities to develop their independence skills during meal-times.

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