



Inspection Report

Plas Gogerddan Nursery

**Plas Gogerddan Nursery
Gogerddan
Aberystwyth
SY23 3EE**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/07/2022

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About Plas Gogerddan Nursery

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| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Gogerddan Childcare Ltd |
| Registered places | 54 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | 28 August 2018 |
| Is this a Flying Start service? | |
| Does this service provide the Welsh Language active offer? | Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture. |

| | |
|--|------------------|
| <u>Well-being</u> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Excellent |
| <u>Leadership and Management</u> | Excellent |

For further information on ratings, please see the end of this report

Summary

Children have a very strong voice and communicate confidently with each other and with care staff. They develop strong relationships and express their views openly, knowing that they will be listened to. Children are extremely happy and make purposeful choices and decisions independently.

Care staff understand and consistently implement policies and promote healthy lifestyles and personal safety of children to successfully ensure their well-being. The staff are knowledgeable, kind and caring and are fully aware of children's individual development. They effectively plan and promote their pedagogy philosophy to successfully develop children's interests and curiosities.

The people who run the setting have excellent measures in place to ensure the environment is safe, secure and well-maintained, indoors and outdoors. They ensure children have access to an extensive and exciting range of natural and purposeful resources and equipment to nurture children's overall developmental skills. They offer excellent opportunities to play and learn in a variety of outdoor spaces.

The people who run the setting consistently comply with all the relevant regulations and exceed the national minimum standards. They have a strong vision for the future and ensure that staff are provided with continuous opportunities to develop professionally. They are passionate in ensuring they offer a very high standard of care to the children in their care. They have developed strong partnerships across the community and nationally.

Well-being**Excellent**

Children have a very strong voice and their opinions and interests are highly valued and acted upon. A child showed great delight when a staff member responded to her comment that she liked playing with water by bringing out spray bottles and watering cans. On another occasion one child indicated that he didn't like having muddy hands and staff respected this by gently washing his hands. At snack time children were given the option of where they would like to sit and confidently chose their seats. Children have many opportunities to make choices and decisions such as choosing colours different sized brushes and surfaces during a painting activity.

Children are extremely happy and engaged and have a strong sense of belonging. They have formed close relationships with their peers and carers and are familiar with all routines. Their feelings and needs are acknowledged and valued and we observed very strong bonds of affection and attachment. For example, one child being cuddled when he became a little tearful during snack time with his needs being recognised and supported in a gentle and caring way. Outdoors we saw how babies played independently, but then went to staff for comfort and cwtshees. They comfortably sat on the laps of staff before going away happily to explore again, providing evidence of close bonds between children and staff.

Interactions between children and staff are consistently stimulating and children cooperate enthusiastically. Children express empathy and care towards each other and listen carefully, responding and communicating with affection. They are fully engaged and show respect for others and to the setting. We saw a group of children who played with saucepans and cups, filling these with earth and stones and helping one another, whilst hearing lots of 'what would you like' and 'thank you' when resources were shared.

Children thoroughly enjoy their play and learning and are immersed in the exciting opportunities that are available to them. All the children including the babies enjoy water play and the natural world. Older children explored wildflowers responding with, 'look at that poppy there...and another one there...that's a different flower'. Children demonstrate excellent physical skills through managing different gradients and slopes in the outdoors. They experience a wide range of learning opportunities that fully promote their all-round development as they follow their own instincts, ideas and interests. They are independent and we saw them competently wash and dry their hands in the mobile sink units outdoors. Children problem solve successfully and are supported when making decisions. For example, we saw one child leaning a wooden ladder against a fence so that he could climb up to see the higher flowers. Under the close supervision of a staff member, he was completely independent in his ability to be curious and explore further. Children feel great self-esteem and pride as a result of their success in play and discovery.

Care and Development

Excellent

Care staff understand and consistently implement policies and promote healthy lifestyles, and personal safety of children to successfully ensure their well-being. Staff are proactive and effectively manage any risks as and if they arise. We saw how care staff were quick to respond and calmly and kindly check if children tumbled over. Care staff speak respectfully with children and show interest, pleasure and care in all that they do. They manage any sign of possible conflict for example around sharing, carefully and quickly and offer support and care.

Care staff respect the children's feelings, for example by asking them if they can apply suntan lotion and we saw that children were comfortable with this routine. Care staff follow effective processes to keep children safe in the sun, for example keeping them hydrated and ensuring continuous access to water both indoors and outside in the shade. Staff know children very well and are all able to provide examples of how they have developed and what their needs are. They respond to children's individual needs promptly and can recognise and respond when they want to sleep. We saw very effective practice, where babies who are sleeping are checked with a 10-minute alarm, with these documented on the daily sleep log in the sleep room. Care staff are all confident with safeguarding scenarios and can explain what they would do if they had concerns. Lunch times are calm and organised and care staff ensure that meals are served with care and children are supervised at all times and not rushed. Nappy changing is carried out with dignity, care and respect and care staff follow all safety measures diligently. They practise other safety procedures such as fire drills regularly, and we noted they had increased the practices following a comment by children who were unsure of what was happening.

Interactions between staff and towards children are always respectful. Staff are consistently responsive and respect children's views. Interactions are very positive, and staff demonstrate genuine warmth and kindness. They are sensitive to children's needs and take every opportunity to enhance interactions through careful responses, correct spoken language and enhancing children's vocabulary. We saw children approaching staff for reassurance and we heard conversations at the end of morning sessions between care staff and parents and grandparents where they took their time to provide feedback. There was clear evidence of mutual respect between staff and families.

Staff have a rich understanding of diversity issues and fully promote children's rights and are committed to providing an excellent range of play and learning activities and opportunities. They are fully aware of children's individual development and provide specific age and stage appropriate activities. Staff constantly and carefully consider and review the planning process and next steps. Children with additional needs have regularly reviewed care plans in place which are understood by key workers. We saw planning boards with children's ideas and care staff explained how they respond to children's interests and curiosity with further activities to enhance their experiences for learning. For example, children chose The Three Little Pigs story and this was created and acted out in the nearby forest school area where we saw the houses of sticks and bricks. This wonderful activity

had really benefitted the children's imaginative, creative and physical skills. Children's development and learning are documented in individual adventure learning profiles which are created through the Capture software and linked to areas of development within the curriculum. Staff are knowledgeable about children's development and the curriculum and introduce their own experiences at forest school settings in Finland, implementing aspects of this practice at the setting.

Environment**Excellent**

The people who run the setting ensure that a comprehensive and effective set of measures and policies are in place to ensure that everyone fully understands their responsibilities. The environment is safe, secure and extremely well maintained, both indoors and outdoors. They complete detailed risk assessments where risks and hazards are considered and carefully monitored in all aspects of children's play and activities. They complete and review fire risk assessments and communicate emergency procedures clearly to all relevant people. We saw consistent and effective hygiene practices which minimised risks to everyone's health and safety. Staff operate the outdoor gates separating different groups effectively and they told us how they supervise the children and carry out regular headcounts against the daily registers. We saw a newly renovated area with large shelter offering a further secure and high-quality outdoor area where all safety measures have been carefully considered.

The setting is safe, welcoming and excellently maintained. Indoors is clean, open, well-lit and cool offering many different areas for play, each area offering purposeful opportunities for rich learning experiences. Children can easily access high quality child size furniture and the people who run the setting are committed to providing stimulating resources that promote children's curiosity both indoors and outdoors and which stimulate children's interests and imagination. Equality and cultural awareness are promoted throughout the practice. The large open outdoor space at the rear of the setting is safe and provides excellent opportunities for extensive learning opportunities with shaded areas as well as slopes and steps for children to develop further spatial awareness and physical development. The setting has created a wonderful and exciting forest school in a woodland area, a short walk from the setting. This is accessed by a gate which opens into a large, shaded space offering a rich and exciting learning environment of dens, shelters, constructions and a purpose-built enclosed compost toilet where all aspects of safety have been carefully considered and monitored regularly. The setting has also undergone recent renovations including new flooring and changes to indoor spaces, with further plans for future changes to link indoor rooms with the outdoors. Children have access to a safe, stimulating and wonderful indoor and outdoor environment.

Resources are purposefully selected and are almost all natural and wooden. Many resources are specially selected from charity stores to provide real life experiences for children such as jugs, cans and utensils. The range of trikes and bikes in the outdoor areas offer further opportunities for development and are stored in a way that encourages further independence and learning. Recently installed storage cupboards store resources allowing sufficient of floor space for children. The additional stored resources are brought out to follow children's interests. In the Green Cabin outdoors, children can access natural resources themselves which reflect the quality and appropriateness of their play experiences. Partnerships have been built over time leading to the construction of further

resources and equipment for example, new soft surfaces, a boat created by a staff member and benches and tables made by outside organisations.

Leadership and Management

Excellent

The people who run the setting have an innovative vision which is shared with the team. All policies, procedures and documentation are in place and stored confidentially. These reflect the service that is provided and exceeds the national minimum standards. They review documentation regularly, or at least annually with dates and signatures evident. All other systems of recording are completed and organised. Children's allergies as well as individual needs are carefully documented in each of the rooms and monitored carefully. Induction is thorough and meaningful and we particularly noted that they carried out additional induction for the different rooms and included bank staff work across rooms. This was documented clearly in staff files.

The people who run the setting have a quality of care file which is carefully organised. This includes improvements to the setting as well as results of surveys and feedback from parents and staff. We saw how leaders and care staff respond to new initiatives or incidents in other childcare settings and implement further measures to ensure safety and learning opportunities. We saw the setting's new pedagogy philosophy, where leaders demonstrate how everyone at the setting has contributed to the ethos and thinking behind its principles and values. This shows the level of pride that both leaders and care staff have for the continuous process of improving the service to young children's learning experiences. Effective staff appraisals and supervision practices enable staff to professionally develop on a continuous journey and staff training includes safeguarding, autism, discussions on the curriculum, forest schools and loose parts. Staff have recently completed play work and plan to attend further forest school training. The setting has recently won a national award for its excellent practice. Staff told us how much they enjoyed working at the setting and their pride and enthusiasm was obvious.

Current best practice is promoted effectively and additional responsibilities such as supervisions, rotas, inductions, the ordering of food from an external catering company are delegated effectively amongst care staff. In addition to staff meetings, detailed staff bulletins are effective in ensuring careful communication of news, developments and successes.

Strong partnerships have been developed over many years with neighbours on site as well as schools, teachers, headteachers and national organisations. We saw the 'settling in policy' in action where a new parent was observing from a distance. We spoke with parents who said that they wouldn't ever put their children anywhere else and that they are so pleased with the care that their children have. Every parent said that their children are happy. Parents said they have chosen Gogerddan because of the excellent outdoor facilities and ethos. This is a service which is committed to improvement with many strengths, including significant examples of sector leading practice and innovation. The care

which is provided is high quality and demonstrates a strong contribution to improving children's wellbeing and development.

Recommendations to meet with the National Minimum Standards

There are no recommendations.

Summary of Non-Compliance

| Status | What each means |
|---------------------|---|
| New | This non-compliance was identified at this inspection. |
| Reviewed | Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection. |
| Not Achieved | Compliance was tested at this inspection and was not achieved. |
| Achieved | Compliance was tested at this inspection and was achieved. |

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

| Regulation | Summary | Status |
|------------|--|--------|
| N/A | No non-compliance of this type was identified at this inspection | N/A |

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

| Regulation | Summary | Status |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

| Ratings | What the ratings mean |
|------------------|--|
| Excellent | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being. |
| Good | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| Adequate | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children. |
| Poor | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice. |

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