A report on

Allsorts Nursery C.I.C

Crickhowell Primary School
Oakfield Drive
Crickhowell
Powys
NP8 1DY

Date of inspection: November 2025

by

Care Inspectorate Wales (CIW)

and

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

About Allsorts Nursery C.I.C

Name of setting	Allsorts Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Charlotte Williams and Sophie Prosser
Person in charge	Charlotte Williams and Sophie Prosser
Number of places	47
Age range of children	2-4 years
Number of 3 and 4 year old children	13
Number of children who receive funding for early education	12
Opening days / times	Monday – Friday 08:00 – 16:00
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.
Date of previous CIW inspection	First inspection since re-registration
Date of previous Estyn inspection	First inspection
Dates of this inspection visit(s)	18/11/2025

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 To continue on their improvement journey.

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to responding to the child's voice, inspiring opportunities for children to experiment with their mark making and correspond with pen pals from another setting for dissemination on their websites.

Main findings

Well-being: Excellent

Nearly all children are happy, confident and excited on arrival at the setting. They express their feelings clearly and make effective choices about where and who they play with. Nearly all show excellent resilience, motivation and perseverance in their play and learning, choosing resources of interest which occupy them for long periods of time. Children respond eagerly to the challenge and support of practitioners. They express their ideas confidently and share their enthusiasm with others. Following a story about messages in a bottle, a child's interest in writing letters leads to corresponding with pen pals in another setting. As a result, the children's voice is strong.

Nearly all children cope extremely well with separation from their parents and carers. They excite when sharing news of what they have done before coming to the setting and interact excellently with practitioners and visitors. They form exceptionally positive attachments with all practitioners and excitedly invite them into their play. This has a positive effect on their well-being. Nearly all children share and collaborate extremely well, showing natural empathy towards each other.

Nearly all children play harmoniously together and interact confidently with practitioners. For example, while playing in the outdoor area, they work well together as they follow recipes to make potions, bottling them up ready to show their friends. Nearly all children develop excellent social skills and are patient whilst waiting their turn, for example as they wait for an oven glove to get the baking tray from the oven in the role play area.

Children are extremely proud as they show their artwork and share photographs of them in their play and with their families, which are displayed throughout the setting. This creates an exceptional sense of belonging amongst the children.

Nearly all children take pride in their ability to demonstrate their social and independence skills as they experiment with a wide range of learning experiences. They develop their self-help skills well during snack time. For example, they lay the table carefully using ceramic cups, plates and bowls and use an apple corer with developing confidence. This has a positive effect on their self-esteem.

Children have exceptional independent skills. The majority use the toilet and wash their hands independently. Nearly all children choose a range of different resources to enhance their play and learning. They move from the indoor area to the outdoor area smoothly, with many putting on their wellies and coats with little adult support.

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

Nearly all children make excellent progress from their individual starting points and develop strong communication and independence skills during their time at the setting. They listen intently to practitioners and their peers and respond confidently. The children's love of books is noticeable, and they know how to handle a book as a reader, understanding that words and pictures carry meaning. A few children develop good listening skills as they follow stories using an audio player independently. Most children develop their vocabulary well with a few using specific terms to describe their activities during their play. For example, they discuss temperatures and thermometers while examining animals in the vets. Nearly all children use a wide range of equipment confidently to develop their mark making skills well, for example, when writing prescriptions for sick animals.

Nearly all children follow simple instructions given in Welsh and join in with a wide range of songs and rhymes enthusiastically. A few children use Welsh independently in their play and at snack time when they respond to questions about what they would like to eat or drink.

Nearly all children make strong progress in their mathematical development. They use mathematical language accurately in their play and are developing a sound understanding of basic concepts, for example, they discuss long and short threads appropriately when sewing. Most children count up to ten confidently and many choose the correct number of candles to match the corresponding number.

Nearly all children use a range of equipment skilfully to develop their strength and balancing skills, walking confidently over beams, tyres and different textured surfaces outdoors. They challenge themselves to construct obstacle courses that are more challenging, and older children help younger children to complete them. Nearly all children develop their fine and gross motor skills successfully, for example, when trying to hit golf tees into pumpkins.

Nearly all children consider how to solve problems and persevere with tasks well. For example, when exploring a bench saw, they persist to try different ways to cut paper. Children develop strong creative skills, for example, when joining in with interactive songs and dancing to music.

Nearly all children develop their digital skills purposefully. They use tablets to confidently scan QR codes to listen to themselves singing Welsh songs and rhymes.

Care and development: Excellent

Practitioners follow rigorous and robust systems and procedures to ensure children's health and safety. Leaders and practitioners keep records of any concerns, accidents, incidents and relevant information securely. Practitioners have up to date first aid, food safety and safeguarding certificates. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote excellent practices to ensure that children stay healthy, for example by providing nutritious food and encouraging children to wash their hands regularly. They have established very effective arrangements for snack time that allow children to develop their social and communication skills well. Practitioners ensure valuable opportunities for children to serve their own food and pour their own drinks.

The behaviour management policy is implemented robustly by practitioners; they have a gentle, calm nature and speak sensitively in ways that children understand. They have an exceptional understanding of their responsibilities, high expectations and provide worthwhile opportunities for children to develop through daily routines. Practitioners manage interactions with children extremely well and provide a caring and nurturing relationship. They have a good understanding of how to support children to make friends, manage their feelings and cope with difficult situations.

Practitioners are passionate about developing the children's Welsh language skills. Practitioners greet children as they arrive with a friendly "shwmae". They model Welsh words consistently and encourage children to use basic Welsh phrases during their play. As a result, the use of incidental Welsh is strong and embedded across the setting.

Practitioners have an excellent knowledge of every child's individual needs and preferences; they collect relevant information from parents before they start and throughout their time at the setting. They have a good understanding of the children's next steps and plan activities that follow their individual interests well.

Practitioners promote children's awareness of the importance of treating people from all cultural backgrounds with respect and tolerance well. They celebrate festivals such as Diwali and Chinese New Year and promote the children's Welsh heritage successfully by celebrating a local Welsh candle festival, St. David's Day and Diwrnod Santes Dwynwen.

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

An outstanding feature of the provision is the quality of interaction between practitioners and children. Practitioners treat children in a warm, friendly, and gentle manner. They play alongside the children, listen attentively to their stories, respect their ideas, and develop their understanding by questioning them skilfully. Practitioners model language and behaviours effectively and introduce new vocabulary seamlessly as children play. This creates a purposeful atmosphere where children are engrossed in their play and learning and have the confidence to take risks and try new things, for example, as they slide down steep banks on plastic boards.

Practitioners have high expectations of what children can do and they have an excellent understanding of child development. They have a sound knowledge of individual's strengths and needs and use this well to plan a wide range of stimulating learning experiences. Practitioners use valuable information gathered from their observations and assessments to inform their child led planning effectively. The carefully planned and well-considered activities allow children to develop a wide range of skills progressively and choose where they wish to learn independently. Practitioners regularly make instant adaptations to their provision in response to children's interests. For example, following an air ambulance landing in the locality an interest was sparked that led to planning activities to explore and learn about different people who help us.

Practitioners use a variety of play materials to promote children's Welsh heritage and cultural awareness effectively as they decorate candles to celebrate Gwyl Ffair y Canhwyllau, to mark the coming of spring. They enhance children's understanding of sustainability effectively by sorting recyclable materials naturally during their play.

Practitioners model the use of Welsh consistently throughout the session. They speak clearly and take every opportunity to introduce new vocabulary and support children to respond with simple words and phrases. Practitioners encourage children to join in singing a range of Welsh songs and rhymes.

Practitioners are excellent language models and develop children's communication skills well as they share a recipe book with children during role play. They model a love for books and enthusiastically discuss what ingredients and utensils they need for cooking.

Environment: Excellent

The quality of the play and learning environment is outstanding. It provides a wealth of valuable and challenging opportunities for children to develop a wide range of skills, especially their independence and problem-solving skills. Practitioners organise the learning areas extremely well to inspire children to investigate, inquire and develop their imagination through curiosity, awe and wonder. This supports the development of children's creative skills successfully and encourages them to be inquisitive learners. They ensure that the environment is welcoming, interesting and celebrates children's creativity. Practitioners ensure that resources are accessible for every child access them independently. They provide an environment that reflects and respects their own culture and others effectively.

They have a designated multicultural area that celebrates people from diverse countries around the world successfully.

Practitioners ensure that children are safe and healthy by following a range of very clear and comprehensive policies. They prioritise assessing risks in the indoor and outdoor areas daily. Leaders practise fire drills regularly ensuring that children and staff are familiar with evacuation routes and procedures. Practitioners follow rigorous hygiene procedures and carry out infection control audits regularly and ensure the setting is clean and organised. All furniture, equipment, and resources are age appropriate, of an excellent quality and well maintained. Leaders and practitioners place a strong emphasis on using a variety of sustainable and recyclable materials to enhance children's play. For example, children have access to empty boxes, cartons, household containers and a junk modelling area to encourage their imagination.

Practitioners provide an outdoor area with valuable opportunities for children to learn, play and relax. They carefully plan the area to allow children to develop their physical and creative skills well. Children benefit from space to run around, ride bikes and areas to be creative and experiment with woodworking.

Leadership and management: Excellent

Leaders have high expectations of themselves, practitioners and children. Their clear vision and ethos results in excellent teamwork and collaboration amongst practitioners, with a strong focus on well-being. This creates a safe and homely environment in which children and adults thrive.

Leaders have a strong commitment to ensuring that practitioners benefit from continuous professional learning. Leaders provide regular opportunities for practitioners to reflect on their practice through effective appraisal and supervision. Recent training has improved practitioners' ability to recognise the impact of their actions on relationships with children. As a result, there is a consistent approach by all staff and high-quality professional interactions with children are maintained throughout.

There is a strong emphasis on promoting a culture of safeguarding and safety at the setting. Leaders regularly review procedures and act swiftly to make any identified improvements. They follow safe recruitment procedures when appointing new practitioners.

Leaders implement robust self-evaluation and improvement planning procedures that actively consider the views of stakeholders. As part of this process, they consult with parents, gather their views and use this information to plan effectively for improvement. Leaders reflect on what works well, what could be improved and share this information with practitioners purposefully.

Leaders have established a range of effective partnerships that benefit children. Procedures for children's transition from home to the setting and from the setting to school are highly effective, they frequently join the school during events such as, concerts, sports day and Christmas fetes. Leaders are approachable and have strong partnerships with parents, keeping them well informed about their child's day through an electronic platform. They arrange termly meetings with parents, which ensures valuable information is shared about

children's progress. The setting offers worthwhile opportunities for families to join in with activities such as "Allsorts of Rocks" when children decorate stones and hide them within the community for other families to find. As a result, nearly all children are developing a strong sense of belonging to the area.

Leaders manage budgets and grants effectively and prioritise expenditure against targets purposefully. They allocate funding to promote authentic experiences for children and to purchase a shelter that allows access to the outdoors all year round. Leaders have recently introduced a community cupboard for parents to donate and receive dried foods and snacks and share pre-loved uniforms, books and toys.

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

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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.

CIW has no areas for improvement identified following this inspection.

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

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