Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Inspirations Nursery Llantrisant

Little Inspirations, Llantrisant Business Park, Llantrisant, Pontyclun, CF72 8YW

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little-inspirations.co.uk

The inspection visit took place on 28/11/2025

Service Information:

Operated by:	Little Inspirations Ltd
Care Type:	Children's Day Care
Registered places:	104
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
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	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Excellent

Summary:

This is an excellent setting where children's well-being is at the centre of the care and leadership. Children are extremely confident that their voices are listened to. They are very happy and enjoy their play and learning enormously.

Staff are knowledgeable, skilled and confident about implementing policies designed to keep children safe and healthy. They engage with children very well and form very positive relationships with them. Staff are adept at meeting their individual needs and planning for their individual development through exciting and stimulating activities.

Leaders provided a high-quality environment, which caters very effectively for a wide range of ages and needs. They have robust procedures in place to maintain areas well and to monitor the safety of the environment.

Leaders set high standards and share their vision for effective care with others. They instil a clear culture of continuous improvement. Leaders successfully recruit and sustain a strong staff team where individuals are valued and supported. They build strong relationships with parents and other professionals.

Findings:

Well-being — Excellent

Children express themselves confidently and their views are considered. They have opportunities to make decisions when choosing their activities, both indoors and outdoors, and can move freely between both. Children's ideas and interests contribute to activity planning and topics, and their personal experiences are considered. For example, we saw children very engaged in a role-play post office where they could send letters to countries significant to their own cultural heritage. Children offer their ideas about what they would like to learn next, and their ideas are listened to and acted upon. For example, children's interest in conkers led to them learning about leaves and trees, which in turn progressed into their delight at watching the birds in the garden. Even very young children are confident to make their choices known, nodding when asked *"Would you like more?"* during snack time.

Children feel safe and secure. They settle very well and are happy to come to the setting. They form very positive attachments with the warm, kind staff who know them very well. Children know the daily routines, which gives them a sense of belonging and the confidence to play and learn. For example, children happily chatted to us about how they were going to wash their hands before snack and confidently use the hygiene station to clean their face after eating.

Children effectively interact with each other and with staff. For example, children share and cooperate with one another when 'baking' mud cakes in the outdoor kitchen. We heard children confidently call over friends and enthusiastically invite them to play. Children happily and freely explore the environment and successfully engage in individual and group activities. They show respect towards their environment and each other, sharing resources and saying *"please"* and *"thank you".* Older children are learning to regulate their behaviour by listening to and following gentle reminders from staff.

Children are extremely interested and self-motivated in their play and learning. They access an exceptionally wide range of excellent learning opportunities which contribute to their holistic development. For example, we saw children pouring water down a ramp to guide the direction of conkers rolling through a maze. Children focus on both child and adult led activities for extended periods of time. Children really enjoy looking at books and we observed them absorbed in the story of Goldilocks while using play kitchen accessories to help bring the story to life.

Children have many valuable opportunities to develop skills to become independent. At mealtimes, they use real utensils to serve themselves food and pour their own drinks. This promotes children's self-help skills and builds their self-esteem. Young children are encouraged to feed themselves, with staff offering support where needed. Older children wash their hands independently and use the toilet without support. They freely access the outdoors and easily access coats and wellingtons which many have successfully learned to put on themselves.

Care & Development — Excellent

Staff have an excellent understanding of their roles and responsibilities to keep children safe and healthy. Staff confidently follow an extensive range of policies, procedures, and documentation when carrying out their roles. They maintain a hygienic environment, with separate dining rooms which allows for play to continue without pause. Staff receive regular safeguarding training and effectively implement the setting's policy and procedures should they have concerns about a child. An on-site cook prepares a variety of healthy food and children of all ages thoroughly enjoyed a meal of chilli and rice at lunchtime. Staff make drinking water available throughout the day and encourage children to keep themselves hydrated. At mealtimes staff provide rich opportunities for children to talk about their day, ensuring it is a relaxed, social, and enjoyable experience. Staff promote children's physical development through free access to the outdoor play environment. There are robust systems in place to manage children's food allergies, and staff are kept up to date with the latest information with regular training on how to manage dietary requirements effectively. Staff record all accidents and incidents, existing injuries, and medication logs in detail, which parents sign and receive a copy. Leaders evaluate these records to identify emerging patterns.

Staff interact in an extremely kind and caring manner with children. They are very engaged and enthusiastic when supporting children in their play. Staff are responsive and nurturing, which means children approach them with ease. They have a very strong understanding of child development, and its impact on children's behaviour. There is a comprehensive behaviour management policy, promoting positive strategies which ensure consistency. We saw staff implement this skilfully, using gentle tones, distraction methods, and lots of praise to reinforce positive behaviour. In addition, staff work well with outside agencies to seek support to meet individual children's needs. Staff act as excellent role models.

Staff support children's learning and development and meet their individual needs in a highly effective way. They plan for and promote children's curiosity through an extensive range of purposeful play experiences that appeal to children's interests. This allows them opportunities to explore and experiment independently. Staff routinely evaluate children's enjoyment and engagement in their play and use this information to adapt and plan for further play opportunities. For example, staff saw that children were interested in the fallen branches after a storm, which led to building nests for the birds they spotted. There is an effective system in place to monitor and track children's progress. Staff carry out regular observations of children's play to identify their stage of development and plan for their progression. Staff keep digital records of children's learning and development and share this information with parents via an electronic app. They effectively support and encourage children's language skills and confidently incorporate incidental Welsh words and phrases. Some staff are fluent Welsh speakers and use this to further develop the use of the Welsh language at the setting.

Environment — Excellent

Leaders provide a safe, well-maintained, and very welcoming environment. They have thorough measures in place to ensure that the environment is safe but still allows children to explore and take measured risks. Leaders ensure that annual maintenance and safety checks are completed in a timely manner. Staff operate a secure system for entry to the setting, including expecting all visitors to sign into the service. They place health and safety reminders in key areas around the setting, such as posters outlining fire evacuation, safeguarding and hygiene procedures. Nearly all staff are trained in a range of health and safety matters, and all have a current first aid certificate. Staff regularly practice fire drills with children which provides them with confidence if they need to evacuate the building quickly. They also have a policy should there be a need to lock down the setting and perform practice drills.

Leaders have organised the space very well with children's needs at the forefront of the design. Areas are light and decorated in neutral colours with many natural materials, providing a calm ambiance. Staff ensure that the environment is well organised to meet the needs of a range of ages, stages of development and interests. They adorn walls with mirrors and objects to stimulate children's thinking and develop their fine motor skills. Leaders provide extensive indoor and outdoor play spaces, which provides a very rich environment for children's play and learning. There is an extensive range of superior quality, real life resources, such as musical instruments, pots and pans and crockery. They use areas effectively for different aged children, including a well-equipped sensory room, designated areas for meals, sleep areas, toilet, and nappy-changing areas.

Leaders are committed to providing a rich, stimulating, and challenging range of resources and play opportunities which appear to children's interest and imagination. Leaders have risk assessed the resources and monitor the use of real items closely. Staff ensure that all resources are easily accessed by children as they are stored at their level. They change learning areas regularly to maintain children's interest and extend their skills. For example, a role play area was set up as a Post Office and staff used authentic resources and interesting displays to promote children's imagination and skills such as numeracy and writing. Children excitedly showed an envelope they had written on as they paid for the stamp ready to post it. Staff regularly update resources in line with the changing of the seasons, for example and they have enhanced many areas with Christmas themed resources. Staff use resources well to promote diversity and the Welsh language and culture.

Leadership & Management — Excellent

Leaders are skilled, experienced and manage the setting to a very high standard. They have a strong ethos of child-centred care that is conveyed in the statement of purpose and is evident when speaking with leaders and staff. Leaders are very aware of national priorities and developments in childcare and strive to meet and exceed the National Minimum Standards. Leaders review and update policies regularly, ensuring that they are kept in line with changes to legislation and current childcare practice. They give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. Staff maintain daily records to a high standard and leaders have good oversight and monitor them well.

Leaders set high expectations for themselves and staff. They have a robust procedure in place to support ongoing improvements to the setting. Leaders complete a detailed self-evaluation plan and create a culture of continuous improvement. They fully respond to parent, staff and children's feedback and requests. Leaders submit the Self-Assessment of Service Statement (SASS) to Care Inspectorate Wales (CIW) appropriately. This includes a comprehensive report of their review, including their plans for future improvement.

Leaders have effective systems in place to recruit, induct and employ staff, which ensures that they are suitable to work with children. They keep well organised files that evidence all the required checks and information required by regulations, is sought prior to staff starting work. Daily records such as attendance and staff rotas show that enough staff are employed for the numbers of children attending. Staff take responsibilities for specific areas such as health and safety and promoting the Welsh language, providing them with opportunities to use their skills and further their development. Leaders and staff are proactive in identifying any training opportunities that extends their knowledge of childcare. Leaders monitor staff professional development and progress through one-to-one supervision and an annual appraisal. They place a high priority on staff well-being and have numerous well thought out initiatives to support individuals and build a strong team. Staff told us they feel valued and are supported do their jobs to a high standard. There is a strong team ethos, and they have a noticeable sense of pride in their roles.

Leaders and staff work in close partnerships with parents and carers. They seek detailed information about their children's needs and preferences. Staff keep parents well-informed via newsletters, social media, notices in the foyer and by regularly updating the electronic communication app. Parents chat to staff as they drop off or collect children. Leaders engage families by inviting them to events to join with their children and grandchildren in play. Parents told us how happy they are with the service they receive. Leaders have established very useful links with a wide variety of external organisations and individuals. For example, they work closely with the local authority as they provide places for the Flying Start scheme, and other professionals such as the speech and language service.

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

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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