



Inspection Report

Mathern Day Nursery

**The Old School
Mathern
Chepstow
NP16 6JH**



Date Inspection Completed

14/06/2024

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About Mathern Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Mathern Day Nursery (Childcare Services) Ltd
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	4 February 2020
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Poor

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

Children are free to explore their indoor and outdoor environments and enjoy their time at the nursery. They have very clear bonds of affection with staff. They behave kindly and considerately towards their peers. Children of all ages are developing their independence well and enjoy learning through play.

Staff generally understand how to keep children safe and healthy. Children have constant access to fresh water and food provided is healthy, varied and nutritious. Staff record accidents and incidents appropriately and normally ensure that children are well supervised. Staff promote children's learning thoughtfully and complete children's development records to show this.

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. The nursery is clean, comfortable and well decorated. Both the indoor and outdoor areas have a wide range of stimulating, age-appropriate resources that meet children's needs well.

The leadership and management at the setting is inconsistent, and improvement is required to ensure compliance with the Child Minding and Day Care Regulations. A priority action notice has been issued. People who run the setting are committed to making the required improvements.

Well-being

Good

Children are confident and express satisfaction as they play and learn. They choose activities freely and make their requests to adults through verbal and non-verbal methods, in line with their stage of development. For example, a baby selected a book which they then took to a staff member. The baby was joined by a friend, and they sat together listening intently as the staff member read. Older children make requests very confidently at mealtimes.

Children are happy, relaxed and feel valued at the nursery. They are familiar with routines and engage in these well. Children demonstrate close trusting relationships with staff, for example through approaching them for a hug. Children of all ages feel great value from the setting's birthday celebrations where a birthday banner is put up and 'Happy Birthday' is sung to the child before they select a gift from a box. Children show off their stickers for achievements such as good tidying or excellent work in the garden.

Children have a superb understanding of the rules of behaviour and all children cooperate and learn together successfully. Older children work together to find a toy missing in the grass and children of all ages share resources well. Children interact positively with adults. Babies respond happily saying "*Baby*" as they gently cuddle a doll and are asked about it by a staff member. Pre-schoolers engage in extended play and dialogue to role-play thoughtfully with staff members. They enjoy selecting a friend's wooden character to tell them it is time for them to have their snack.

Children of all ages are very confident when joining in with activities. Toddlers investigate and name sea animals in the outdoors before spending time indoors singing and dancing enthusiastically. Children have freedom to explore their indoor and outdoor environments, and to use the resources provided in a way that interests and inspires them. Pre-schoolers develop their imaginations well through playing with resources in a sand pit. For example, a child moved a digger through the sand and told their friend it was an alligator.

Children have very good opportunities to develop their understanding and independence. Babies thoughtfully investigate pieces of fabric and find parts of their bodies in response to a staff member pointing them out in a book. For example, a child gleefully stomped their feet to show where they were. Children of all ages wash their own hands with growing independence. They show progression in their skills at mealtimes, with babies feeding themselves, toddlers taking their plates and cups to a staff member and pre-schoolers cutting their own food with knives and forks.

Care and Development

Adequate

Staff follow appropriate policies and procedures to ensure they meet children's health and safety needs. They follow hygiene practices set out in the infection control policy, for example, regular hand washing, wearing gloves during nappy changing and appropriate cleaning of changing mats and dining tables. Staff follow clear procedures to manage any allergies and individual dietary requirements. They facilitate considerable time outdoors for fresh air and active play. Safeguarding procedures are in place and promote the welfare of children. Staff have a good understanding of their role in protecting children and people who run the setting make referrals effectively. All staff members have done paediatric first aid training or are booked to undertake it soon. Staff implement sound procedures for the recording and reporting of accidents, incidents, administration of medicine and pre-existing injuries. People who run the setting have reviewed their processes to make certain they are aware of all accidents. They have also recently improved procedures to ensure staff are always fully focused upon children in their care. Further review of toileting procedures is needed for times when children are outdoors. Staff monitor children's sleep very effectively.

Staff have warm relationships with children and their interactions with each other are respectful. They are very responsive to children's needs and deliver nurturing care. They use very gentle tones as they chat warmly with children. A clear behaviour management policy is in place and all staff follow this effectively. For example, babies are told, "*Not in your mouth darling, it's just pretend, isn't it*" when children attempt to eat pretend food. Staff members thoughtfully explain behaviours for children to understand how others act. For example, after a child was upset that their wellies had been put away, the staff member carefully explained a friend had done it as it is kind to help each other. Staff members consistently encourage children's development through questioning and discussion appropriate for their age. Staff tell babies about colours, toddlers are encouraged to think about animal sounds and pre-schoolers confidently discuss where their food comes from and how plants come from seeds.

Staff members know the children well and set activities to extend children's learning. They have imbedded clear planning structures in line with the Curriculum for Wales with all activities focused on children's interests and responses. Staff make purposeful observations and identify children's next steps very effectively.

Environment

Good

The environment is clean and provides ample space for children to play and learn. Staff monitor the main entrance, which is always kept locked. There are risk assessments in place for different areas of the setting, however individual items of play equipment such as a slide and loose parts are not risk assessed. Staff complete daily and monthly checks of the setting to ensure risks are identified and removed. They ensure gates are closed and hazardous substances are kept out of the reach of children. People who run the setting conduct regular fire drill practices to ensure staff and children know how to leave the building safely. People who run the setting organise for all routine safety checks to be carried out in a timely manner.

People who run the setting have created an inviting and stimulating environment. Each group has an attractive allocated space both indoors and outdoors with each being set out well to meet their needs. The playrooms are light and bright. There are stimulating bilingual displays within playrooms, holding photos of children and their work. All furniture is sized appropriately for the children using them to play and learn comfortably. Children use a calming sleep room with well-maintained cots and mats set out suitably. Toilet facilities on each floor are clean and accessible, allowing children to be independent. The outdoor spaces allocated to each group are of a good size and allow children to engage in active play. Babies and toddlers use allocated areas by the building; the baby area has recently been reviewed and improvements made. Pre-schoolers use a large field behind the building which provides an outstanding space for them to learn and be physically active. Managers have use of an office for confidential conversations if needed.

Toys and resources are clean, age-appropriate and of good quality. Children can access these independently as they are stored within their reach. They have access to a variety of textures and materials to aid their sensory development and stimulate their interest. They use many real-life and natural resources throughout the setting and there is a good range of multi-cultural resources that reflect our diverse society. The resources within the outdoor areas are varied and age-appropriate and provide children with a wide range of opportunities to develop their physical skills.

Leadership and Management

Poor

People who run the setting are motivated and have a clear vision for the service. The setting's statement of purpose provides an accurate picture of how the service runs and allows parents to make an informed decision about the care their child receives. They have clear policies and procedures to guide the running of the setting; they review these regularly. However, the setting's disciplinary policy does not refer to failure to report concerns regarding a child. People who run the setting obtain relevant information to ensure they can meet children's individual needs. They obtain permissions to cover a range of scenarios such as seeking emergency medical treatment, application of suncream and taking photographs. There are registers of children, staff and visitors that record exact times of arrival and departure. People who run the setting do not analyse accident, incident and pre-existing injury records and do not inform Care Inspectorate Wales of all required significant events at the setting.

People who run the setting carry out an annual quality of care review of the service. This review includes the views of children, parents and staff, and sets out action taken in response. People who run the setting are responsive and make changes to procedures when needed. They resolve complaints appropriately in line with their policy.

The staff team are enthusiastic and take pride in their work. People who run the setting ensure staff have a current DBS certificate. Staff files sampled contained almost all the required information to evidence robust recruitment. There was no written evidence that people who run the setting had seen proof of identification, but staff verbally confirmed that they had shown this. Almost all staff said they feel very well supported by a management team who are available for advice, guidance or support throughout the working day. The new person in charge has put a revised system of staff supervision and annual appraisal in place to ensure staff have regular opportunities to reflect on their practice and monitor and identify training needs. People who run the setting have not maintained correct staffing ratios to ensure sufficient suitably qualified staff are available to fully meet the needs of the children. We have therefore issued a priority action notice and the provider must take immediate action to address this issue.

People who run the setting are keen to develop links and communication with parents and families. For example, they invite families in to share their own cultures, religions, hobbies or jobs, which parents told us they feel is positive. Parents we spoke with were very complimentary about the staff and the care they provide. A few parents said they would welcome more opportunities to share their thoughts on the setting and would like more feedback regarding the progress of their child.

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
27	The provider must ensure that a sufficient number of suitably qualified persons are deployed to look after each group of children at all times.	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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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)
Standard 5 - Records	Maintain evidence to confirm that identification has been viewed for all staff members.
Standard 22 - Environment	Risk assess individual resources and higher risk activities in the indoor and outdoor environments.
Standard 21 - Notifications of significant events	Inform Care Inspectorate Wales of significant events.

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.

Best Practice
Recommendation(s)
Ensure the setting's staff disciplinary policy makes provision for failure to report safeguarding concerns.
Analyse accident and incident reports to identify trends and patterns.
Review toileting procedures for outdoor play.

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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