A report on

Li'l Angels Day Nursery and Pre School

Unit 2 Evans Way
Rowleys Park
Shotton
Deeside
Flintshire
CH5 1QJ

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Li'l Angels Day Nursery and Pre School

Name of setting	Li'l Angels Day Nursery and Pre School
Category of care provided	Full Day Care
Registered person(s)	Li'l Angels Day Nursery and Pre School
Responsible individual (if applicable)	Karen King and Adrijana Owen
Person in charge	Karen King and Lynsey Bostock
Number of places	50
Age range of children	0 to 12 Years
Number of 3 and 4 year old children	24
Number of children who receive funding for early education	8
Opening days / times	8.00 to 5.30 Monday to Friday excluding bank holidays
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is not making a significant effort to promote the use of the Welsh language and culture.
Date of previous CIW inspection	21 June 2024
Date of previous Estyn inspection	March 2018
Dates of this inspection visit(s)	24/02/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Adequate**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but this is identified as an area for improvement, and the responsible individuals must address it.

The responsible individual must ensure full compliance with Regulation 22 by ensuring all staff have suitable face to face safeguarding training and fully understand and implement the settings safeguarding policy.

Information on all non-compliance will be included in an Action Improvement Summary which will be published on CIW's website only.

Recommendations

R1 Improve consistency of planning to reflect children's interest more fully.

R2 Strengthen self-evaluation processes to involve all staff and stakeholders.

R3 Address the area of non-compliance identified during the inspection.

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children use their voice and make choices about how they spend their time. They move freely around the rooms and choose where and what to play. Children communicate their needs and practitioners listen and respond effectively. Children express themselves confidently, using both verbal language and a range of non-verbal communication such as pointing, gesturing, or signalling to indicate their needs and preferences. Nearly all children manage their own routines effectively, including choosing to rest or sleep when they feel tired.

Nearly all children settle well and separate easily from their parents or carers. They arrive happy and confident, and ready to choose activities that interest them. Most children feel valued as they trust that practitioners understand and respond to their individual preferences. They form strong friendships and build positive nurturing relationships with practitioners, eagerly sharing their experiences with those around them. Children are relaxed, secure and comfortable in their surroundings.

Most children interact effectively for their age and stage of development. They participate well in the setting's routines and follow them with ease. They show respect towards others and naturally share the available resources. For example, when waiting their turn to use equipment such as the see-saw or slide. Nearly all children interact well and happily play alongside others, such as when joining in with ball games outside.

Nearly all children enjoy their play and learning experiences. They actively engage in activities and focus for an appropriate amount of time in their chosen area of play. Most children share their experiences with friends and excitedly show adults what they are doing and invite others to join in. As a result, smiles and laughter occur naturally during children's play, for example, when they ride their balance bikes outside.

Children have good opportunities to develop a range of skills through their play. They develop strong physical skills as they regularly climb on the fixed play apparatus and take part in ball games outside. They are beginning to use their fine motor skills successfully when are exploring the sand tray and creating shapes with playdough. Younger children use of the furniture and equipment to support development of their early mobility skills. Nearly all children develop their independence throughout the day and are increasingly confident in completing self-care tasks. They make individual choices regarding the resources and activities they wish to engage with.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

All children make good progress from their individual starting points. Most children demonstrate strong communication skills and use appropriate language during both spontaneous and planned play experiences. For example, they talk confidently about the walking robots they have made using early descriptive language. Many children, including those with English as an additional language, express themselves with confidence. A few

children use rich vocabulary to create imaginative stories such as describing sharks while playing in the small world beach area. A minority of children can say simple Welsh words and most join in enthusiastically with Welsh rhymes and songs. Many children show an interest in books and enjoy listening to stories read by practitioners. A few children independently select books, turn pages in sequence, and discuss the illustrations. A few children access books independently turning pages in sequence and discussing the illustrations. Most children listen well and follow instructions carefully. For example, when collecting their coats for outdoor play or helping to tidy the room. Most children enjoy mark making activities and appropriately develop early writing skills appropriately. They take pride in using paint pens to create colourful pictures and are very proud to see their art work displayed on the wall.

Nearly all children's physical skills develop well. They show good balance and coordination as they navigate an assault course made from milk crates and enjoy using bikes and scooters in the outdoor area. Children further develop their co-ordination as they transfer water between containers with increasing accuracy and control. Most children make confident choices about the resources they wish to use. For example, they manipulate playdough with rolling pins and use their hands to create smooth shapes demonstrating growing hand strength and fine motor control. Most children develop a wide range of numeracy skills and apply them successfully in their play. For example, they create patterns with pegboards and recognise the shapes of magnetic construction toys. Children also develop a good understanding of measure such as when; they discuss which car travels down the ramp fastest. Many children develop their creative skills well and benefit from valuable opportunities to express themselves through music and movement. They enthusiastically move like bunnies, cats and lions and dance along to popular songs and nursery rhymes.

Children are beginning to develop their independence as they put on their coats and use utensils to eat their cereal. They also develop good digital skills, confidently using the cash and card register in the role play shop and enjoy exploring the colour changing lights. Most children develop effective social and emotional skills and co-operate well with each other in their play.

Care and development: Adequate

Practitioners follow appropriate procedures to keep children safe. They keep external doors locked and control access to the premises effectively. Practitioners supervise children well, moving around the areas and always keep children in sight. They carry out regular fire drills that ensure children become familiar with what to do in an emergency. Around half the practitioners are clear about the action to take if they have safeguarding concerns. However, the setting does not meet safeguarding requirements and gives cause for concern, as a few practitioners are unable to explain the correct procedures to follow.

Practitioners follow appropriate procedures and routines to promote a healthy lifestyle. They provide nutritious meals and snacks, including a range of fruits and ensure children have free access to drinks throughout the day. They carry out intimate care sensitively and effectively to always maintain children's dignity. Practitioners complete appropriate cleaning routines, such as wiping surfaces and supporting handwashing, to prevent the spread of germs.

Nearly all practitioners interact well with children. They communicate with them in a friendly and engaging manner and show genuine interest in what children share, helping them to develop their speech and language skills. Practitioners sit alongside children during snack and lunch times creating a relaxed social experience for the children. This approach encourages conversations and enables positive interactions and children enjoy spending time with practitioners and their friends. Practitioners use appropriate behaviour management strategies, such as distraction and talking with children about expected behaviour. They apply these strategies calmly, which contributes to maintaining a calm environment well.

Nearly all practitioners support children to develop and learn new skills. They know the children well and understand their needs and personalities, which enables them to provide tailored support. This includes support for children with Additional Learning Needs (ALN). A few practitioners use Welsh, introducing children to basic language patterns and providing suitable support to children whose home language is not English. Practitioners ensure planning considers children's developmental needs appropriately, however this is not always applied consistently across the setting and does not reflect children's individual interest.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners have a good understanding of child development. They provide a worthwhile range of activities that promote children's all-round development, including those with additional learning needs such as creative mark making, interesting construction toys and exciting role play. This ensures that children make good progress in their learning over time. Practitioners have a sound understanding of the Curriculum for Wales and carefully consider how to make the best use of adults, experiences and the environment. They take appropriate account of children's interests and are beginning to consider this information when planning learning and play.

Leaders and practitioners carry out an effective range of assessment activities and adapt provision appropriately based on children's confidence and previous learning. Practitioners engage well with parents and carers to gain a perspective of each child's strengths and areas for development. For example, parents contribute information about their children's interests and achievements at home during specific focus weeks when practitioners gather evidence on individual children. For example, toy farm animals and fences were added to small sand trays.

Many practitioners know the children well and support their play effectively. They understand when to intervene in children's activities, and when to stand back and observe. However, a minority do not always take advantage of spontaneous opportunities to engage with children and extend their learning during play.

Practitioners have high expectations of children's behaviour. As a result, children learn how to relate positively to others and take responsibility for their actions. Many practitioners are effective language role models and are beginning to use thoughtful questions to challenge and support children's learning during play.

Practitioners provide beneficial activities and resources for children to develop their mark making and early writing skills in the well-equipped areas of provision. They support children to develop their numeracy skills well by using a range of counting, measuring and sorting equipment across the provision. Practitioners also provide an effective range of resources to develop children's digital skills such as bilingual tablets. They encourage individual expression, which supports the development of children's creative skills. Practitioners are beginning to use a few Welsh phrases during daily interactions and the introduction a Welsh 'word of the week' further supports their confidence and understanding.

Practitioners provide good opportunities for children to develop a sense of awe and wonder. For example, they create sensory activities using shaving foam and sand. Provision for spiritual, moral, social and cultural development is good. Children have access to resources that offer positive images of diversity. Practitioners display flags representing children's heritage alongside the Welsh flag and the setting's home corner includes household items from a range of cultures. This contributes to creating an inclusive ethos well. Practitioners foster values such as honesty, fairness and respect, and support children patiently to understand the difference between right and wrong, for example when waiting to take turns on the tricycles.

Environment: Good

Leaders put suitable measures in place to ensure everyone understands their responsibilities for keeping children safe. Practitioners care for children in a safe and secure environment. For example, they lock external doors, control access, and record all visitors. They complete appropriate risk assessments and manage hazards effectively through daily morning checks. Practitioners follow an effective cleaning routine that keeps the nursery clean and tidy. Leaders arrange servicing for all fire equipment and ensure building safety checks are completed and documented correctly.

Children are grouped in different rooms, according to their age, giving them space to play and learn safely. Practitioners maintain all rooms well and the use of neutral colours creates a calm atmosphere. The environment is child-friendly, and practitioners display examples of children's work attractively to promote their sense of pride and belonging. Overall, practitioners use the space well and they coordinate the sharing of the outdoor area effectively, so that children have regular access to it. The outdoor environment is inviting and provides valuable and interesting opportunities for children to develop through play. It is spacious with appropriate areas that invite children to climb, ride balance bikes, or sit and read a book. Leaders provide suitable facilities, including toilets, hand-washing and nappy-changing areas.

Leaders provide age-appropriate furniture, toys, and equipment. Practitioners store resources well so that children can access them easily, and they keep them clean and well maintained. Practitioners are beginning to introduce natural materials and authentic resources across the environment, for example real kitchen utensils in the role-play area. These additions support children to develop their understanding of the world around them and enhance their imaginative play well. There are a few opportunities for children to develop cultural awareness through books and dolls, which help to promote diversity and inclusivity appropriately.

Leadership and management: Adequate

The setting has a suitable statement of purpose that provides key information for parents. Practitioners understand their roles and responsibilities well and create an inclusive and welcoming environment where children feel nurtured and well cared for.

Most practitioners have appropriate qualifications and a high importance is placed on practitioner development. Nearly all practitioners show a commitment to continuing professional development and attend regular training, such as Curriculum for Wales and communication, leading to positive changes to the setting. Most staff are beginning to develop their understanding of basic Welsh, though resource allocation for Welsh across the setting is limited. Supervisions and appraisals are carried out regularly; however, these do not always focus well enough on setting priorities.

Leaders respond positively to advice from the local authority and make effective use of available grants, for example, by purchasing additional outdoor resources to support children's physical development. The setting has suitable contingency plans for staffing.

Leaders know the setting well and have a good understanding of its strengths and areas for improvement. However, they do not consistently communicate action plans well enough to ensure continuous improvement, and stakeholder views are not always fully considered.

Partnerships with parents are effective and daily discussions during drop off and collection times further support this. Leaders organise activities such as 'Stay and Play' sessions, providing parents with worthwhile opportunities to gain further understanding of the value of play. Communication through an online application keeps parents informed about their child's progress. Visitors, such as the police and fire service, provide worthwhile learning experiences and opportunities to get involved in community fundraising events, helping to deepen children's sense of belonging. Practitioners ensure effective arrangements that support children well as they move between rooms and start primary school. As a result, children feel secure and confident as routines change.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysg (English to Welsh).

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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
Staff do not always understand the procedure to follow if they have a safeguarding concern and they have not completed face to face training as recommended.	24/02/26

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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