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Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

A report on

Monmouth Day Nursery

The Storehouse
Howells Place
Monmouth
NP25 3ED

Date of inspection: September 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in
Wales

About Monmouth Day Nursery

Name of setting	Monmouth Day Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Kane Gore
Person in charge	Shannon Murphy
Number of places	52
Age range of children	6 weeks – 5 years
Number of 3 and 4 year old children	25
Number of children who receive funding for early education	21
Opening days / times	Monday – Friday 7am – 6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of the Welsh language and culture
Date of previous CIW inspection	November 2022
Date of previous Estyn inspection	January 2019
Dates of this inspection visit(s)	30/09/2025
Additional information	

Summary

Theme	Judgement
Well-being	Excellent
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Excellent
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1. Expand opportunities to develop children's digital skills
- R2. Provide opportunities for children to learn about other people's beliefs and cultures

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Excellent

Nearly all children are extremely happy and settled at the setting. They have excellent opportunities to make choices and decide how they spend their time when in both the indoor and outdoor learning areas. For example, they confidently engage in food preparation, justify their choices when selecting different activities and happily engage in self-care routines in readiness for snack and lunch. These familiar routines help them to feel secure and develop a strong sense of belonging.

Nearly all children are extremely active, engaged learners who greatly enjoy the exciting opportunities to play and learn. They enjoy the freedom to move around the stimulating learning areas and confidently choose activities that interest them. Many children develop a love of nature and the outdoors, happily digging in the soil and planting different fruit and vegetables in the allotment area.

Nearly all children interact positively with their friends and practitioners. They have extensive opportunities to develop their social skills and play in friendship groups, which they engage in with delight and enthusiasm. For example, they show excitement and laughter when sending conkers down a water slide for their friends to catch. Nearly all children enjoy participating in activities that encourage them to play collaboratively. For example, they engage for extended periods of time when making cakes in the mud kitchen, decorating them with leaves and twigs and proudly declaring who they will show their creations to.

Nearly all children form exceptionally positive relationships with practitioners who know them extremely well. They are keen to invite them into their play and share their experiences with them. Older children and practitioners laugh and chat together, whilst younger babies approach staff for cuddles and enjoy listening to them talk and sing. Younger children who have not yet developed verbal skills use distinct gestures to convey their needs to highly responsive practitioners, who respond promptly and skilfully.

Many children readily approach practitioners for support and comfort and are given regular praise for their efforts. For example, children and practitioners excitedly celebrate achievements following the rugby session. These interactions have a highly positive effect on children's well-being and self-esteem.

Most children demonstrate a natural curiosity about their environment and persevere when completing tasks and addressing problems. For instance, toddlers independently solve puzzles, carefully considering the placement of each piece and maintaining focus until completion. Most children display concentration levels appropriate for their developmental stage, and many engage in sustained periods of play.

Nearly all children demonstrate exceptional independence skills and are confident to make choices throughout the setting. For instance, older children actively participate in snack preparation by serving their own food and drinks, while younger babies are encouraged to choose which healthy snack they would like and feed themselves. This approach helps

children develop resilience and confidence as they interact with and learn from their environment and people around them.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Most children are enthusiastic during activities and make good progress in their learning. They use a wide range of skills well, which improves their knowledge and understanding purposefully.

Most children listen carefully to instructions and follow them sensibly, such as when using hand-drills, hammers and nails at the wood-working bench. They speak enthusiastically with each other while engaged in creative play. Most children respond to others' suggestions positively and share ideas about how to complete tasks effectively, for example when working together to pour water through a water chute to flow into the imaginary pond.

Around half the children attempt to use Welsh independently, with guidance and encouragement from practitioners. They enjoy deciding which traditional rhymes to sing together and join in enthusiastically, responding to prompts and actions.

Most children discuss books confidently. They engage well with stories and enjoy discussing the events and pictures in the books with their friends. They show interest when talking about their own lived experiences and consider the results of actions thoughtfully. For example, children respond enthusiastically to stories about the changes during autumn, happily remembering their own autumn walk.

During their play, many children make purposeful marks using different media such as chalk, paint and feathers. They are beginning to develop their early writing skills effectively. Many children enjoy their early writing experiences and record their ideas and interests, explaining the purpose of their marks confidently.

Most children use good mathematical language in real life contexts. They have effective numeracy skills and enjoy experimenting with a wide range of mathematical equipment such as measuring tapes, counting resources and shapes. They are beginning to develop an understanding of number, for example counting how many conkers they find when playing in the bubble water. Many children discuss and compare the different sizes of sticks in the creative area and show an increasing understanding of shapes during a visit to the local park. For example, they name different shapes they use to construct bridges during physical activities and comment about the features around them.

A minority of children are beginning to develop their digital skills suitably. However, there are not enough opportunities for children to develop these skills consistently and use them in purposeful contexts.

Most children develop physical skills successfully by balancing as they climb on bridges they have made, riding bikes and climbing adventure equipment. They enjoy working together to adapt their ideas, for example when helping with tidy up time and using the sweeping brush and dustpan. These positive attitudes to everyday experiences have a good effect on children's learning and their social skills.

Care and development: Excellent

Practitioners follow clear systems and procedures to ensure children are safe and healthy. They understand their roles and responsibilities exceptionally well and adhere to the setting's daily practices. All practitioners have current first aid certificates. They keep accurate records of accidents, incidents, and pre-existing injuries, which include gaining acknowledgement from parents.

Practitioners have a solid understanding of child protection procedures and know their responsibilities very well. As part of their wider safeguarding practices, and to ensure that children are safe, practitioners record children's attendance and their own times of work. Nappy changing procedures are in line with current infection control guidance and promote dignity and privacy for all children. Practitioners ensure allergies are dealt with in a safe and effective manner and all medical information is recorded in line with recommended guidelines. Leaders review and analyse procedures regularly and make amendments when necessary. As a result, the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners promote healthy lifestyles by providing children with a variety of nutritious snacks and options of milk and water for them to drink. They ensure all children have daily access to fresh air in the nursery's outdoor learning area and regularly visit the local park and other areas of interest. Practitioners follow highly effective hygiene practices in line with infection control guidance. For example, regularly cleaning surfaces and wiping children's noses. They encourage children to develop effective hygiene routines, such as washing their hands before eating and cleaning their faces once they have finished.

Practitioners have a warm, reassuring and comforting manner with children. They model positive behaviour strategies and language and follow the setting's behaviour policy highly effectively. Practitioners facilitate children's social development successfully by encouraging them to help with simple tasks. For example, they encourage children to help tidy up at the end of the session and ask them to help replant some of the carrots that have been pulled up in the planting area. Practitioners celebrate children's kindness and positive behaviours frequently. This has an extremely positive effect on children's self-confidence and develops their understanding of respect and support of others.

Practitioners promote children's play, learning and development successfully. They provide children with purposeful areas of learning, which are led by the interests of the children. Practitioners have comprehensive knowledge of children's individual needs and preferences and ensure they use this information to support and promote children's well-being effectively.

Practitioners identify and support children with additional needs well. They ensure all children have full access to all areas of learning and use effective strategies and communication aids to support them during transitions between activities and to aid their understanding. Practitioners work successfully with parents, carers, and outside agencies to ensure the best outcomes for children. They seek support promptly, implement effective strategies to aid children's development and review children's progress regularly to ensure that their individual needs are met.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners' effective teaching methods motivate children to engage well in their learning. This has a positive impact on the development of children's skills, knowledge and understanding. Practitioners provide activities that encourage children to work together purposefully and develop their social skills successfully. For example, they encourage children to build bridges and ramps outdoors and to share different resources when creating clay hedgehogs.

Practitioners promote and encourage interesting discussions with children while they take part in learning and play experiences. They provide a rich language environment throughout the setting, which helps support children's communication skills well. Practitioners use questions to intervene appropriately during activities and extend children's learning successfully.

Practitioners plan an interesting and relevant curriculum, which takes account of children's interests effectively. They adapt their planning sensibly to maintain children's interest and enthusiasm. This ensures that children learn through a variety of interesting challenges, such as creating shadow puppets, making seed bombs and using recycled items for craft.

Practitioners encourage children to engage in activities that develop their literacy skills purposefully. For example, children discuss foods whilst preparing snacks and enjoy mark-making outdoors. Practitioners develop children's Welsh oral skills appropriately and provide acceptable opportunities for children to sing traditional Welsh rhymes. Practitioners develop children's numeracy skills effectively. They challenge children skilfully to sort and count autumn resources and to measure length with a tape measure.

Practitioners use their observations of children's achievements effectively to record their progress and to plan the next steps in their learning. This enables them to share beneficial information with parents and carers about their children's achievements through daily updates and secure social media channels.

Practitioners encourage children to experiment and take risks in their play, which develops their physical skills successfully. They enrich these experiences by inviting visitors to the setting who provide exciting workshops and activity sessions. For example, a weekly opportunity to explore movement, ball skills, running, balance and problem-solving skills at the local park. As a result, most children remain fully engaged in their play and develop their physical skills well.

Practitioners develop children's spiritual, moral and social and cultural skills positively. They promote Welsh culture well, by celebrating St David's Day and through visits to the local area, such as visiting a nearby museum and castle. However, they do not provide enough opportunities for children to learn about cultural diversity. As a result, the children do not have enough opportunities to develop an understanding of multiculturalism and inclusivity.

Practitioners promote children's moral development effectively through fostering values such as honesty, fairness, and respect during tasks where children share and take turns well. This promotes principles that help children to distinguish right from wrong purposefully and

helps to develop highly effective relationships. Practitioners also encourage children to treat living things with care, respect and concern through caring for chicks, ladybirds and tadpoles. As a result, children show respect for the natural world. This is evident in how they explore the garden and enjoy learning about songbirds and how to care for pets.

Environment: Good

Practitioners ensure that children are supervised carefully in a safe environment. They follow a range of clear and comprehensive policies, which allows them to promote the safety and welfare of children effectively. They ensure that only authorised persons have entry to the setting and maintain a log of all visitors. Leaders develop and maintain a range of comprehensive risk assessments, which practitioners implement effectively to support the safe and smooth running of the setting. Practitioners are pro-active in undertaking daily safety checks of the environment and specific activities, ensuring that risks are minimised.

The setting is welcoming and well maintained. Practitioners follow effective procedures to keep the environment and equipment clean and in good condition. Children have access to child sized furniture, such as tables and chairs as well as low-level toilets and sinks, which promote their physical development and independence skills successfully. Leaders hold regular fire drills, allowing children to familiarise themselves with what to do in an emergency. They ensure that routine maintenance checks for the building and all appliances are undertaken, and relevant certificates are held.

Practitioners ensure that the environment celebrates children's creativity and successes through displays of their work and photographs of them at play. Practitioners encourage parents and carers to send family photos into the setting to be displayed for the children to see and refer to. This helps to create a strong sense of belonging for all. The indoor area is arranged effectively to provide stimulating play and learning areas alongside calm and relaxing spaces to read and complete quieter activities. Practitioners store toys and resources at a low level to enable children to choose independently and pursue their individual interests. As a result, many children are familiar with gathering and returning equipment to the appropriate places.

Practitioners have created a well-used outside area that enables children to experience a wide range of learning opportunities. Children have opportunities to develop their physical skills by using wheeled toys, a climbing frame with a slide, mud kitchen and other play equipment. They have access to an allotment area, which provides opportunities to learn about the natural environment and deepen their knowledge and understanding of the world. Children have access to a few resources that represent the world around them and reflect different cultures. Practitioners use authentic resources and natural materials, as well as developmentally appropriate toys, providing children with rich opportunities to play and learn.

Leadership and management: Good

Leaders share a clear and purposeful vision that drives continuous improvement in the setting. They work diligently and collaboratively to implement effective strategies that focus on enhancing provision and improving outcomes for children. Through their positive attitudes and consistent practices, leaders create a supportive and stimulating learning

environment that provides purposeful experiences and promotes children's development successfully.

Leaders ensure practitioners provide children with strong and positive care. This creates an excellent sense of belonging within the setting. This caring and nurturing ethos encourages children to do their best and persevere during learning and play sessions. Leaders and practitioners work together well as a team and attend appropriate training to improve their teaching and care practices. As a result, they are motivated and eager to succeed. Leaders also ensure they update the setting's statutory documents, policies, and practices regularly and they follow safe recruitment processes consistently.

Leaders focus on introducing well-planned improvements to develop the provision further. They undertake effective self-evaluation processes, which helps them identify strengths and leads to accurate targets for improvement. For example, they have focused recently on improving children's Welsh language skills and improving learning environments to improve learning and development.

Leaders consider the views of everyone who is involved with the setting effectively. This includes parents and carers, with whom they maintain regular contact about their children's development. They hold beneficial discussions with all stakeholders to improve provision, and act upon advice from support agencies. As a result, leaders have adapted their use of social media and provide regular updates for parents with relevant information about their children's achievements.

Leaders have established a range of beneficial partnerships to help support children's holistic development and awareness of the local area. For example, the setting visits nearby shops, the orchard and farm. Additionally, the emergency services visit the setting to discuss their roles within the community, as well as visits from groups to develop creative approaches to learning to use sign language to communicate feelings. The setting links well with schools and services to support children to move to the next stage in their education.

Leaders allocate resources efficiently and use grants and funding to prioritise expenditure against the setting's priorities. For example, they have improved the provision in the indoor and outdoor learning areas and considered children's developmental needs to provide effective resources for them.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol (English to Welsh).

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.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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