Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mini Me's Person Bach Fel Fi Ltd

Roseheyworth Millenium Primary School
Roseheyworth Road
Roseheyworth
Abertillery
NP13 1SR



Date Inspection Completed

12/02/2025

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Mini Me's Person Bach Fel Fi Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Mini Me's Person Bach Fel Fi Ltd
Registered places	23
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 24 May 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Good**

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

Summary

Children enjoy their time at the setting. They have a strong voice and many opportunities to make decisions and choices about what they do and how they spend their time. Children develop confidence well and engage purposefully in play-based activities. They communicate effectively and form positive, warm relationships with the leaders and each other.

Staff are nurturing, caring and enthusiastic. They successfully meet children's needs, and their interactions are high-quality. Leaders and staff manage children's behaviour sensitively and effectively. They offer a good range of both child led and planned activities and experiences that greatly enhance children's play and learning opportunities.

Leaders ensure the premises are safe, clean, and well maintained. They are developing the area to provide a homely, environment that is welcoming and organised. They provide a good range of engaging resources that support and extend children's play and learning.

Leaders are passionate about their work and manage their setting well. Paperwork is well organised and regularly reviewed. They are reflective and review their setting as an on-going process. Leaders develop good partnerships with other professionals and parents.

Well-being — Good

Children arrive happily and enthusiastically at the setting. They separate well from their parents, showing they feel safe and content in the care of staff. They form positive relationships with the practitioners who know them well, and in an environment where they feel comfortable. Children are familiar with routines and expectations at the setting, and having consistent practitioners caring for them adds to their strong sense of belonging.

Children freely choose where and how to spend their time. They move freely around the indoor and outdoor play spaces. They choose resources to enable them to follow their interests. Children communicate their thoughts and ideas with staff as they talk about their experiences confidently. For example, they discuss their time at the setting they arrived from.

Children co-operate and interact well with each other and enjoy being together playing alongside friends. For example, they enjoy playing in the home corner together. Children of all ages play respectfully together as they learn to understand the needs of others. For example, they understand they may have to wait to access certain activities and, with a little support from staff readily accept this and find alternative resources.

Children show enjoyment and interest during their play as they follow their own interests. As a result, children engage with activities throughout a session successfully.

Children have free access to all resources indoors and outside. Overall, they move around the room choosing what items they would like to play with or finding items to enhance their play experiences. Children cannot access toilets independently due to the layout of the building. However, children develop self-help skills through washing their hands after eating, pouring own drinks, putting on own coats to play outdoors and preparing their own snack.

Care and Development — Good

Staff have a good understanding of their role and responsibilities to keep children safe and healthy. They demonstrate a sound understanding of safeguarding procedures and have a detailed policy in place to support their practice. Staff accurately record accidents, medication administered and any injuries a child may have when they arrive and consistently ensure parents sign these records. They record the times of children's attendance. Staff promote and meet children's health needs successfully. They ensure children get plenty of fresh air and exercise which further contributes to the encouragement of a healthy lifestyle. Staff have effective hygiene practices in place, including good nappy changing procedures.

Staff interact with children well. They are calm, patient, and caring and act as excellent role models. Staff manage behaviour successfully with clear explanations of what children need to do if there is a problem. They use distraction methods and lots of praise to reinforce good behaviour. Staff form close bonds with the children, and they respond positively to them. As a result, their behaviour is good.

Staff are highly effective in supporting children's play and learning. They provide a play-based setting where children can follow their own interests and lead their own play. Staff are skilled at taking spontaneous opportunities to develop children's understanding such as providing them with relevant resources when a child expresses interest in something. Alongside free play, staff plan interesting, enhanced activities that support and extend children's skills and thinking. They successfully weave themes such as keeping safe, road safety, Remembrance Day or seasons into day-to-day activities.

Staff use some Welsh both conversationally and incidentally to support children's emerging understanding of the language. Staff track children's development and successfully meet the needs of all children. They effectively support children with additional learning needs, for example speech and language.

Environment — Adequate

Leaders ensure that the environment is secure and suitably maintained to provide a safe place for children. Staff are aware of the setting's health and safety procedures and implement them effectively. For example, they complete appropriate risk assessments to ensure they identify all hazards and ensure they are managed effectively. However, there is a need to remove some hazards on the kitchen work top. All visitors are recorded on arrival and the attendance of children and practitioners is logged accurately. The entrance to the setting is controlled and there is no unauthorised access. This ensures that all people in the building are accounted for and demonstrates adult to child ratios meet requirements.

Leaders provide children with a welcoming and well-decorated environment. The design and layout of the indoor room promotes children's curiosity well and allows them to play and learn successfully, this is in the process of being further enhanced. They ensure that children have access to a range of resources to encourage them to engage in physical activities that support and develop their movement and co-ordination. Leaders provide children with a range of resources that are suitable for their ages and stages of development. The outside area provides greater opportunities for children to develop a wide range of skills. Practitioners plan appropriately to ensure that children use the outdoors learning spaces regularly.

There is access to suitable facilities including toilets and nappy changing areas. These are not located in the immediate area so children have to be escorted by staff. The recent inclusion of the sensory area has allowed children to engage in a wide range of experiences that stimulate their senses successfully.

Staff store resources at a suitable height for children to access equipment independently. For example, blocks are kept on low shelves for children to select the ones they require to make buildings. A select range of natural materials and real-life objects effectively enhance provision and encourage play and learning.

Leadership and Management — Good

Leaders provide a good quality, child centred setting. They are passionate and enthusiastic about their work and run their business efficiently. Paperwork is very well organised, easily accessible and reviewed regularly. Leaders have a comprehensive range of good policies to support the safe and smooth running of their setting which consider and reference the rights of children. A detailed Statement of Purpose that is useful for parents is in place. However, Leaders do not currently have a risk assessment in place for transporting children to and from the setting.

Leaders are highly reflective. They evaluate the setting on an on-going basis with a thorough formal review each year. They seek the views of children and parents and carers at each point of their journey at setting. Leaders identify relevant areas for development such as developing their understanding of the Curriculum for Wales.

Leaders are well qualified and experienced and ensure they keep up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. They are also committed to continuous professional development and undertake many other courses that become available. The leaders ensure that all staff maintain a current Disclosure and Barring Service (DBS) check.

Leaders work with other professionals such as teachers and local authority advisers and use community resources. They develop excellent relationships with parents, collecting all relevant information about their children before they start to ensure they can meet their individual needs. Leaders keep parents well informed about their children and what they do through a variety of methods that include an electronic app and daily verbal feedback. We saw many lovely thank you cards and positive questionnaires from families.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
30	Children's registers are not completed correctly to reflect the correct hours of attendance. Strengthen procedures for the completion of children's registers to ensure that times in and out are recorded accurately.	Achieved
16	The responsible individual (RI) had failed to ensure that the annual quality of care report clearly shows how the views of staff, parents and children feed into the development of the service. Ensure that clear views and feedback from parents, staff and children are included within the quality of care report and link to improvements made or actions taken to improve outcomes for children.	Achieved

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)
	No NMS Recommendations were identified at this inspection

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)
to risk assess transporting children to and from the service
To devise a lone working policy

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 26/03/2025