Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mini World Day Nursery

Mini World, Maes y Llan Lane, Ruabon, LL14 6AD

01978810587

The inspection visit took place on 20/01/2026

Service Information:

Operated by:	Sandra Dudley
Care Type:	Children's Day Care
Registered places:	26
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are confident, happy and independent. They make choices in play, communicate freely, form positive relationships and show respect. They engage well in activities, develop skills through routines and play, and feel secure in a familiar environment. Children take pride in their achievements and enjoy supportive interactions with staff.

Staff safeguard children well, follow hygiene and safety procedures, and provide supportive, caring interactions. They plan appropriately for children's development, meet individual needs, and promote outdoor play and healthy routines. Welsh language use occurs but is inconsistent across the setting.

Leaders ensure a safe, well-maintained environment with secure access, regular checks and effective routines. Spaces and resources are age-appropriate, well-organised and promote independence, creativity and imaginative play. Indoor and outdoor areas are used purposefully to

support children’s development and create a warm, welcoming atmosphere.

Leaders manage the setting well, maintain clear policies and procedures, and support staff through supervisions and training. They use self-assessment, parent feedback and good teamwork to improve practice. Strong communication with parents and local schools supports children’s experiences.

Findings:

Well-being — Good

Children have a strong voice. They freely access where and what they want to play with and know their needs and ideas will be listened to and considered effectively. Children have lots of choices and opportunities to talk and express themselves, through play and routines. For example, those who are able to choose what they would like from the snack and meal choices. They confidently ask for more if they wish. Children have a say in how they spend their time and make choices about where and what to play with. They freely move around their environment. For example, when picking a resource from the baskets to play with.

Children separate well from their parents. They arrive happy and excited to be with their friends and staff. Children develop positive self-esteem and a sense of value as they are listened and responded to with understanding and interest by staff. Children are familiar with the environment, staff and routines. This helps them develop a sense of belonging and feel secure in their surroundings. Children form friendships and enjoy playing alongside the other children. They develop positive relationships with the staff, which is evident as they approach them for help, support and to play alongside. For example, a child was smiling and laughing when a staff member put on the hat they had given them from the dressing up area. They talked together about the weather and where they might wear the hat.

Children learn to be polite and respectful. They regularly say please and thank you without being reminded by staff. Children are learning to understand the needs of others and to share and take turns. For example, when a child was playing, another child approached them and asked if they could join in. The child agreed, making room for them and happily playing together. Nearly all children use toys and resources appropriately and help to put them away when asked to do so.

Children enjoy their time at the setting. They are actively involved in their chosen play experience and enjoy the activities available. For example, there were lots of smiles and laughter as the babies followed each other around the room, walking over and rolling on the mats. They focus for appropriate lengths of time for their ages and stages of development. For example, when using the tweezers to move items from one container to another, counting as they do so. Children are proud of the activities they are doing. This was evident as they were very happy and confident to share their experiences with us and invite us into their play.

Children have opportunities to develop their independence skills through the experiences and routines in place. Items are stored appropriately so they are accessible for the children. During snack and lunchtimes children are given the support and encouragement they need to feed themselves, with older children encouraged to serve their food and pour their own drinks. Facilities including toilets, handwashing and personal belongings are easily accessed so children can be

independent. For example, children put pictures they had done in their bags when they wanted to take them home. Children learn a range of skills as they freely access suitable resources and activities that support their learning and development. For example, children use their creative skills as they play musical instruments and complete craft activities. They practise number skills as they use the till to identify numbers.

Care & Development — Good

Staff understand their roles and responsibilities. They keep children safe, including supervising them effectively by ensuring there are always staff in each of the rooms. Staff have up to date safeguarding training and know what to do if they have concerns about a child. Fire drills are conducted regularly so staff and children are aware of the procedure to follow in an emergency. Staff have appropriate first aid training which ensures they can deal with minor accidents and incidents appropriately. These are effectively recorded and shared with parents, so they are kept informed.

Staff implement some routines to help prevent the spread of germs. This includes handwashing at appropriate times such as, after toileting, before snack, and wiping down tables and surfaces before and after food. Staff follow a nappy changing procedure that helps prevent cross contamination and the spread of germs. They ensure children have opportunities to be active and get fresh air through daily access to outdoors. Nutritious snack and meal choices are provided to encourage children to have a healthy diet.

Most staff interact well with children. They are caring and happily join in with children's play when invited to do so. Staff get to know the children well and follow appropriate behaviour management procedures that are suitable for the ages and stages of development of the children. Staff use a calm voice and explain what is happening and what is expected of them, gently guiding children away to diffuse any possible unwanted behaviour.

Staff are responsive to children's needs. They provide appropriate opportunities to support children's play, learning and development. Staff provide a suitable range of learning activities. They have introduced an effective way to plan opportunities to develop children's skills and are aware of their individual next steps. Staff have a good knowledge and understanding of children's individual needs and use these well to support them in identifying and catering for children, including those with additional learning needs (ALN). They keep appropriate records and have a good tracking system in place, so they understand and can share children's development. Staff extend children's knowledge of the world around them by providing some resources including books and dolls to help teach them about different cultures. Staff sometimes encourage the use of the Welsh language through songs, rhymes and using Welsh, however, this is not consistent throughout the setting.

Environment — Good

Leaders ensure everyone understands their responsibilities in relation to the safety and welfare of children. Effective routines are embedded in practice to help keep children safe. For example, gates and external doors are kept locked. The outdoor area is surrounded by secure fencing to ensure it is a safe space for children to play. Leaders complete regular checks and risk assessments on the environment to ensure hazards are managed well or eliminated where possible. For example, safety gates are used effectively to prevent children from accessing certain areas. Visitors are recorded and appropriate registers completed so everyone can be accounted for.

Leaders provide enough suitable space for the different age ranges of children to play and learn. All space is used effectively with rooms developed so children can be grouped according to age and stage of development. All areas are suitably maintained and decorated to create a warm and welcoming atmosphere. The displaying of children's work help's children develop a sense of belonging and creates a child friendly environment. The outdoor area is utilised well, with all age groups accessing it at different times of the day. It provides space for children to be active and enjoy playing games.

Leaders provide suitable resources and equipment. Furniture and storage are appropriate for the children so they can be independent and comfortable. The children's ages are considered so the rooms are equipped with toys and resources to suit their ages and stages of development. Areas of play and learning set up in the rooms promote children's imagination and sensory skills. For example, role play areas and access to musical instruments. Leaders and staff have introduced some loose parts, natural materials and authentic resources which have improved the opportunities for children to be inspired and develop their imagination. For example, tyres outside to use for physical play including climbing and balancing and cupcake cases in the play dough area.

Leadership & Management — Good

Leaders play an active role in the day to day running of the setting, giving them a clear vision of the care being provided. They have a statement of purpose that reflects current practice and contains all the information needed for parents to decide if it is the right care for them and their child. Leaders have reviewed all policies and procedures to ensure they meet regulations and current guidance. Management of the setting is good, and staff are fully aware of their roles and responsibilities.

Leaders complete an annual self-assessment to review the care and identifying what has gone well and identify possible areas for improvement. For example, they have recently reviewed the use of the rooms and reorganised the space, so it meets the needs of the children attending. The views of parents are gathered and their responses are considered as part of the quality-of-care report.

Leaders work closely with staff and have established a team who work together well and support each other in providing effective care for children. Staff we spoke with said they were happy at the setting and felt supported in their roles. Leaders and staff confirmed they had regular supervisions and appraisals, so information and any training needs are shared. The good recruitment procedures and effective training practices ensure staff are suitable to care for children.

Staff develop strong relationships with parents and keep them well informed through conversations at drop-off and pick-up times, as well as through digital communication. They share pictures and progress updates regularly. The setting maintains positive relationships with the local school, which supports children as they transition to the next stage of their education. Leaders also operate another nearby setting, and the close links between the two allow them to share support and good practice effectively. The setting does not currently go on trips or invite visitors, which limits opportunities to further enhance children's experiences and learning.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

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

Best Practice

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.

Recommendation(s)
To extend the use of Welsh throughout the setting.
To develop links with the local community to help support children's sense of belonging and extend their play and learning opportunities.

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