



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Golden Manor Nursery

**Golden Lane
Pembroke
Pembrokeshire
SA71 4PR**

Date of inspection: November 2024

by

Care Inspectorate Wales (CIW)

and

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

About Golden Manor Nursery

Name of setting	Golden Manor Nursery
Category of care provided	Children's Day Care
Registered person(s)	Ruth Lewis
Responsible individual (if applicable)	
Person in charge	Jessica Harts
Number of places	85
Age range of children	6 weeks to 12
Number of 3 and 4 year old children	16
Number of children who receive funding for early education	9
Opening days / times	07:30 – 18:00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	18 July 2019
Date of previous Estyn inspection	
Dates of this inspection visit(s)	13/11/2024

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Provide more opportunities for open-ended and imaginative play to develop children's creative skills

What happens next

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

Main findings

Well-being: Good

Nearly all children settle quickly and comfortably within the setting. They cope well when leaving their parents and carers and feel safe within their surroundings. Nearly all children talk, communicate and express themselves confidently. For example, they happily talk together and discuss ideas when filling containers with water and pouring it into other containers.

Nearly all children make independent choices and decisions within the setting. They move freely between the activities and opportunities offered to them and can access the outdoor area independently. All children have their own dedicated keyworker which supports them to settle quickly into their routine and to share their successes. They have useful opportunities to state their views and feelings. For example, when deciding what activity to participate in or what fruit they want at snack time.

Nearly all children take turns, share resources and respect the feelings of other children well. For example, when playing in the outdoor forest area, they share pots, pans and wood well to create a leaf pie from natural materials. They also collect wooden sticks to use as drumsticks on the logs and discuss if they are appropriate in size and strength.

Children develop close and warm relationships with practitioners and interact positively with visitors. Most children are comfortable to ask practitioners for help, support or to engage with them in their activities. Nearly all children show enthusiasm in their play and manage their behaviour well. They are familiar with the day's routines and manage to persevere on tasks, spending extended periods of time participating in the various activities. For example, some enjoy activities indoors making clay shapes while others play outdoors in the sand and the water. Within the

forest school area, children spend extended periods collecting leaves and branches and role playing with the natural resources available.

Most children successfully develop their independent skills according to their age. Nearly all the of the children wash and dry their hands independently before and after eating and after activities outdoors. Most children engage in opportunities to socialise with one another during activities. During snack and lunchtimes, children discuss their likes and dislikes with staff. At snack time they independently choose which fruit to eat and discuss which activities they want to participate in.

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

Most children, including those with additional learning needs, make good progress from their individual starting points.

Most children make strong progress in developing their communication skills during their time at the setting. They listen with increasing concentration to practitioners and other children, and many respond confidently when talking to visitors. Most know how to handle a book as a reader and understand that the words and pictures have meaning. They enjoy stories and listen to them attentively. They often choose a favourite recorded story and use headphones to listen to it independently. Most children develop their vocabulary well, and a few are beginning to use more precise words to describe situations. For example, they talk about how to care for the setting's pet tortoise and what it needs to eat. Many describe what they are doing in their play, such as identifying the best places to find woodlice and how to put them into containers gently. Most children make good progress in developing their Welsh language skills. They follow simple instructions given in Welsh and join in with a range of songs and rhymes enthusiastically. A few uses Welsh independently in their play to identify colours and numbers.

Most children use a range of mark-making equipment with increasing dexterity and confidence. For example, they draw leaves on whiteboards in the forest area when looking at the fallen leaves. They know that when practitioners write a message for them it has meaning and press a button to hear this message read aloud.

Many children make good progress in their mathematical development. They are beginning to use correct mathematical language accurately in their play. For example, when standing against trees, they can say who can reach the highest and when collecting bugs, they talk about which is bigger. Most children count to ten in English and Welsh and a few counts beyond this independently. For example, they count how many pictures of Pudsey Bear they find when searching outdoors. Most recognise a range of two-dimensional shapes. Many are beginning to create and identify repeating patterns in their play.

Many children consider how to solve problems and persevere with tasks. For example, they try different methods to remove items from blocks of ice and use a trial-and-error approach for this. Many develop suitable creative skills in art and music, but, due to a lack of opportunities, children do not always demonstrate a creative approach to their play and learning.

Most children develop their physical skills well. They use a range of outdoor equipment skilfully to improve their coordination and balancing skills, such as when they jump over and weave in and out of obstacles on the course outside. Most are adventurous and confident to have a go at physical challenges. Most develop their fine motor skills successfully, for example when using pipettes to transfer water to containers and using knives to cut fruit for snack time.

Care and development: Excellent

Nearly all practitioners have a robust understanding of their roles and responsibilities to keep children safe. They ensure that they update their safeguarding and prevent training in a timely manner. They have robust processes to note and report any pre-existing injuries to children and parents and carers are required to sign any matter arising. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners complete detailed and high-quality health and safety checks daily of the indoor and outdoor environment and equipment to ensure that children are safe. Practitioners have sound understanding of the setting's policies and procedures and discuss these during regular staff meetings. This ensures that all staff are fully aware of the setting's policies and any changes that may occur.

Nearly all practitioners have current first aid certificates and they extensively record accidents and incidents requiring any first aid. Accidents that occur within the setting are analysed formally by people running the setting. The medicine administration policy is strong and robust, and nearly all practitioners understand their responsibilities in administering and storing medication safely. Last dosage administered is clearly noted on documents presented. Nearly all practitioners have current food hygiene certificates, and food hygiene procedures are effective. Practitioners extensively promote healthy lifestyles, including healthy eating, water or milk as a healthy drink option and opportunities for physical activities. Meals are prepared and provided by the setting and are healthy and support children with medical and dietary needs. Practitioners ensure dignity and privacy while following the nappy change policy and exemplary records are kept. They share this information with parents effectively. Practitioners have an extensive working knowledge of the settings' positive behaviour policy. As a result, practitioners are skilled at guiding children to keep within boundaries and expectations. The practitioners have effective registration systems in place which include consent and attendance records of children and practitioners.

Practitioners have warm and natural relationships with children and treat them with exceptional care and respect. Practitioners are kind and extensive discussions are heard between the practitioners and the children. For example, outdoors in the forest school area discussions include whether the sticks are of appropriate size to create drumsticks and what bugs can they locate. They constantly and skilfully praise children, which has a positive impact on the development of their skills, understanding of habits, and self-confidence. During snack time children are offered opportunities to socialise around age-appropriate tables.

The setting effectively ensures children with additional learning needs have access to all areas of learning. Leaders work closely with local support officers to ensure pupils' needs are met as quickly as possible. Practitioners understand and respond

extensively to meet individual needs, and they undertake regular reviews of children's progress involving parents and carers and all relevant agencies.

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

Practitioners match learning experiences well to children's stages of development and take good account of their interests when planning new activities. The setting uses visits to the locality and visitors to the setting to enhance the curriculum and develop children's knowledge of the wider world. The outdoor environment provides good opportunities for children to develop a sense of awe and wonder about nature. For example, practitioners talk to children about the trails they see in the early morning and get them to guess which creature has left them. Practitioners also make good use of the outdoor space to develop children's physical skills through activities in the natural environment, such as searching for objects, and climbing and balancing on uneven surfaces. Practitioners give children the confidence to try new things and to take managed risks as they play.

Children have the freedom to choose activities for themselves and to make decisions about where they want to play. The indoor environment is well-resourced and well-organised to develop children's skills through their play. Practitioners play alongside children and generally use effective questioning to take their learning forward. This has been a recent focus of their work and is progressing well. They allow children time to think before answering questions and, in most cases, avoid over directing their play. However, there are not always enough opportunities for children to take part in more open-ended and imaginative play and this tends to limit their creativity.

Practitioners interact positively with children and use distraction techniques effectively to help them to share and cooperate with others. Many model language and behaviours effectively and introduce new vocabulary as children play. This is an area that the setting is currently working to improve. Practitioners provide beneficial opportunities for children to hear and use the Welsh language in their play.

Practitioners provide good opportunities for children to learn about the lives of others at the setting and to celebrate different customs and beliefs in addition to learning about Welsh heritage and culture.

Practitioners have a good understanding of child development and know children's individual needs and strengths well. Through ongoing assessments, they identify effectively where children require additional support or challenge. The room leader plans effectively to ensure that children develop a range of skills progressively. There is good communication among staff to ensure that they meet children's needs. Practitioners monitor and manage bespoke programmes to support individual children effectively.

Environment: Excellent

Leaders ensure the environment is of very high quality and is exceptionally safe and clean. The setting is located on an extensive site and all visitors are required to report at the main reception area before gaining entry. Visitors are unable to enter the setting at any time unless guided by practitioners. Practitioners keep all records

relating to the service securely on-site and these are available on request. Building maintenance records are thorough and up to date. Leaders complete monthly fire drills, ensuring practitioners and children understand the procedures in an emergency. Leaders ensure that location and environmental protection equipment such as firefighting equipment are serviced thoroughly and regularly. Leaders have developed highly effective risk assessments, including those for indoor and outdoor activities which are reviewed regularly.

Leaders ensure the environment that is highly effective, welcoming, and warm and that there is adequate space for the number of children who attend daily. The settings toilets and nappy changing facilities ensure respect and dignity for all children.

Leaders ensure highly effective environments providing independent access for children to play indoors and outdoors. The outdoor areas offer various challenges and opportunities for children to learn and develop. In particular, the forest area offers children opportunities to engage with nature and natural resources alongside developing their physical skills. For example, children have valuable opportunities to balance on low level branches, climb on equipment and run around in the outdoors. They are expertly encouraged to experiment with leaves and water in the water area and use all the outstanding natural resources available for them.

Leaders ensure that the furniture, equipment, and various resources are of a good standard and meet the children's needs effectively. For example, furniture for the youngest children includes low chairs and tables which effectively supports their independence when eating.

Leaders provide highly effective resources which encourage learning through a wide range of manufactured toys and recycled resources such as wood, mud and leaves. They are extensively encouraged to independently select resources following their interests. Staff encourage the children's personal and social development by offering opportunities to experience multicultural resources. Examples of opportunities include introducing children to relevant books, dolls and visits by individuals from different cultures to enhance their first-hand knowledge and understanding.

Leadership and management: Excellent

Leadership is highly effective. They place the well-being of children at the centre of everything they do. They have a clear vision for the setting, which they share with practitioners, parents, partner organisations and the wider community. This ensures that everyone involved with the setting understands what leaders expect. The setting's statement of purpose provides parents with an accurate picture of what the setting has to offer. Leaders create a warm and friendly atmosphere where children feel comfortable, safe and settle quickly. The setting began to offer education for children in September 2023 and leaders have made good progress in establishing this provision in a short space of time.

Leaders place a strong emphasis on promoting a culture of safeguarding and safety at the setting. Leaders review procedures regularly and act swiftly to make any identified improvements. They lead by example in their interactions with children and

parents. They follow safe recruitment procedures when appointing new practitioners and have robust processes for the induction of new staff.

Leaders have high expectations of practitioners and children. They take an active part in the setting's activities. They carry out formal and informal monitoring activities regularly and act promptly to make improvements when required. This means that, in addition to providing strong leadership, they constantly ensure that the quality of care meets their high standards. They consider well the impact of poverty on children's well-being and have systems to mitigate against this, for example, signposting parents to access advice and support.

The setting's processes for self-evaluation and improvement planning are robust and evaluative. They are based on first-hand evidence, take good account of stakeholders' views, and prioritise areas for improvement appropriately. Leaders ensure that practitioners play a key part in this process and have a strong voice in the setting's development. Leaders are beginning to identify where improvements to children's learning are required for those receiving funded education. A strength of the setting is how leaders revisit priorities regularly and keep all staff aware of improvement targets. This ensures that there is a consistent approach to implementing change. Leaders evaluate the effectiveness of actions by considering the benefits they have for the children. A recent example of improvement includes creating a calmer and more natural environment across the setting. This has been particularly successful in the dining area and led to a calmer and more social experience for the children. Leaders plan strategically to improve standards of Welsh for practitioners and children. This has resulted in improvements to the quality and use of Welsh at the setting.

Leaders deploy practitioners appropriately and have effective contingency measures to manage any absences. They provide regular opportunities for practitioners to develop their skills and gain qualifications. They encourage practitioners to reflect on their practice and follow this up through effective appraisal and supervision. This contributes very effectively to children's high standards of well-being and has a positive impact on children's learning across the setting.

Leaders have established a range of highly effective partnerships that benefit the children. They have very strong links with parents and keep them well informed about their child's day. Arrangements for children to visit the setting before starting are bespoke to each child and leaders take time to make sure that arrangements are right in each case. Leaders work effectively with local schools to aid transition. Practitioners often accompany children to the schools they are transferring to, and leaders provide appropriate information about each child to help them to settle in a new situation. The setting benefits from close links with the local community and this helps leaders to provide engaging learning experiences for children, such as visiting local shops or the town's castle.

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 evaluate 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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