Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Heroes Nursery Ltd

Little Heroes Nursery, Eastgate Street, Llanidloes, SY18 6HD

01686 411061

Date(s) of inspection visit(s): The inspection visit took place on 20/08/2025

Service Information:

Operated by:	Little Heroes Nursery Ltd
Care Type:	Children's Day Care
Registered places:	30
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 service provider is not meeting 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 happy, settled and enjoy attending the setting. They develop well as they follow their interests and confidently explore their play environments. Children interact positively with their friends and staff, co-operating suitably together. Their independence skills are promoted well.

Staff implement policies and procedure effectively. They are positive role models to children and have an appropriate understanding of how to keep children safe and healthy. Staff are aware of children's individual needs and abilities and how to support their progress and development.

Leaders ensure that the premises are secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. They organise areas and resources to support children to have good opportunities to use their imagination and be creative. Staff supervise children well to use the extensive outside areas and make sure they provide resources to support children to be physically active.

Leaders are dedicated and oversee the effective day to day running of the setting. Leaders regularly review the setting and care they provide. They identify what has gone well and possible areas to develop. Leaders manage staff well and have a good team who work effectively together. Positive partnerships are developed with outside agencies and parents.

Findings:

Well-being — Good

Children have a voice and share their ideas, needs and experiences with others. They know they will be listened and responded to by staff, helping them gain confidence to communicate. Children move freely around their environment, happily making choices and decisions about where and what they want to play with. They know they can influence their own routines and wishes. For example, choosing to have more lunch if they are hungry and being allowed to sleep when they are tired.

Children show they feel confident and settled in their surroundings as they move around freely. They separate well from their parents as they are greeted by familiar staff, with whom they have developed a positive relationship. Children feel valued and respected as they receive care that supports them and their needs. They have a sense of belonging as they are familiar with the routines such as lining up by the door before going outside and waiting their turn to wash their hands before lunch.

Children are confident communicators, and they interact appropriately for their ages and stages of development. They are encouraged to talk during activities and routines, such as lunch times, making these sociable experiences. Children interact using verbal and nonverbal cues. They learn to cooperate and share as they play alongside other children. For example, when playing outside and waiting for their turn to go on the slide. Children use the resources appropriately and help to tidy up when asked. They learn to be caring and show warmth to others as they are involved in caring for animals including donkeys. Children thoroughly enjoyed feeding and brushing the donkeys.

Children show enjoyment as they play. There were lots of smiles and laughter as they joined in with an activity. For example, when they were allowed to take a turn having a donkey ride. Children fully engage in their play and learning experiences. They follow their interests as they have access to some resources that inspire them. However, there is limited access for children to access resources the promote and celebrate the wider cultural diversity of Wales.

Children have a good range of experiences to help them learn and develop a range of skills. They have opportunities that inspire their creativity and curiosity. For example, asking sensible questions to the donkey owners to gain further knowledge and understanding. Children can be independent as they access items they want, including their personal belongings, they feed themselves and access facilities such as toileting independently.

Care & Development — Good

Staff understand the importance of ensuring the safety and wellbeing of the children attending the setting. They have a good understanding of their role in protecting children and implement policies and procedures to keep children safe and healthy. Staff appropriately answer safeguarding questions. Staff have completed all mandatory training, including, safeguarding, first aid and food hygiene.

Accident, incident and medication records are completed by staff, and parents are informed via the interactive app. A nutritious menu is in place with all snacks and meals being prepared on site from scratch. There are appropriate cleaning and hygiene practices in place. Staff sanitise table areas before snack and lunch time, ensure children wash their hands and wear appropriate personal protection equipment (PPE) when preparing and serving food. During nappy changes, staff wear PPE, ensure changing mats are sanitised, and follow their nappy changing policy.

Interactions between staff and children are warm and friendly. Staff consistently praise children and use positive phrases such as, *'well done'* and *'da iawn'*. Staff and children have strong bonds, and the children feel comfortable asking for help and reassurance when they need it. Staff interactions demonstrate warmth and kindness, and they are great role models to children. They promote the use of good manners such as, *'please'* and *'thank you'.*

Children are supported to follow their own interests and ideas by staff. They spent quality time with children, encouraging them to play, singing songs and ensuring they were comforted and relaxed. Staff observe children's progress and track their development and next steps. Staff are aware of children's additional learning needs and understand how to support them effectively. They are committed to providing a variety of play and learning opportunities and are focusing on child led learning.

Children's language and development is supported as staff ask them questions and promote their language skills in English. However, we did not hear consistent Welsh language being promoted at the setting.

Environment — Good

Leaders have appropriate policies in place to ensure the environment is safe, secure, and appropriately maintained. The main entrance is secure, and all visitors sign in. Leaders maintain a range of risk assessments for the setting, and complete daily, checklists, as well as on-going visual checks. Staff are confident in identifying potential risks to children within the environment. Leaders undertake and record regular fire drills. Suitable cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control.

Leaders ensure the environment has good indoor play space which children freely explore. The setting is light, welcoming and accessible. Children benefit from neutral tones and natural resources on displays such as greenery and hessian. Some displays are used to showcase children's work, to strengthen the children's connection to the environment. The older children's playroom is divided into interesting areas which support children in their play and learning. For instance, a comfortable reading corner, role play area and construction play area. Leaders ensure there is a range of resources and play opportunities for children outside. Children access resources including mud kitchen, garage, ride on toys, a slide, loose parts play and construction. Children clearly enjoy the outside space and have good opportunities to further develop their physical skills.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice. Staff promote play opportunities through varied tabletop activities, craft activities and tasks which develop fine and gross motor skills. Children can access the toys and resources easily, as they are stored at low level or within their reach. Staff ensure that resources are well maintained and in a good condition. Leaders provide suitable furniture and resources to support children's independence. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and well maintained.

Leadership & Management — Good

Leaders have a good vision for the setting and work well with staff to implement it. They develop a culture of safety, respect children's rights and views, and recognise that the setting is children's time to choose and play. Leaders provide a good range of comprehensive policies and procedures to support staff in the smooth and safe running of the setting. They regularly review these along with the Statement of Purpose which provides parents with useful information and accurately reflects the service offered. However, not all policies have been updated to reflect recent guidance.

Leaders understand the importance of reviewing and monitoring their setting. They review the quality of their care annually and seek the views of parents, children, and staff in relation to this. The review offers a good evaluation of the impact of their service on children and identifies some areas for development.

Leaders manage staffing at the setting well. They mostly follow safe recruitment procedures to ensure staff are suitable to work with children. However, some staff files did not contain all the necessary required suitability checks. This was quickly rectified during the inspection process, but leaders should ensure that these checks are in place prior to the commencement of employment. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders support staff well with a system of supervision. However, annual appraisals are not always completed.

Leaders deploy staff effectively, enabling them to supervise the children well and keep them safe, whilst allowing them to play and explore freely. However, staff attendance register did not detail the actual attendance times of staff and did not record times when staff left the premises. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

Leaders and staff develop strong relationships with parents. They collect relevant information about children before they attend the setting to ensure they can meet individual needs. Children told us they really enjoy attending the setting and parents are highly complementary of the service they and their children receive.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Children may be at risk if the provider fails to ensure the required suitability checks are in place prior to the employment of staff.	20/08/25
Children are at potential risk if records are not accurate or contain detailed information.	20/08/25

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 4 - Meeting individual needs	Ensure the needs and preferences of individual children in relation to their home language are catered for.
Standard 13 (Day Care) - Suitable Person	Ensure all paid staff receive both regular one-to-one supervision and a formal appraisal.
Standard 11 - Medication	Update medication policies and procedures to reflect the most recent guidance.

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)
Consider ways to celebrate the wider cultural diversity of Wales including ensuring sufficient resources to promote cultural awareness.

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