Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Angels Day Nursery

Little Angels Day Nursery, 9 Claremont Road, Llandudno, LL30 2UF

01492877438

little-angels-day-nursery.co.uk

The inspection visits for this service took place between 12/11/2025 and 13/11/2025

Service Information:

Operated by:	Karen Parmar
Care Type:	Children's Day Care
Registered places:	31
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy and busy. They enjoy their play and are relaxed following day-to-day routines well. Children interact successfully with each other as staff show high levels of engagement. They are learning to make good choices to develop confidence and good levels of independence. Children know their decisions will be listened to and respected. They form close, warm relationships with staff and the other children. They play together well sharing resources and taking turns.

Staff encourage healthy lifestyles and promote children's well-being successfully. They are committed to using the outdoor area as much as possible. Staff work well as a team, completing relevant records and sharing information with parents when needed. Staff are appropriately qualified and implement consistent practice, learning from each other to support children's play and development. They manage interactions with children exceptionally well and are good role models. They know the children well, listen to them and offer opportunities that promote their development, interests and curiosity.

The environment is welcoming, with neutral tones and displays of children's work, age-appropriate

furniture and resources that are clean and well maintained. The spaces are well organised, and well-equipped both inside and outside to meet the developmental needs of children. Outside play is very well supported with stimulating play opportunities for children to explore. Regular monitoring, risk assessments and daily checks are completed to keep children safe.

Leaders are motivated and committed to making improvements and maintaining good standards within the setting. They have good oversight and staff are well supported. They review their policies and procedures and maintain records effectively. Partnerships with parents and outside agencies are positive, benefitting children. Leaders have good relationships with children, staff and parents. Staff enjoy working at the setting with several working in the setting for many years.

Findings:

Well-being — Good

Children make choices confidently and communicate very well with staff and each other. They know their opinions and interests are acted upon and respected by the staff who care for them. Children move freely between different activities and choose whether to join in any adult led activities such as singing with puppets. Older children are keen to know who we are and what we are doing. They ask our name and then tell us theirs. They show us a pig family saying the colours of their different tops. Children point out which bed they are going to sleep in and show us their blanket. They are happy and staff are responsive when they ask for music. Their needs are responded to warmly, and they like to include staff and visitors in their play.

Children are happy, and comfortable at the setting. They sing and hum spontaneously. Children move independently around the environment knowing they can help themselves to favourite toys and resources. Children are settled and have positive relationships with all staff, seeking comfort and support when needed. For example, one child smiles and gestures for help when pulling themselves up using furniture as a support. There is shared delight as they walk a few steps and then clap with joy. The atmosphere is calm and relaxed, and children are familiar with the routines, for example standing beside their highchair waiting to be lifted in ready for lunch or sitting on the mat after mealtimes.

Children engage with one another well. In particular, the older children are forming strong friendships and developing a sense of right and wrong. Younger children are given encouragement and praise when playing with each other and sharing their toys. Children are thanked when helping to tidy up and using their manners. They are confident to show us colourful paintings they have made of Pudsey bear's bubbles and spiders made using a sensory ball to make spiky legs. They bring us fruit cleverly identifying the rarer fruits and vegetables, showing great pride when they are praised. Children are patient and know to take turns. For example, older children wait for a turn to ride around the garden on their favourite bike. Interactions between children are positive and they form close happy relationships with their friends, making up games outside about superheroes which create lots of laughter.

Children enjoy their play and are actively engaged in their various activities. They are proud to show how they can balance bricks and cakes on a stand. Children actively participate and enjoy themselves when joining in with singing and older children are enthusiastic about self-registering. Children are learning skills to develop their independence successfully. For example, there is a system which supports children to identify their water bottles. There are coloured name tags and bands. Children help themselves to breakfast cereals from dispensers and have their own jugs of milk. Even the youngest babies help to tidy the musical instruments before preparations for lunch.

Care & Development — Good

Staff encourage healthy lifestyles, providing children with nutritious food, drinks and good opportunities to play outside. They listen to children and attend to their needs with care and kindness. Staff understand their roles and responsibility to keep children safe. They are appropriately qualified and communicate well with each other ensuring children are well supervised. They have a good understanding of the nature of potential safeguarding concerns, understand the safeguarding policy and their duty to report concerns. Staff keep written records of accidents and incidents and parents are informed. Allergy procedures are clear and implemented by staff and water is always available to ensure children remain hydrated. Staff follow good cleaning and hygiene routines and wear protective equipment such as disposable aprons and gloves to prevent cross infection and keep children safe from germs. Staff complete children's and staff registers accurately ensuring everyone can be accounted for.

Staff build warm and nurturing relationships with the children. They manage children kindly and consistently and use positive reinforcement. They offer praise and encouragement to children in Welsh and English and act as good language models. Staff create positive relationships with children in their care and celebrate their achievements saying 'You are super-fast' and 'You have good feet for pedalling'. They are good role models and treat children with respect. Staff implement a range of behaviour management and settling strategies highly effectively to ensure children know what is expected of them, using calm tones, distractions and gentle reminders in different situations. For example, when one child became tired and unsettled staff began to sing to them and give them a snuggly to which the child smiled in response.

Staff are suitably qualified and work well to support each other. They provide good learning opportunities. For example, incorporating counting when sharing snacks, encouraging questioning during story time, stimulating their curiosity and improving their understanding. Staff know the children and their individual needs well so they understand how to support children's emotional well-being and development. They plan adult-led activities and track children's progress successfully, updating families daily, with more formal observations shared monthly and during parents' evenings. Staff have an awareness of how to work with specialist services to support children with potential Additional Learning Needs and know the importance of doing so ensuring they make suitable progress in their learning and development. Staff are flexible and adapt the care and the behaviour strategies they use to suit individuals exceptionally well. Children with additional needs are well supported to ensure the best outcomes.

Environment — Good

Leaders have systems and procedures in place to ensure the environment is secure. Doors are kept locked, and a record of visitors is kept. The environment is clean and exceptionally well maintained. Staff follow safety routines for example making sure the outdoor area is secure, with risk assessments and daily checks completed to ensure all spaces and off-site visits are safe. Fire drills are undertaken regularly, and a clear procedure is in place so that everyone is confident of what to do in an emergency. Registers of staff and children demonstrate who is caring for children and who is present in the building.

Leaders ensure the environment offers a wide range of good quality resources and facilities to meet the needs of the children. There are a suitable number of children's toilets and nappy changing facilities for the children. These ensure children's privacy and dignity and supports their growing independence. The indoor area is organised appropriately with interesting resources for play that promote children's curiosity and imagination. Children easily and independently access activities and resources both inside and outdoors. The outdoor area is a stimulating and an exciting place for children to play and explore, including a castle and outdoor classroom. All rooms are beautifully decorated in neutral tones and filled with natural light. The walls are decorated with children's own artwork such as spiders in the toddler room giving them a sense of pride and belonging. Older children's learning resources are labelled in Welsh and there is clear differentiation for younger children, which supports them to access age-appropriate resources. There are examples of items that celebrate Welsh heritage. All rooms have plenty of space and are easily accessible for children to play with a defined home corner and quiet area for reading, and relaxing.

Most resources are natural and kept in baskets which are easily accessible as they are stored at a suitable height for children to use independently. Additionally, staff ask children what they would like to play with. Boxes include jigsaws, small world animals, magnetic tiles, board games and colouring items. Areas in the outdoors are readily resourced and offer a variety of good play opportunities. Children help themselves to items kept in the sheltered area to support play, and staff understand the benefits of outdoor learning, encouraging them to use this area as much as possible. They are given good opportunities to develop gross and fine motor skills during activities such as drawing with chalk, stirring in the mud kitchen, playing football and singing and dancing. Leaders have developed a 'natural' specific room to develop children's social and imaginative play, with open-ended resources and opportunities to stimulate curiosity and problem solving. Children's personal and social development is also encouraged through access to multicultural toys and books and celebrating festivals such as Divali.

Leadership & Management — Good

Leaders are motivated, enthusiastic, knowledgeable and operate the service to a good standard. Leaders have a clear vision for the setting and there are suitable policies and procedures in place. They maintain an oversight of the service and ensure record keeping is effective. Leaders ensure staff are suitably qualified and successfully deployed to ensure a stimulating and safe learning environment for children. Leaders notify Care Inspectorate Wales (CIW) of significant events which includes staff changes. This means up to date and relevant information about the setting is accurate. There is a clear statement of purpose that provides a current picture of the setting. A range of relevant policies and procedures are in place which have been updated and reflect the settings current practices and Welsh Government guidance well.

Self-evaluation is regularly undertaken and contributes to an effective quality of care review. Feedback from parents and children is used to identify strengths as well as areas for improvement and development of the setting. Staff are also able to provide feedback, and their observations and comments are positively responded to, and effective changes are made such as introducing more Makaton and new rugs for cosy corners. Monitoring and oversight of the service is good as the Registered Person is clear and confident about her responsibilities. She attends the setting daily, supporting the provision and setting targeted priorities for improvement.

All staff enjoy the atmosphere at the setting and work together as a team effectively. Staff spoken to said they are happy working at the nursery. Staff contribute effectively often introducing new resources and feel listened to and valued. There are good systems in place to ensure all staff receive regular reviews and annual appraisals, to enable them to discuss their individual needs and reflect on their work. Leaders manage staff effectively and ensure the staff they employ are suitable and able to work in line with current childcare practices. They ensure there are enough qualified staff to care for children and the adult to child ratios are maintained. Staff are suitably trained and qualified and hold a current Disclosure and Barring Service (DBS) certificate.

Leaders build beneficial partnerships and work co-operatively with outside agencies. They have positive relationships with parents and carers and share individual information effectively as well as regular electronic photographs of children's activities. Parents are happy with the care provided and told us staff and leaders are approachable. Leaders provide children with opportunities to learn from and be part of their local community by taking them on outings, for example, to the park, pet shop and beaches. These provide children with a range of different experiences and further their development and knowledge of the world around them.

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

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