Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Maenor Aur

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https://goldenmanornursery.com/maenor-aur/

The inspection visit took place on 11/03/2026

Service Information:

Operated by:	Golden Manor Nursery Ltd
Care Type:	Children's Day Care
Registered places:	33
Main language(s):	Welsh
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, confident and secure. They express their choices freely, engage warmly with staff and peers, and show empathy and cooperation in play. They explore a wide range of activities with enthusiasm and develop strong independence skills, demonstrating a clear sense of belonging and emotional well-being within the setting.

Staff promote children's health, safety and well-being through strong hygiene routines, safe practices and overall warm, positive interactions. They support social, emotional and bilingual development effectively, offering thoughtful guidance and meaningful learning experiences. Individual assessments and sensitive responses ensure children feel understood, supported and able to learn confidently.

Leaders maintain a safe, well-organised environment through strong policies, daily checks and prompt action. Indoor and outdoor areas are thoughtfully arranged, inclusive and stimulating, with

high-quality, accessible resources. Cleanliness and safety practices are consistently robust, and children's involvement in choosing resources strengthens their sense of ownership and belonging.

Leaders provide clear, purposeful direction and drive ongoing improvements. They use structured self-evaluation, support staff through effective supervision and training, and maintain strong safeguarding oversight. Well established partnerships enhance children's experiences, and highly positive parental feedback reflects strong communication, supportive relationships and the high quality of leadership across the setting.

Findings:

Well-being — Good

Children have strong opportunities to express their choices and preferences, and staff respond promptly and positively. Outdoors, staff immediately provide chalk when requested, and children confidently choose where to sit at snack time, selecting options such as "*tost gwyn*" (white toast) or their own water bottles. They also choose paintbrush colours and experiment with mark-making using water. Children demonstrate awareness of routines by returning a placemat belonging to an absent peer. They communicate their wishes clearly, including choosing if they wish to join activities. Observations show that children's voices are recognised and respected.

Children appear happy, settled and emotionally secure within the setting. They enjoy warm, playful interactions with staff, such as running games and light-hearted conversations. Many seek physical closeness, sitting on a staff member's lap during snack or resting inside the tent. Outdoors, children show enthusiasm and confidence as they explore stepping stones and investigate the environment. Familiar routines, such as tidying before going indoors, are followed willingly, contributing to a reassuring atmosphere.

Overall, children interact positively with staff and peers, initiating conversations and share activities including hide and seek, imaginative dinosaur play, and inviting friends to sit with them. They frequently use encouraging language and demonstrate caring behaviours, such as helping peers carry resources or find equipment. Cooperative play was evident in turn-taking with vehicles and participating in group tasks. Some children apologise independently after minor accidents, reflecting empathy and an understanding of others' feelings.

Children engage enthusiastically in a broad range of play experiences that sustain their interest. Following snack, they explore different areas freely, choosing between building blocks, role play or imaginative activities in the wooden tent. Outdoors, water play is especially popular, with children sharing observations such as *"It's like a waterfall"*. Early learning experiences are embedded naturally, including counting the letters of their names in Welsh *"un, dau, tri, pedwar"* (one, two, three, four.) Imaginative play is lively, with children creating a "choo choo train" from chairs or pretending to cook meals.

Independence skills are developing well. Children help themselves to toast, fruit and drinks, supported by simple reminders such as *"*two scoops each". They scrape plates into the compost, place bowls in the basin and recycle items correctly. Personal care routines are followed confidently, with children washing hands or wiping noses independently. Many contribute to daily tasks such as tidying, and one child independently used a dustpan and brush. These routines support children's growing independence and sense of responsibility.

Care & Development — Good

Staff demonstrate a strong commitment to promoting children's health and safety, creating a reassuring and well-organised environment. Hygiene routines are well embedded, with staff sensitively supporting children to wipe their nose when needed and encouraging effective handwashing before snack. Mealtime procedures are consistently hygienic; tables are cleaned thoroughly before and after use, and staff wear aprons and gloves to maintain high standards. Staff actively promote safe eating habits, offering gentle reminders to sit securely on chairs and to finish swallowing before leaving the table. Drinking water is readily accessible through a child-friendly dispenser, encouraging healthy hydration habits. Meals are prepared safely. Food brought from home is stored correctly. These practices highlight the setting's strong focus on children's health and well-being. Nappy changing is carried out safely, calmly and respectfully. Staff use appropriate protective equipment and clean the mat before and after each change. They speak to children in both English and Welsh, helping children feel comforted and included. Sleep procedures are implemented in line with the safe sleeping policy. Minor issues identified during the visit, such as a ripped changing mat and low-hanging fairy lights, were addressed immediately, demonstrating proactive and responsive management. Staff respond promptly and reassuringly to minor injuries, offering immediate checks and comfort, supporting children to feel safe and cared for.

Staff interact warmly with children, using encouraging and positive language to reinforce friendly, cooperative behaviour. Children receive frequent praise for sharing, listening and showing kindness, helping them feel proud of their actions. Staff offer clear, calm explanations such as, *"If we're eating, we need to be sat at the table*," helping children understand expectations. Gentle prompts including *"what do we say?"* and *"have you asked nicely for a turn?"* support children to develop social awareness and communication skills. Staff use Welsh naturally throughout these interactions, promoting bilingual development in a meaningful and engaging way. Children benefit from structured, nurturing activities such as yoga sessions, story time and kind hands reflections, which encourage them to think about their emotions and behaviour in a thoughtful way. However, some boundaries are not always applied consistently, allowing some children to behave unacceptably.

Staff provide a rich range of experiences that support children's learning, emotional well-being and development. Their sensitive, thoughtful approach ensures children feel understood and supported. For example, offering comfort to a child missing their mother and gently helping them re-engage by offering a fireman jacket before returning to story time. Children are given meaningful choices, such as deciding whether to join snack, promoting their independence. Practical learning opportunities are embedded throughout the day, such as counting dinosaurs, recognising name cards, and creating Mother's Day cards with chosen colours and early writing opportunities. Outdoor experiences are thoughtfully planned for different age groups, supporting physical development and exploration. Observations and assessments sampled during the visit were individualised, up to date and demonstrated staff's clear understanding of each child's needs and progress.

Environment — Good

Leaders demonstrate a strong commitment to maintaining a safe, well-organised environment supported by comprehensive and up-to-date policies, checks and risk assessments. Documentation is robust and includes fire safety procedures, health and safety risk assessments and specific checks such as gate supervision. Staff complete daily safety checks diligently and promptly share any concerns with management. The premises is secure, with locked entry, doorbell access and clear signing-in procedures. Food safety practices are well embedded, with fridge and freezer temperatures recorded daily, food probed before serving, regular cleaning schedules and pest control checks in place. Toys and equipment are cleaned daily, with monthly deep cleans supporting high hygiene standards.

Leaders create a welcoming and stimulating environment that reflects children's interests and supports a wide range of developmental needs. The main playroom is thoughtfully arranged into clearly defined spaces, including activity tables, a cosy story and circle-time area, a role-play corner, construction resources, loose parts and a well-stocked craft section. Outdoors, children benefit from a spacious, well-resourced area with stepping stones, tunnels, a bridge, slide, climbing equipment, tuff trays, water play and a mud kitchen. These areas promote exploration, physical development and imaginative play. The baby room (Ystafell Enfys) offers a nurturing and well-organised space with soft play, a ball pit, sensory toys, bilingual displays, family photographs and accessible storage. Safety measures such as a safety gate and room thermometer enhance the provision. The nappy changing room is well stocked, clean and checked daily, with individual needs clearly displayed.

Leaders ensure a high-quality range of age-appropriate resources that support children's learning and play. Natural and wooden materials, puzzles, loose parts, small world items, musical instruments are clean, well-organised and accessible. Outdoor tools for sensory and water exploration further enhance learning opportunities. Sleep resources such as cots, prams and cushions are in good condition. Displays featuring children's artwork, bilingual prompts, cultural images and diversity-focused photographs contribute to an inclusive atmosphere where children feel a sense of identity and belonging. Resources are placed at child height, supporting independence and easy access. Children recently chose new resources from catalogues after a grant award, reinforcing their sense of ownership. One staff member shared, *"We let the children choose — it's their home and they're here every day.*"

Leadership & Management — Good

Leadership is strong and purposeful, with leaders demonstrating a clear, confident vision for the setting's continued development. They communicate ideas effectively and have introduced several meaningful improvements over the past year, including expanding outdoor resources, increasing Welsh language training for staff, initiating PATHS training, and enhancing transition arrangements with the local school. Leaders ensure the required documentation, is comprehensive and well maintained. Staff describe leaders as approachable and supportive, contributing to a positive and a stable working environment.

Leaders use a thorough and structured approach to self-evaluation, gathering valuable feedback from staff, parents, children, the local school and external agencies as part of their Quality-of-Care report. They have identified realistic and forward-thinking priorities for the coming year, such as improving consistency in language across the setting, strengthening planning using children's voices, increasing parental involvement and further promoting healthy activities. This reflective approach demonstrates a strong commitment to continuous improvement.

Leaders manage practitioners and resources efficiently, ensuring staff files contain all required documentation and that practitioners have access to a broad range of training opportunities beyond mandatory requirements. Monthly staff meetings are well structured and recorded offering opportunities for reflection and shared discussion. Staff receive regular supervision and annual appraisals, supporting their professional growth. Leaders closely monitor safeguarding expectations, ensuring staff understand their responsibilities and feel confident in responding to concerns. Effective deployment of staff supports the smooth running of the setting and contributes to consistent practice.

Partnerships are strong, well established and enhance children's experiences. Leaders work closely with programmes such as Healthy Pre-School, supporting children's health and well-being. Links with the local school are positive. Wider community engagement, including past visits to local care homes, parks and the library, enriches children's learning. Parents shared highly positive feedback during the visit, *"each staff member goes above and beyond"* and praising the care as *"brilliant,"* noting the strong promotion of Welsh, and stating their children are consistently happy attending. Others highlighted excellent communication, staff's strong knowledge of their child and the setting's welcoming approach.

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 9 - Behaviour	Ensure staff consistently implement and follow the behaviour policy.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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