

A report on

**Mother Goose Nursery
Unit 17
Penley Industrial Estate
Penley
Wrexham
LL13 0LQ**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Mother Goose Nursery

Name of setting	Mother Goose
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Sarah Love
Person in charge	Michelle Jones
Number of places	35
Age range of children	Birth – 8 years
Number of children funded for up to two terms	12
Number of children funded for up to five terms	0
Opening days / times	Weekdays, 7:30 – 18:00
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Date of previous CIW inspection	30/03/2017
Date of previous Estyn inspection	10/06/2014

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Dates of this inspection visit(s)	13/03/2019
Additional information	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Time introductions to group sessions more effectively to maintain every child's interest
- R2 Improve the methods for monitoring the health and safety aspects of the environment, ensuring that all risks are identified and assessed
- R3 Ensure that the findings of the self-evaluation processes link to actions for improvement

What happens next

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

Main findings

Wellbeing: Good

Children have a strong voice at the setting. Most express their needs confidently and know they will be listened to. For example, one child chose water to drink with their breakfast, but after changing their mind they made a request for milk, which was provided. Children communicate successfully in different ways. Many young children are non-verbal or have emerging speech. They use body language and hand gestures to communicate with others effectively. Most children make choices and decisions routinely. During group activities, many older children request a favourite rhyme or story and some younger children have the confidence to do the same. All children experience good opportunities to engage in freely chosen play for large parts of the day. This stimulates their curiosity and contributes to their learning.

Nearly all children arrive at the setting eagerly and cope very well when separating from their parents or carers. Many children settle quickly into an activity of interest, while a few prefer physical contact, such as sitting on a practitioner's lap or holding their hand. All children have developed strong bonds of affection with their key workers and most other practitioners. Children often greet adults and other children warmly as they move around the setting. They notice when practitioners are not present and make enquiries as to where they are. There are many occasions where children demonstrate their affection towards others, with spontaneous hugs and beaming smiles. All children have a strong sense of security.

Nearly all older children have a very clear understanding of boundaries and the rules of accepted behaviours. They respect practitioners' decisions and almost always listen to instructions and guidance. All younger children are developing an understanding of concepts such as sharing and co-operation. For example, older toddlers waited patiently for some water markers during an activity, exclaiming 'my turn!' when a marker became free.

Children are active and curious learners. All children sustain an interest in what they do for periods of time appropriate for their age. Babies and young toddlers often explore using their senses. They show excitement and enthusiasm in the activities available. Babies enjoy sensory craft activities, where they use touch and sight to experiment with a variety of coloured paint. They are fascinated with lights and play contentedly with a variety of light up resources in a dark tent, which stimulates visual development. Nearly all older children enjoy their play thoroughly and learn through their experiences effectively. They develop many self-help skills through daily routines, such as good hand washing, fastening coats and shoes and helping to prepare meals. Many older children demonstrate perseverance and problem solve with confidence, for example through den building, rolling and cutting dough and pegging clothes on the washing line.

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

Most children make good progress from their starting points, which are at or above the level expected for their age. As a result, they develop effective literacy, numeracy and information and communication technology (ICT) skills during their time at the setting.

Most children listen to instructions sensibly and respond promptly to requests to begin working. They communicate confidently with adults and other children, when explaining their decisions, such as drawing their favourite foods on table mats next to their names. Most consider the needs of others sensibly and co-operate purposefully to lay the table in the home area. A few children use Welsh words independently, for example when counting bananas, naming colours and announcing that they have washed their hands.

Most children enjoy handling and discussing books and identify characters, such as a fireman, as the hero in the story. They follow stories read to them well and respond enthusiastically to particular events that capture their imagination, such as an imaginary creature's child that visits the forest to look for a mouse.

Many children make marks effectively using pencils, chalks and paints and a few write their names independently. They explain clearly the purpose of writing and understand its functions, such as the importance of words in books and recognising their own names. They understand that writing is an important part of everyday life, for example when creating a sign for the fire station in the outdoor area.

Most children use mathematical language well and identify appropriate mathematical equipment to solve practical problems successfully. For example, they sort and count teddies into coloured squares purposefully. Most count to ten and beyond confidently and a minority count back to one with little support. Most identify the characteristics of different shapes effectively. They compare two and three-dimensional shapes accurately, such as a picture of a flower compared to real daffodils growing in a tub outside. Most children explain knowledgeably the difference between the volume of containers, such as a jug that is 'full', 'empty' or 'half-full'.

Most children use technology, educational programs and apps well, which develops their ICT skills and fine motor skills successfully. This includes using electronic tablets and undertaking tasks efficiently with electronic toys and cameras.

Most children develop good physical skills as they ride bikes, climb apparatus and throw balls enthusiastically. Most develop valuable thinking and creative skills, which have a positive impact on their learning. For example, they use utensils and ingredients thoughtfully in the mud kitchen to create a cake.

Care and development: Good

Leaders ensure that safeguarding has a high priority as it underpins the setting's day to day practice. All practitioners complete child protection training and regularly attend refresher courses to develop their existing knowledge. Most recall with some confidence the setting's safeguarding strategies and they have good support from leaders. Staff keep robust records for any accidents at the setting and share these with parents promptly. Practitioners duly note existing injuries and seek explanations routinely. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote healthy lifestyles and support children's health very well. The setting has achievements in a number of early years food and nutrition awards. Best

practice learned from these awards is embedded into the setting's menus. Practitioners follow good systems for meeting children's dietary requirements, with written records and visual prompts available in each room and in the dining areas. Medication procedures are sound. For example, practitioners always seek appropriate written consent and keep accurate records when administering medication. Practitioners follow the agreed procedures for infection control well. They wear disposable protective clothing for personal care and preparing food. Practitioners promote good hygiene procedures consistently. For example, they routinely remind children to wash their hands prior to meals and after using the bathroom. Practitioners lead by example, showing children how to wash thoroughly.

Practitioners use positive behaviour strategies and deal with any discontent very well. There is a consistent approach to the agreed rules for the setting, ensuring children know what is expected. As children progress through the setting they receive the same messages. For example, all children should sit properly at tables to reduce the risk of accidents. Practitioners in the toddler room paused an activity, while this agreed rule was followed. All practitioners have a firm but fair approach, which children respect and respond well to. They use praise, rewards and celebration of success in response to good behaviours. Practitioners use distraction techniques effectively with younger children who are developing a sense of right from wrong.

Practitioners know children and their families very well. Children's individual needs are identified during the settling in process and practitioners monitor these through regular observations. Practitioners provide a caring environment and put children's needs first. For example, ensuring children have additional time to finish tasks, when needed. Activity planning considers individual needs and provides a good variety of development opportunities, such as planting vegetables in the garden area. Practitioners seize learning opportunities that arise to extend children's learning. For example, during windy weather they extended children's vocabulary using descriptive words, such as blowing and swishing and they identified the effect the wind had on various items.

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

Practitioners teach purposefully and collaborate well. They have high expectations for all children, which enables them to develop a firm understanding of children's individual needs. There is a sensible balance between adult-led activities and children's independent tasks. Practitioners question effectively to challenge children's thinking and to develop their literacy and numeracy skills. For example, when they prompt children to respond to the effect of the wind on the trees or tally up the different birds seen at feeding pots. However, practitioners do not always time introductions to group sessions effectively, to maintain every child's interest.

Practitioners plan diligently to improve children's literacy, numeracy and ICT skills. They provide a broad range of learning opportunities, which target children's interests well, such as the importance of the emergency services within the community. These experiences encourage children to learn independently, which promotes foundation phase philosophy successfully.

Practitioners create good continuity and progression in children's literacy and numeracy skills. Activities, such as matching different letters in jigsaws to their names and ordering numbers in sand correctly, have a positive effect on children's skills. Practitioners improve children's Welsh skills purposefully, by repeating words and simple phrases regularly, which develops their Welsh oracy skills successfully. Additionally, practitioners challenge children effectively to develop good ICT skills, through using readily available equipment and educational software.

Practitioners focus effectively on developing children's physical and problem-solving skills. They motivate the children to collaborate on practical tasks enthusiastically, such as ascending climbing frames and nailing shapes on boards to create cars with wheels.

Practitioners celebrate diversity sensitively and focus well on improving children's spiritual, moral, social and cultural skills. For example, they study the Chinese New Year and Ramadan, which enhances children's understanding of different beliefs. They promote children's awareness of the culture of Wales successfully, by celebrating the lives of Saint David and Saint Dwynwen and cooking leek and potato soup. Practitioners use visits and visitors beneficially to create a sound awareness among the children of the emergency services and of local businesses, such as the nearby shop. They organise weekly visits to a day centre to participate in craft activities with the elderly, which has outstanding benefits to children's social skills.

Assessment practices are thorough and observations match children's outcomes accurately. Practitioners use their findings purposefully to plan the next steps in children's learning effectively, which guides them towards improvements in their work. Practitioners hold beneficial meetings with parents to discuss children's progress and provide useful information that reflects children's achievements well.

Environment: Adequate

Leaders have established routines, which monitor any access in and out of the setting effectively. They maintain detailed records of setting access. Policies to promote good hygiene are effective. Fire safety procedures are strong, with regular practice drills carried out and evaluated. However, the setting's risk assessment procedures are not sufficiently robust to ensure that all risks to the health and safety of children are identified. For example, the required periodical electrical tests are overdue and room temperatures are not monitored routinely. Additionally, the flooring in the main corridor is uneven in several places, which is a trip hazard.

All children are well cared for in a comfortable and stimulating environment. Rooms are attractive and welcoming. Practitioners display children's work and photographs, enhancing their self-esteem and sense of belonging. The pre-school room is well resourced and set up to support older children's developing independence effectively. Baby and toddler rooms have plenty of floor space, providing safe areas for crawling and developing into confident walkers. Suitable role play areas provide a source of interest, particularly the new shop area. Resources in these rooms predominantly include manufactured play food, rather than real resources such as, empty food packets and fresh vegetables. The pre-school room provides more variety. Examples include a construction area with fluorescent jackets and helmets, and real life resources in the home areas, such as clocks, telephone and washing

line. Messy play spaces provide adequate opportunities for children to explore and experiment with a range of materials. Outdoors, children access an extensive range of play and learning experiences. Nearly all children frequently utilise the outside space. A mud kitchen, tools, planting and growing and many items promoting physical development are readily available.

Leaders carefully consider the structure and layout of the setting. They provide suitable spaces for confidential conversations and for practitioners to take breaks. Children independently select resources from low level storage in most rooms. Many toys are labelled with words and pictures to help younger children identify the content. There are plenty of age appropriate books and areas for relaxation, which are utilised well. Furniture is sturdy and well maintained. Leaders ensure that communal areas are utilised well, providing additional play spaces for children and offer more varied activities. For example, younger toddlers enjoy decorating cakes in the craft room and return to their base room with renewed interest in the activities available.

Practitioners routinely clean the premises and equipment, maintaining good hygiene standards. They give high chairs, children's tables, linen and the bathroom careful attention to prevent the spread of infection. They also regularly check resources as they rotate them around the setting, for signs of wear and tear. This ensures their quality. Practitioners ensure that liquid hand soap and appropriate hand drying facilities are available and used by all, in line with current infection control guidelines.

Leadership and management: Good

The responsible individual and person in charge lead the setting effectively. They provide a positive strategic direction to the daily work of the setting and the person in charge addresses any issues that arise efficiently in the responsible individual's absence. As a result, the practices employed promote beneficial improvements in provision, which affect children's learning and wellbeing successfully.

The responsible individual and person in charge encourage practitioners to plan stimulating learning experiences, which motivate them to create exciting opportunities for children to learn, both indoors and outside. They monitor the effect of practitioners' practices regularly, through effective appraisals and supervisions, which supports their training needs purposefully. This results in valuable teaching and care practices, which helps to create a vibrant learning environment that inspires children to learn well.

The setting's self-evaluation processes are, on the whole, effective. The practitioners, under the guidance of the local authority, have established consistent arrangements to monitor provision and children's outcomes, through regular processes. As a result, a positive culture of self-evaluation leads to consistent improvements over time, such as improving outdoor learning areas effectively.

The setting's development plan identifies relevant areas for improvement and the responsible individual prioritises expenditure appropriately, in line with the actions identified for development. However, targets in the development plan do not always derive directly from the findings of self-evaluation processes. The findings do not include enough detail about why some areas need developing and how practitioners arrive at some targets.

The responsible individual and person in charge resource the setting well. They employ enough qualified and trained practitioners and they share equipment between rooms equitably to target children's needs effectively. The responsible individual uses the budget and grants purposefully and prioritises expenditure against improvement plans efficiently. This has a positive impact on provision, which benefits children's outcomes successfully. A good example of this is regular training courses to enhance the professional development of staff. Additionally, the use of external expertise, such as regular sessions with a specialist Welsh teacher, develops practitioners' expertise in the language to improve children's learning.

The setting has a range of effective partnerships. For example, there is a very positive link with the local school, which benefits children's transition to full-time education successfully. Practitioners listen sensibly to the suggestions of the local authority's support officer, and the responsible individual uses external guidance well to create relevant documentation. Parents speak highly of the service. They are satisfied with the level of information they receive and they feel that communication between practitioners and themselves is very good. As a result, the setting works diligently with all partners to improve provision and children's outcomes.

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 evaluates 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

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Publication date: 17/05/2019