



## Inspection Report

**Mother Goose Nursery**

**Unit 17  
Penley Industrial Estate  
Penley  
Wrexham  
LL13 0LQ**



**Date Inspection Completed**

17/07/2023

## About Mother Goose Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Mother Goose (Wrexham) Ltd
Registered places	35
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 2 November 2021
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are confident to communicate and move around their environment, choosing from some of the resources available. They settle well and make positive friendships that are important to them. Children enjoy most of the activities and have some opportunities to be independent.

Staff generally follow the settings policies and procedures to help ensure children are safe. They promote some healthy lifestyles, offering nutritious food and giving children opportunities to be active and get fresh air. Staff interact with the children and manage most behaviour appropriately for most of the time. They plan some suitable activities and use observations to track children's progress.

The environment is secure and risk assessments ensure nearly all hazards are identified and managed appropriately. The space provided enables children to have room to play and learn, however, this is not always utilised effectively. Some resources are age appropriate and there are some natural materials to help promote children's creativity and curiosity.

People who run the setting play an active role in its day to day running. They ensure paperwork, including staff files and policies and procedures are up to date and meet regulations. Staff are generally managed well; however, they are not always deployed effectively resulting in ratios not being met at busier times of the day. Close links with parents ensures they are kept up to date and informed.

Children are confident communicators and happily express themselves. They speak to staff using verbal and nonverbal forms of communication, knowing this will generally be responded to effectively. Children are generally able to follow their own routines and have their needs met. However, sometimes staff are busy and focused on routines which results in children's needs and appropriate practices not always being fully met. Children freely choose from the resources staff make available.

Children separate well from their parents and those who are a little upset on arrival are soon comforted by staff. Children enjoy being at the setting and they make friendships with other children, helping them to feel relaxed. For example, children were keen to sit by their friends at lunchtime and looked for who they wanted to play with. Children happily move around the rooms to follow the routines, such as going to the dining room for snacks and lunch.

Children learn to share and cooperate with support from staff. They enjoy interacting with others as they play. For example, children enjoyed making a birthday cake from the building blocks and then singing happy birthday. They are aware of others as they play, and older children understand that sometimes because there are younger children using the same space, they have to be careful. Children generally used the resources available appropriately and help to tidy up when staff asked them to do so.

Children enjoy their play most of the time. They have access to some opportunities to follow their interests and take part in some chosen activities. However, due to the routines, areas and limited resources available children can become disengaged and bored. Children enjoy being outside and the older children especially enjoyed making food and potions in the mud kitchen and taking part in role play in the ice cream parlour. Children were keen to share their experiences with us and happily invited us into their play.

Children have some opportunities to be independent. Those who are able to easily access the toilets and handwashing facilities. They move around their allocated rooms and spaces and the resources made available are at a suitable height so children can access what they want. Children are encouraged to feed themselves at snack and lunchtime. However, missed opportunities to pour their own drinks or serve themselves, limits developing independent skills.

## Care and Development

**Adequate**

Staff have the required safeguarding training and understand the process to follow should they have concerns about a child. They have up to date first aid so they can deal with any minor incidents or accidents appropriately. Registers of children's attendance are completed and regular fire drills conducted. This ensures children and staff are aware of the procedure to follow in an emergency and everyone can be accounted for.

Staff plan regular opportunities throughout the day for children to access the outdoors so they can be active and get fresh air. Nutritious food is provided with only milk or water offered for drinks to help promote a healthy lifestyle.

Staff engage with the children as they join in with some of their play activities. They sit and play together, sharing books and interests. Staff are good role models as they are polite and encourage children to be well mannered. They sometimes encourage and provide suitable opportunities for children to be sociable during their play. However, opportunities are missed, at lunchtime. Routines take preference and staff are too busy to sit with the children. Staff generally deal with unwanted behaviour effectively, using appropriate language and distraction. Sometimes staff are involved in other routines which results in unwanted behaviour going unnoticed. Staff use praise to celebrate achievements and give children a sense of pride.

Staff plan some suitable activities for the children. The preschool staff are introducing the new curriculum for Wales and they promote opportunities to play. Staff plan activities and provide some resources that inspire children to learn and develop their curiosity. For example, a child was very interested in dinosaurs, so these were made available for them to play with. Staff sometimes extend children's learning during their play. For example, a child built a dinosaur from the wooden blocks. So, a staff member picked a book and together they looked through it to see which dinosaur it looked like. Staff make observations about the children and these are used to track their development.

## Environment

Adequate

Entrance to the setting is secure, controlled and visitors are recorded. Risk assessments are completed on all areas used by the children and staff check the environment daily to ensure there are no new hazards. Staff generally implement the policies and procedures effectively to ensure children are kept safe. However, people who run the setting have not ensured all potential hazards are managed appropriately especially in relation to children being able to open safety gates themselves, potentially allowing them to access areas they are not allowed or hurting themselves on the metal gates. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The environment is suitably well-maintained ensuring children feel secure and relaxed.

The environment has enough space and rooms for children to be grouped according to their ages and stages of development. However, due to staffing children do not always have access to all the areas. For example, children are grouped all together at certain times during the day and we saw half the toddler room frequently not being used. The environment is light, and the displaying of children's work gives them a sense of belonging. The outdoors is a welcoming and exciting space for children, and it is utilised well. Children have access to some outdoor resources that allow them to develop various skills including physical play and learning about the world around them. There is an area for imaginative play, including role play, an area with loose parts, an area with fixed play equipment including a slide and tunnel and a garden area.

The layout and design of the environment promotes children's learning in some areas of the rooms. For example, in the preschool there is a small world town that the children have helped to make. It consists of a large piece of cardboard that the children have drawn a road and fields on. There is a mix of materials, so children have access to natural materials and loose parts including tyres, crates, and wooden pallets outside. This helps children to problem solve and use their imagination during their play. However, there are missed opportunities to promote children's curiosity and imagination because most do not have regular free access to resources such as sand, water or paint to support their creative and problem-solving skills.

## **Leadership and Management**

**Adequate**

People who run the setting have an appropriate statement of purpose that provides parents with the information required so they can decide if it is the right care for their child. Policies and procedures reflect current practice and are updated regularly. They have listened to advice given from their last inspection and made some improvements to the resources available to the children.

People who run the setting review the care they offer. They produce a quality of care evidencing the opinions of parents are considered when improvements are planned. People who run the setting consider advice from outside agencies, including Early Entitlement advisory teachers, to help them improve the care and experiences offered to most of the children.

People who run the setting ensure there is an effective recruitment procedure in place and staff files contain all the required information. All checks are completed prior to staff starting work at the setting. This ensures they are suitable to care for children. The manager plays an active role in the day to day running of the setting and regularly works directly with the children, which sometimes impacts on her time and managerial tasks are not completed. Staff are sometimes deployed effectively, however, there are times during the day where staff work together in one area and there is not always a suitable number of staff caring for the children. This results in the setting not meeting the required ratio's, especially during busier times such as lunch. Staff are not always able to provide appropriate care and supervision and children sometimes do not have appropriate opportunities to learn and socialise. We consider this to be a serious matter and have therefore issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements.

The setting has recently introduced a new App so they can keep parents up to date and fully informed about their child's day and experiences. Discussions take place between staff and parents when they drop off and collect their child, allowing information to be shared. Staff take children on walks in the local area, providing opportunities for children to feel part of the community. Close links with the local school help to ensure a smooth transition when children start school.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
27	The Responsible Individual must ensure they have regard to the statement of purpose and the number and needs of the relevant children in relation to safeguarding, promoting their health and welfare, and having a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.	New

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
25	The Responsible Individual must ensure all hazards are managed well.	New

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.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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