Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Llanover little ones

Unit 5 Hall House, Llanover Business Centre, Abergavenny, NP7 9HA

01873880772

The inspection visit took place on 05/11/2025

Service Information:

Operated by:	Llanover Day Nursery Ltd
Care Type:	Children's Day Care
Registered places:	40
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

Well-being	Excellent
Care & Development	Excellent
Environment	Good
Leadership & Management	Good

Summary:

Children are settled and thoroughly enjoy their time at Llanover little Ones. They have a strong voice with extensive opportunities to make choices and decisions about how they spend their time. Children are safe and happy and develop positive relationships with each other and staff. They have excellent opportunities to learn and develop.

Staff have a thorough knowledge of how to keep children safe and healthy, implementing the setting's policies and procedures effectively. They are kind, patient and caring in their interactions with children. Staff know the children extremely well and support their learning and development successfully.

The environment is secure, safe, welcoming and well organised to support and encourage children to play and learn. There is a wide range of toys and resources both inside and outside to ensure

children can make independent choices in their play.

Leaders have a strong vision for the nursery and are committed to providing high-quality childcare. They have robust procedures in place to ensure the suitability of staff and prioritise safeguarding. Leaders value staff and support them well. They develop effective relationships with parents and other professionals, ensuring they work together to provide excellent care and support.

Findings:

Well-being — Excellent

Children thoroughly enjoy their time at the nursery. They have a strong voice and make many choices and decisions about what they do. For example, they decide when asked if they want to play outside of if they would like more toast at snack time. Children are confident communicators as they know they are listened and responded to. Many were eager to engage with us and confident to ask to look at books and join in with telling the stories. Children's opinions and ideas are valued and acted upon as they contribute to planning activities based on things they have seen or done.

Nearly all children arrive happily and settle quickly. Those who need a little extra support seek comfort and reassurance from staff who respond warmly and kindly. Children benefit from staff who know them very well and consistently praise their efforts and achievements, this helps them feel safe and secure. Children know the routines of the day which helps them develop a sense of belonging.

Children behave extremely well and interact effectively with each other and staff. For example, children worked together with support from staff to make a large firework picture. They waited their turn to use resources such as glitter pots and talked about the colours and patterns they made. Children respond very well to staff when they need support to develop positive behaviour. As a result, they learn to play together or alongside each other as is appropriate for their ages or stages of development, developing the ability to share and take turns.

Children are interested and self-motivated in their play and learning. They access a broad range of resources, activities and experiences which promote their all-round development. Children become absorbed in activities and concentrate for sustained periods such as when playing in the mud kitchen, enjoying songs or stories, riding on scooters or exploring resources that produce firework effects in the builder's tray. Children also benefit from accessing the surrounding extensive park land enabling them to explore the wider natural world around them such as when on walks.

Children have excellent opportunities to develop a wide range of skills and knowledge through the things they choose to do. They have further valuable opportunities to develop independence and self-help skills. For example, pouring their own drinks, managing their own coats and shoes or using the toilet and washing their hands independently. Learning to do things for themselves successfully contributes to their growing confidence and self-esteem.

Care & Development — Excellent

Staff have an excellent understanding of their roles and responsibilities to keep children safe and healthy. Leaders ensure they and staff prioritise safeguarding and have a comprehensive policy and procedures in place. Staff have undertaken relevant training. They confidently told us what they would do if they had any concerns about children or colleagues and knew where to find relevant external reporting numbers should they need them. Staff follow and promote effective hygiene practices such as ensuring children wash their hands at relevant times. For example, before eating, which helps children develop good personal care habits. Staff consistently record accidents, incidents, existing injuries and any medication administered. They ensure parents see and sign these records. There are effective procedures for managing any allergies, intolerances or dietary preferences. Staff promote a healthy lifestyle for children through a variety of balanced snacks and meals and daily access to outdoor play and experiences.

Staff are kind, caring and patient. They display genuine interest in the things children say and do, listening and responding with respect. This leads to many conversations and builds children's confidence to communicate. Staff use positive behaviour management techniques such as praise, encouragement and distraction. As a result, children learn the boundaries of the nursery and behave extremely well. Staff act as excellent role models and form trusting, friendly relationships with children.

Staff support children's learning and development extremely well. They take many opportunities to extend children's skills and learning, including their social and emotional development. For example, when a child looked a little sad staff took time to quietly explore their feelings with them and help them feel better. They ask open-ended questions such as *'where have the dots gone?' or 'what have you made?'* and take opportunities to count, explore colour and the seasons. Children have opportunities to develop their use of Welsh through useful group activities although these can be overly long on occasions. Staff plan a stimulating environment that is relaxed and encourages children to play. They also plan activities considering the voice of the children through listening to what they are interested in and making mind maps of the idea's children say they would like to explore. Staff track children's progress and make useful observations to help them identify the next steps to support in their development. Staff report regularly to parents about their children's progress. For example, through written termly pen letters and regular photos sent via an electronic app. They know the children very well and are skilled at supporting individual or additional learning needs.

Environment — Good

Leaders ensure the nursery is secure, safe, clean and well maintained. External doors are kept locked and external areas are securely fenced. Staff record visitors to the premises and maintain accurate registers of children's and staff attendance to ensure they always know who is with the children. Leaders have comprehensive risk assessments in place which they review regularly. They complete daily checks and ensure they keep all servicing for building and appliance maintenance up to date. Leaders practice fire drills monthly and maintain appropriate records to ensure all staff and children can evacuate the building safely in the event of an emergency.

The nursery is welcoming and child friendly. It is light, bright and spacious giving children lots of space to move around freely and play. As all the children are of similar ages they can move independently between all the rooms except for during drop off and pick up times for safety reasons. As well as a dedicated dining room, two large playrooms provide a range of areas for children to play and explore a wide variety of toys and resources. A craft room provides for messy play activities such as gluing, painting or playdough although children's free access to some resources can sometimes be limited by the space used for planned activities. A further room has been developed as a home room. This is set up to replicate a child's home with furniture such as a bed, a home office area and a kitchen area. Child sized toilets are easily accessible from two areas of the nursery, helping children to become independent. Children can access the garden from one of the playrooms. This has been recently enlarged from part of the car park and gives children further extensive opportunities to play and learn. For example, it provides a place to safely climb, run or ride scooters as well as to explore natural materials such as mud, sand and water, use imagination in the construction area or engage in planned activities.

Leaders create a stimulating play environment with an abundance of resources. They provide furniture and equipment that are of good quality and suitable for the children using them. Some resources are of natural materials, and a number promote diversity and an awareness of cultural differences.

Leadership & Management — Good

Leaders have a clear vision for the nursery which they communicate to staff creating a successful work ethos. Leaders are enthusiastic, motivated and experienced. They are committed to providing high-quality childcare. Leaders are knowledgeable about their responsibilities under regulations and the National Minimum standards. They have comprehensive policies, procedures and paperwork in place to support them and staff with the smooth and safe running of the nursery. They have a detailed statement of purpose in place and since the inspection have revised this to ensure it is clear which of their two settings provide which services.

Leaders implement appropriate systems to review the service they provide and produce an annual quality of care report. They seek feedback from children, parents and staff to help inform their review and use this to identify meaningful areas they would like to develop or improve. For example, they identified the garden as a particular area of the environment they wanted to develop over 2024/2025. We saw a detailed action plan with clear input from children and staff identifying how they wanted to do this and saw the results during our inspection visit.

Leaders follow safe recruitment procedures with all required checks and documentation in place to ensure staff are suitable to work effectively with children. They develop successful working relationships with staff and staff told us they feel well supported. Leaders undertake regular appraisals and supervision meetings with staff which focus well on their well-being. They ensure all mandatory checks and training such as Disclosure and Barring checks (DBS), safeguarding and paediatric first aid training are regularly updated as required. Leaders deploy staff effectively to ensure they always meet the required staffing ratios.

Leaders and staff develop effective relationships with parents, carers and other professional agencies. They collect all the information needed and relevant parental permissions before children start with them to ensure they can meet the needs of each child. They welcome other professionals into the nursery to give advice and support should they need it to help meet the needs of individual children. Parents give excellent feedback about the staff and the nursery and are very happy with 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.

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)
	No NMS Recommendations were identified at this inspection

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 the organisation of group times such as snack to maximise the amount of time for children to play.
Further develop staff supervision and appraisal to ensure it fully supports staff professional development as well as well-being.

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