Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Barmouth Oasis Nursery

Oasis Nursery, Unit 7 Elephant Works, Park Road, Barmouth, LL42 1PH

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The inspection visit took place on 03/02/2026

Service Information:

Operated by:	Barmouth Oasis Community Group Ltd
Care Type:	Children's Day Care
Registered places:	41
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Excellent

Summary:

Children thoroughly enjoy their time at the setting and their happiness, care and well-being are the driving force of this service. They are forming superb relationships as they have close bonds of affection with staff who clearly know them very well. Children are self-motivated and empowered to express their needs, thoughts and choices throughout their session.

Staff understand and implement policies and procedures effectively to promote the safety and well-being of children. Their interactions are meaningful, patient and reassuring. Staff provide a range of play and learning opportunities, implementing aspects of the Curriculum for Wales successfully.

Leaders ensure the environment is a suitable and secure space for children to play and learn. They create some interesting indoor and outdoor learning areas, enabling children to engage in a range of activities. Age-appropriate resources interest the children, support and motivate them to learn through their play.

Leaders are dedicated and the high level of leadership maintained ensures they are knowledgeable and effective in implementing and meeting regulations. Self-evaluation procedures are meaningful and ongoing, so they effectively and consistently drive improvement. Leaders manage the happy and dedicated staff exceptionally well. This results in extremely good teamwork and smooth running of the setting. Leaders and staff have a good relationship with parents/carers, outside agencies and the school which supports them in providing excellent care and tailored support when needed.

Findings:

Well-being — Excellent

Children are exceptionally happy, and their voice and well-being are the driving force of this setting. They communicate their needs and preferences confidently, through both verbal and non-verbal cues. Children happily make decisions about where they want to play and explore. Their wishes and individual interests are highly valued and acted on immediately. Children have many opportunities to communicate and express themselves. They are confident approaching staff to meet their requests as they know staff will listen and treat them with kindness and respect.

Children feel safe and secure and appreciate the relaxed atmosphere of the setting. Children form extremely close emotional attachments with the staff as moments of joy and success punctuate the day. They cope well with separation from their parents and carers and feel very relaxed throughout the session. Children receive frequent gentle prompts and reminders about what is coming next in the day, so their play and routine is not disrupted, for instance at snack time. This enables children to feel confident and settled, and as a result they thrive at the setting.

Children are developing meaningful relationships with the staff and interactions between them are delightful. Every child's voice is at the heart of every interaction and children are empowered to express their needs, thoughts and choices in the setting. They confidently initiate conversations, make choices and express themselves. For example, children proudly tell us, *"The dinosaur is an herbivore, so he won't eat you, he eats plants. This one's a carnivore he will eat you".*

Children are enthusiastic and very self-motivated to influence their own tasks and activities. They have ample freedom to explore their environment safely and fully participate in the setting as child led tasks and activities are the primary focus. Children choose from an extensive range of stimulating opportunities and resources which are carefully tailored to meet their individual needs and capabilities. This enables them to make decisions around active play, rest or quiet time.

Children have excellent opportunities to develop their independence skills which means they are able to do things for themselves successfully. For example, a child voices they would like to try and use the toilet before having a nappy put on for a nap, the child is aided in a dignified way to successfully achieve this. They show a sense of achievement in daily activities as they achieve goals with confidence, and their successes are celebrated with everyone in the setting.

Care & Development — Good

Staff understand and implement policies and procedures to promote the safety and well-being of children. The staff we spoke to at inspection, were able to explain actions they would take in a safeguarding scenario. They have a sound understanding of their role in protecting children. Staff complete mandatory training, including, the appropriate level of child protection training. Nearly all staff hold appropriate paediatric first aid and food hygiene training. Accident, incident, and medication records are complete and signed by parents. The setting provides healthy, home cooked meals, catering for allergy or dietary needs, as required. There are suitable cleaning and hygiene practices in place. Nappy changing is undertaken following their policy. Staff ensure there are opportunities for older children to use the toilet facilities independently. All children competently wash hands prior to meals, with staff monitoring practice. Staff promote safety well. For example, they quickly clean up any spilt water from the water play to avoid slips They undertake regular checks on sleeping children. However, recent safe sleep guidance is not considered fully as all children are placed to sleep in pushchairs.

Staff understand the behaviour management policy and implement positive strategies successfully; they are calm, kind and caring. Staff regularly encourage and engage children through praise. For example. *“Well done, good tidying everybody”, “good boy/girl”* and *“good job”.* Staff listen and communicate well with children and support each other in their roles. Staff ensure their interactions are meaningful, they are patient and reassuring. Staff promote and support children to share, using distraction techniques well. We heard staff remind children that it’s kinder to use the spoons for stirring the water during water play. They offer reassurance and encouragement to children whilst undertaking activities. They provide a balanced approach, playing alongside children, and allowing children to take their own lead.

Staff provide a range of play and learning opportunities, implementing aspects of the Curriculum for Wales. Planning follows areas of development and includes children’s interests. The staff recognise children’s interests and build on them. Staff monitor and record children’s progress through an observation wall display, including next steps, which feeds into planning. They recognise if children have emerging needs, with systems in place to support them. Staff know the children well and have strong relationships with them. They are beginning to promote the Welsh language, introducing basic words and phrases however, this isn’t currently consistent across the setting.

Environment — Good

Leaders have appropriate measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play spaces both indoors and outdoors. The environment is secure, well maintained and the outdoors is safely enclosed. The external doors are always locked whilst children and visitors are routinely and accurately signed in and out of the building. Leaders complete detailed risk assessments and take appropriate action if needed. Leaders have created a suitable sleep room which is clean, comfortable and monitored whilst children sleep. Leaders practice fire drills and maintain detailed records. They complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

The environment is clean, purposely planned, and welcoming. Calming neutral décor creates a cosy home from home atmosphere. The indoor area is organised appropriately for play that promotes children's curiosity, imagination, and development. Children's creative work is displayed, along with photographs of children engaged in activities and photographs of the local area. This gives children a sense of belonging. There are rooms for specific age groups which allow children to relax and play safely. Leaders ensure the environment offers good facilities to meet the needs of the children. Low level storage allows children to access toys and resources independently. Appropriate fittings and furniture are at a suitable height for a child, such as the toilets, sinks, tables, and chairs. There is ample space for children of all ages to play and learn. The layout of the rooms allows the children to move around freely and safely. Leaders ensure there are a suitable number of children's toilets and nappy changing facilities for the children that attend. The nappy changing area ensures children's privacy and dignity. The toilet facilities are directly accessible from the playroom.

Leaders supply a variety of resources, including real life and natural items, for example wooden dolls house, wooden slide, threading activities, books, wooden blocks, train track, vehicles, animals and stickle bricks. The outside area is organised to include an obstacle course, tyres, foam bricks, climbing frame, scooters, bikes and footballs. The leaders are currently developing a new mud kitchen and construction area in the outside environment. The accessibility of outdoor resources enables children to follow their own interests and learn about nature and the world around them. Staff ensure the outdoor area promotes children's curiosity and exploration. We discussed resources and activities to promote cultural awareness, celebrations, and diversity with leaders. We were told resources are brought out for activities based around celebrations such as Chinse New Year and Diwali. A multicultural box of resources for example, from tribes can also be brought out when needed and used with the children.

Leadership & Management — Excellent

Leaders are dedicated to providing the best care possible. They have a clear vision for the setting and care they offer. A high level of leadership is maintained, and leaders are knowledgeable and effective in implementing and meeting regulations. Paperwork is extremely well organised and consistently updated to ensure it reflects current guidelines and regulations. All information is kept securely and is easy to access when required. Leaders are proactive in keeping up with best practice and relevant training. This includes successfully implementing new guidance and ideas that support the care and learning children receive. The statement of purpose reflects the current setting and gives parents/carers the information they need to decide if it is the right setting for their child.

Leaders have an effective procedure in place to self-evaluate the setting and care provided. The views of parents, children and staff are considered appropriately when reviewing the service. Leaders understand the importance of reviewing what has taken place and identifying improvements. The self-evaluations completed are meaningful and ongoing, so they effectively and consistently drive improvement. For example, it was identified to improve the structure of the premises including the façade, the upstairs rooms and the outdoor area. Most of this has been implemented with future work planned and ongoing.

Leaders manage staff exceptionally well and this is a real strength of the setting. It leads to a team of happy and dedicated staff. They ensure all the required checks are in place to evidence their suitability to care for children and all required training has been completed. Regular appraisals and supervisions are conducted with staff, so information is shared effectively, and training needs are identified. Leaders have a regular check in with staff and ensure their roles and general routines they are responsible for are clear. This results in extremely positive teamwork and smooth running of the setting. However, leaders do not always formally record all staff check-ins, especially with the person in charge. Leaders and staff regularly and effectively review the resources, purchasing new ones when required. This ensures they are supporting and encouraging children's play and learning effectively.

Leaders and staff have strong relationships with parents/carers. They keep them updated and informed about the setting and their child. Regular information and photos are shared throughout the day via social media and through a daily letter. Through online questionnaires the parents told us, *"The staff there are all so lovely and the children adore them"* and *"My children love going to Oasis. They offer lots of activities, plenty of outdoor play when weather permits. My children love the staff, they're very caring".* The setting has positive partnerships with outside agencies, and this supports them in providing excellent care and tailored support when needed. The setting has

extremely strong links with the local community. The leaders are extremely flexible with opening hours to support parents. The setting received a grant which has allowed them to develop two rooms upstairs to create a multi-use community space. The setting's connections with the local community are strong and well embedded. The setting also has strong transitions processes with the local primary school to provide consistent care and ensure a smooth transition. The setting makes regular use of the facilities in the local community and local professionals often visit the setting to provide real experiences for children.

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.

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 all staff supervision and appraisal meetings 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)
Develop the consistency of the use of the Welsh Language across the setting.
Re-consider recent safe sleep guidance and procedures especially for children aged under 12 months.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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