Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

High Flyers

Dafen CP School, Lon Yr Ysgol, Llanelli, SA14 8LL

07519366007

The inspection visit took place on 09/09/2026

Service Information:

Operated by:	First Foundations Nursery Ltd
Care Type:	Children's Day Care
Registered places:	10
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, settled and enjoy their time at High Flyers. They make choices and decisions about what they do and how they spend their time at the setting. Children form positive relationships with their friends and staff. They engage in a variety of purposeful play-based activities that support their learning and development.

Staff generally implement robust policies and procedures effectively. They act as positive role models and have an appropriate understanding of how to keep children safe and healthy. Staff keep clear records of children's progress and are aware of how to support their development and individual needs.

The environment is secure, clean, and well maintained. A good range of toys, equipment and resources are available both indoors and out promote children's play. Leaders and staff follow procedures and complete appropriate risk assessments to ensure the environment is safe and

suitable for children.

Leaders have a clear vision, which they share with staff. They are motivated and regularly review the setting. Leaders seek to continuously improve the quality of care on offer. There is a stable team who feel well supported. Leaders have established good partnerships with parents and outside agencies to support children's well-being and development.

Findings:

Well-being — Good

Children have some choice and opportunities to make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. We saw children access different parts of the room to access toys they wish to play with, for example the role play kitchen, the focused activity in the play tray as well as the building blocks. Children confidently communicate their thoughts and ideas, as they know they are listened to and all attempts at communication are valued. We heard children indicate they would like to engage in water play.

Children are happy, settled and cope well with separation from their parents. They have good bonds of affection with staff who are kind and caring. For example, children seek comfort and affection from staff after falling. Most children are familiar with the daily routines, which helps them feel settled and at ease in their surroundings. We saw children sit at the table in anticipation of mealtimes once they knew it was nearly time to eat. Children understand they need to wash their hands before eating.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. Children sit next to each other during carpet time, and they enjoy running after one another in the outdoor area. With support, children are learning to respect each other and the resources, using them appropriately and helping to tidy them away when asked.

Children are beginning to show an interest in their play and learning. They enjoy limited but interesting opportunities and have the freedom to safely explore the indoor and outdoor environment. Children are self-motivated to initiate their own play and most sustain their play for periods in line with their age and stage of development. Some children show perseverance as they construct a model and name parts of the face whilst undertaking an activity with a staff member.

Children have some opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. With support, children are learning to do things for themselves, such as wearing their coat. Those who are able to, independently use the facilities, such as toilets and handwashing.

Care & Development — Good

Overall, Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies, procedures and documentation in place and overall, staff follow these when carrying out their roles. However, the nappy changing policy and procedure is not fully implemented consistently. There is a thorough safeguarding policy and procedure in place. Staff confidently told us what they would do if they dealt with a concern. This demonstrates a good understanding of their responsibilities and commitment to deal with safeguarding matters.

Overall, staff follow and promote thorough hygiene practices. For example, they actively encourage children to wash their hands before eating. A dedicated cleaner maintains the cleanliness and readiness of rooms and facilities to ensure they are suitable for children's use. Staff are confident when recording, maintaining, and reviewing a range of records, including accidents, incidents and existing injuries. The leader told us they do not administer medication.

Staff offer healthy snacks which are freshly prepared each day. Staff do not always use personal protective equipment when dealing with food. There are procedures in place for children with allergies, intolerances, and dietary preferences. At mealtimes staff promote worthwhile opportunities for children to talk about their day, ensuring it is a relaxed, social and enjoyable experience. Staff support children's physical development by providing daily opportunities to use the outdoor play area and participate in walks in the local community. During the inspection, children enjoyed exploring the outdoor area, collecting grown carrots from the compost tubs as well as listening to a story in the play shed.

Staff interact with children calmly and compassionately, serving as positive role models who know children well. They join in play activities, encourage counting and naming colours. Staff offer praise and encouragement and implement the behaviour management policy effectively, for example, using positive reinforcement when children struggle to share, *'You've got to share, no snatching.'* They ensure children know what is expected of them by clearly explaining instructions and consequences. Staff praise children for their efforts, telling them *'Da iawn. Good job!'*

Environment — Good

Leaders ensure the environment is safe, secure and well maintained. The doors leading to the outside area are locked and a safety gate is in place between the main room and kitchen. There is a secure system to enter the setting and staff and visitors sign in. Leaders complete appropriate risk assessments for most areas and activities which are regularly reviewed. However, detailed assessments for areas such as water play, the climbing structure and the mud kitchen should be further developed. Staff also ensure they complete daily safety checks of the environment to identify and eliminate risks to children. Maintenance safety checks and fire drills are conducted regularly. All areas accessible to children are free of harmful chemicals and first aid kits are readily available. Leaders ensure any issues in relation to maintenance and safety in the outdoor environment are referred promptly to the maintenance team.

The environment is welcoming and child friendly. During the visit, a small range of age-appropriate resources were accessible for the children. The leader explained this was a temporary measure to ensure safety due to children throwing toys. The area is organised appropriately considering the needs of the children. It provides areas for children to explore and develop their interests. Children's photographs and artwork is displayed throughout the setting, celebrating their achievements and helping them to develop a sense of belonging. There is suitable and well-maintained furniture and resources to support children's independence. For example, tables, chairs, a sofa and plenty of low-level storage which allows children to access and choose their own resources. The toilets are child-sized and support children to develop their independence skills. Leaders ensure the outdoor environment provides further opportunities for children to explore and develop their creativity and physical skills.

Overall, leaders create an accessible play environment for the children with a suitable selection of resources available. The leader told us children know they can request further resources if required. They outdoor area has been organised thoughtfully to include a play shed, a natural garden with grass, a mud kitchen, sand and water play, and a planting area. There is a designated space where children can access ride-on toys, as well as a sheltered area. Staff use the outdoor area well to promote children's play and exploration. In addition, they provide children with regular opportunities to explore the community on nature walks and visits to the beach.

Leadership & Management — Good

Leaders are enthusiastic about providing a good quality service. Overall, they are knowledgeable about their regulatory responsibilities and the National Minimum Standards for Regulated Childcare. However, upon arrival on the day of the visit there was no named person in charge at the setting. Leaders have a good understanding of the staff, children and the care they provide. On the day of the visit, staff worked well together as a team. Following the visit, the statement of purpose was updated with minor amendments and now contains the required information needed for parents to make an informed decision about whether the service provided is right for their child. Policies and procedures are reviewed regularly to ensure they reflect current practice. Leaders collect, record and maintain all the required information in relation to staff and children. The records of attendance for staff and children show that ratios are consistently met. Leaders record children's preferences and have the appropriate parental permissions in place.

Leaders ensure staff suitability checks are in place and Disclosure and Barring Service (DBS) checks are current. They ensure staff have opportunities to attend mandatory training and receive regular supervisions and appraisals. Staff express they enjoy working at the setting and feel supported. They are aware of their roles and responsibilities in relation to child protection and safeguarding.

Leaders have self-evaluation systems in place. They complete the Self-Assessment of Service Statement (SASS) and complete a detailed quality-of-care report which includes targets for development, strengths and improvements made to the service. However, the views of children, parents, carers, staff and other professionals are not currently included within the quality-of-care review to inform decision making.

Leaders form strong relationships with a variety of partners including parents, carers, teachers and health visitors and maintain regular communication with them. On the day of the visit, parents and carers praised the setting, stating their child *'loves coming here and really missed coming over the summer holidays*.' One parent expressed their child has developed a great deal since starting at the setting. Feedback received from parents and staff following the visit through questionnaires was very positive including, *'the staff are amazing, open and honest with what they do and say'* and *'I enjoy coming to work and love childcare so* much.' Parents are kept informed of their children's day through verbal discussions, a closed social media page and a digital app.

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)
Standard 24 - Safety	Further develop risk assessments for areas and activities.
Standard 14 - Organisation	Ensure there is a named person in charge present at all times.
Standard 10 - Healthcare	Further develop hygiene practises in relation to the use of personal protective equipment and ensure the nappy changing procedure is followed as per policy.
Standard 18 - Quality assurance	Ensure feedback sought from service users and staff is included in the quality of care review.

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)
Ensure continuous opportunities for children to develop their independence

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