Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Haven Nursery - Park Road

Radyr & Morganstown Community Council, Old Church Rooms, Park Road, Cardiff, CF15 8DF

07411063756

www.littlehavennursery.co.uk

The inspection visits for this service took place between 13/11/2025 and 14/11/2025

Service Information:

Operated by:	Little Haven Nurseries Limited
Care Type:	Children's Day Care
Registered places:	28
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting 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 make confident choices, build strong relationships, and engage enthusiastically in their play and learning. They are beginning to develop their independence and self-help skills.

Staff promote children's health and wellbeing. They form positive relationships which support children's development through engaging activities, clear routines, and behaviour guidance. Staff collaborate with parents and professionals to ensure children's interests are central to planning and meet their individual needs.

Leaders maintain a safe, clean, and welcoming environment, with thorough procedures for security, health, and safety. Staff create engaging play areas, using high quality toys, resources and furniture which promote independence and inclusion, and adapt spaces to meet children's individual needs.
Leaders provide a high-quality, supportive service, with a clear vision, effective policies, and strong

teamwork. Self-evaluation and feedback inform improvements. Safe recruitment, training, and strong partnerships ensure positive outcomes for children and staff.

Findings:

Well-being — Good

Children have good opportunities to express their views and make choices throughout their time at the setting. They confidently communicate with staff, who listen and respond positively, which helps them feel respected and valued. Children select their own activities, choose where to sit at mealtimes, and suggest what they want to play with the following day and when going outside.

Children feel safe and happy in the setting. They separate from their parents with ease and show excitement to start their day. Children are building positive relationships with the staff and their friends. They feel valued as individuals, as their preferences and achievements are recognised. Routines are clear and staff reinforce them, which helps children to feel secure. Events including birthdays and significant milestones such as potty training are acknowledged and celebrated, which fosters self-esteem and enhances children's sense of belonging.

Children interact well with each other and with staff. They are warm, cooperative, and considerate. Children are encouraged to welcome visitors, share their interests, and support their friends. Children respond well when staff gently guide them towards the behaviour expected, such as when taking turns to jump on the beanbag.

Children engage enthusiastically in their play and learning. They lead their own activities, show curiosity, and try new experiences. Children concentrate well for their age and stage of development; they show interest in each other's activities. For instance, children gather to read a book, take turns turning the pages, and point out pictures in the story. Children demonstrate resilience and creativity, inventing games and focusing on favourite activities. We saw children using blocks to balance on to play the floor is lava game, quickly trying again when they fell off. Children and staff share in the excitement and laughter during their play such as during physical movement activities.

Children are developing their independence skills, enabling them to do things for themselves. They are supported to manage their personal belongings such as putting on their coats along with skilfully opening their own lunch boxes. These routines promote self-help skills and build self-esteem. Most children use the toilet and wash their hands independently. However, at snack time children do not serve their own snacks or pour their own drinks.

Care & Development — Good

Staff have a good understanding of their roles and responsibilities to safeguard children and promote their welfare. They follow robust procedures for recording accidents and incidents, and there are effective systems for the administration of medication. Staff are confident in their duty to report concerns and act promptly to address safeguarding matters. At the time of inspection, not all staff held the required level of safeguarding training, but this was addressed before publication of the report. There are effective policies and procedures and supporting documentation in place to support staff in their roles. However, while records viewed show that safeguarding matters are recorded, these are not always documented comprehensively. Staff generally follow appropriate infection control practices, but we observed some inconsistencies. For example, staff sometimes fail to use Personal Protective Equipment (PPE) correctly when assisting children with toileting needs. Additionally, staff do not wash their hands or use antibacterial gel after wiping children's noses. These practices increase the risk of cross-infection. Staff promote routines with children such as handwashing after using the toilet, however, the use of anti-bacterial gel is used instead of children washing their hands before eating, this is not in accordance with infection control guidance. Children benefit from a healthy snack, and mealtimes are organised and sociable experiences. Effective procedures are in place to manage allergies, intolerances, and food preferences.

Staff interact positively with children and build strong, trusting relationships. They are kind, caring, and patient, ensuring children feel valued and enjoy their time at the setting. Staff support children to become familiar with the routines. For example, they give children clear instructions during tidy up time of where to place key items and provide support if needed. Staff have a sound understanding of child development and tailor their approach to guide behaviour in accordance with the setting's behaviour management policy. For instance, staff remind children of the rules to follow before undertaking the hokey cokey dance, which helps avoid conflict and supports positive behaviour. Children approach staff with ease and confidence, and staff are attentive to their needs. These positive interactions contribute to a nurturing and supportive environment.

Staff provide a wide range of activities that successfully promote children's play, learning, and development. They observe children during activities and work together to gather information about children's interests and plan their next steps for development. Staff involve children in planning activities, ensuring their interests are considered. Some Welsh language is included through songs and simple phrases are use during routines. Staff work closely with parents and other professionals to meet individual needs, ensuring all children are included and well supported to make progress.

Environment — Good

Leaders prioritise the safety and cleanliness of the setting. The environment is well maintained, bright, and welcoming. Staff follow suitable procedures to ensure the premises are secure, including locked doors and there are clear arrangements in place for shared spaces. Daily and weekly checklists support staff in monitoring health and safety, such as ensuring fire escapes are clear, rubbish is removed, and equipment is stored safely. Risk assessments are thorough and cover a wide range of activities and areas, including meeting individual needs of children. Fire drills are carried out regularly, and records are kept which inform future practice. Maintenance checks, such as fire alarms and emergency lighting, are completed by the centre staff in which the setting is based, and leaders ensure these are up to date. Attendance records for staff, children, and visitors are accurately recorded, and leaders have clear procedures to ensure all required ratios are always maintained.

Staff set up the pack-away provision each day with dedication, carefully creating defined play and learning areas that offer children a broad range of engaging opportunities. Some toys and resources positively reflect diversity. Staff regularly rotate the resources in these areas to sustain children's interest and ensure activities match their developmental needs. Staff design cosy spaces and establish consistent routines, which help children feel secure and confident while allowing them to revisit favourite activities. By making resources easily accessible, staff encourage children to make choices and develop independence as they select their own activities. Staff manage toilet and nappy changing routines effectively, ensuring minimal disruption to children's play as these facilities are located outside of the main playroom. They adapt the environment to meet children's individual needs, such as setting up a sensory area for those needing extra support. Therefore, create an inclusive, supportive, and stimulating environment that fosters autonomy and a strong sense of belonging for all children.

Leaders ensure that resources and equipment are of good quality and provide developmentally appropriate play and learning opportunities. The use of real-life and repurposed items extends children's play, such as china pots and metal pans in the home corner. A few loose parts and natural materials encourage creativity and exploration. The outdoor spaces provide valuable opportunities for children to engage in physical activities in the fresh air, such as riding bikes and balancing on stepping stones. However, during bad weather, these areas are not available every day because slippery surfaces can pose safety risks due to the likelihood of children falling.

Leadership & Management — Good

Leaders are committed to providing a high-quality service for children and their families. They have a clear vision for the setting, which is communicated through the statement of purpose. Leaders ensure policies and procedures support staff in their roles, although some require minor updates to reflect current practice and up to date staffing structures. The staff work well together, with leaders fostering a supportive and organised environment. Staff feel valued and are confident in their roles, which contributes to a positive culture within the setting. Leaders respond promptly to issues and demonstrate a willingness to address areas for improvement, ensuring the service continues to develop.

Leaders have established effective self-evaluation processes. They actively seek the views of parents, staff, and children, using this feedback to inform their quality-of-care report, which identifies achievements and sets out clear next steps. Leaders complete and submit the Self-Assessment of Service Statement (SASS) as required. They keep Care Inspectorate Wales (CIW) informed of significant events and changes, supporting transparency and accountability. Regular team meetings provide opportunities to discuss children's needs, safeguarding matters, and practice improvements.

Leaders ensure safe recruitment and maintain well-organised staff files. They provide a beneficial induction, supervision, and appraisal processes, which support staff in their professional development. Leaders ensure staff are suitably qualified and attend mandatory training, for instance paediatric first aid and food safety. Additional training is also undertaken such as behaviour management, and additional learning needs. Staff told us they enjoy working at the setting, feel well supported and can share their views.

Leaders and staff build strong partnerships with parents, providing regular updates on children's experiences and progress. Parents we spoke to, told us how they value the communication and support offered by the setting. They shared how their older children also attended the setting previously. Leaders maintain positive links with other professionals such as the nearby school and the local authority childcare team, which supports the smooth running of the service. These partnerships contribute to meeting children's individual needs and promoting positive outcomes.

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 8 - Nurture and well-being	Enable children to become more independent at snack time.
Standard 20 - Child protection	Strengthen record-keeping procedures regarding safeguarding matters to ensure consistent practices.
Standard 10 - Healthcare	Ensure good hygiene practices are followed in accordance with current guidance.
Standard 18 - Quality assurance	Review policies, procedures and documentation to ensure they are in line with National Minimum Standards, current guidance and accurately reflect the service provided.

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 how children can access additional outdoor experiences.

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