Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Lambs Pre-school

Apostolic Church, Sisson Street, Rhyl, LL18 2DE

07708 580819

www.littlelambsdaynursery.com

Date(s) of inspection visit(s):

03/06/2025

Service Information:

Operated by:	Samantha Maitland-Price
Care Type:	Children's Day Care
Registered places:	26
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	Adequate
Environment	Good
Leadership & Management	Good

Summary:

Children are happy and settle well. They have a voice and are confident to communicate and have choices including deciding about how they spend their time. Children learn to develop good interaction skills and show respect to others and when playing with the resources. They are generally engaged and enjoy taking part in planned or self-directed play. They develop certain skills through their play and can freely access some items that support them to be imaginative and creative.

Staff implement effective procedures to keep children safe. They support children to lead a healthy lifestyle, and most routines help prevent cross contamination. Most staff interact well and are caring and responsive to the children. They provide appropriate opportunities to support children's play, learning and development and planning is used to identify skills development opportunities.

Appropriate procedures are in place to ensure the environment is safe and secure. Leaders and staff encourage children to lead a healthy lifestyle through nutritious food choices and regular fresh air and exercise. The environment is welcoming and well maintained. Leaders and staff equip the environment with age-appropriate resources including some that are natural and authentic.

Leaders manage the setting well and understand the care they provide. They use self-evaluation to identify improvements and make some positive changes to the setting. Leaders have developed a team of staff who work well together, and they ensure they are informed, involved and celebrated. The setting develops a good relationship with parents and links with outside agencies that benefit the children.

Findings:

Well-being — Good

Children speak and express themselves well. They confidently share their experiences, knowing they will receive appropriate responses from staff. Children know their needs and moods will be considered and that staff will respond effectively. For example, when children choose to not join in with a group task, staff allow them to find a different activity. Children have some opportunities to make choices and decisions about how they spend their time. They can freely move around the environment choosing which area to play in and deciding if they want to play indoors or outside.

Children cope well when separating from their parents. They arrive happy and confident to join in with an activity, showing they feel safe and secure. Children form a good relationship with the staff. They get to know them well and happily approach them for comfort and support if needed. Children form friendships and we saw children enjoying playing alongside their friends and actively choosing who they wanted to play with or sit by.

Children are learning to develop good interaction skills, willingly sharing resources and space. Children happily take turns and make sure others are involved in their play. For example, when in the home corner and taking turns to cut up a cake and share it with each other. Children are well mannered and polite. They independently say please and thank you at appropriate times. Children show respect for each other and their surroundings. They share the space well, making sure they are not interrupting others who are playing. They use items and resources appropriately and help to tidy up when asked.

Children are generally engaged in their play as they have chances to move around and access the different experiences available. They enjoy taking part in planned or self-directed play and gain a sense of achievement as they are encouraged and praised for their achievements. For example. When a child started singing “Mary had a little lamb” when doing a craft activity, other children and staff joined in, making the child very happy. Children have opportunities to choose if they want to play in a group, with their friends or on their own. This includes being able to take themselves off and have some quiet time if they wish.

Children have opportunities to access age-appropriate activities. They develop some skills such as, being physical as they move and climb outside. Children can freely access the items available to support them to be imaginative and creative. For example, when using the empty boxes and crates outside to make a vehicle, or using the cake tin in the digging area, filling it up with different sized spoons. Children can be independent as they are supported to serve themselves and pour their drinks at snack time and access their belongings, putting items in their bags to take home.

Care & Development — Adequate

Staff understand their roles and responsibilities. They keep children safe, including supervising them effectively by ensuring there are always staff in each of the areas. Staff have up to date safeguarding training and know what to do if they have concerns about a child. Fire drills are conducted regularly so staff and children are aware of the procedure to follow in an emergency. Staff have appropriate first aid training which ensures they can deal with minor accidents and incidents appropriately. These are effectively recorded and shared with parents, so they are kept informed.

Staff implement some routines to help prevent the spread of germs this includes handwashing at appropriate times such as after toileting and before snack and wiping down tables and surfaces before and after food. However, children are not always discouraged from eating food that had been provided for play purposes as advised by The Welsh Governments food and nutrition guidance. Staff follow a nappy changing procedure that helps prevent cross contamination and the spread of germs. However, the dignity of children was not always considered due to the available space where nappy changing was completed. The setting has confirmed that since the inspection changes have been made, and nappy changing is now completed in a more private area.

Most staff interact well with children. They are caring and happily share books and join in with children's play when invited to do so. Staff get to know the children well and follow appropriate behaviour management procedures that are suitable for the ages and stages of development of the children. Staff use a calm voice and explain what is happening and what is expected of them, gently guiding children away to diffuse any possible unwanted behaviour. For example, they used a timer to let a child know it was nearly time to have their nappy changed. Most staff respond well to children's displayed behaviours and support their needs. For example, taking them outside when they have a lot of energy and want to move around and encouraging them join in with routines such as circle time.

Staff are responsive to the children's needs. They generally provide appropriate opportunities to support children's play, learning and development. Staff are committed to providing a range of learning activities. They monitor children's engagement during activities but do not always recognise where there are opportunities to role model play to extend their learning. Leaders and staff fully embrace the Curriculum for Wales and the Developmental Pathways and children participate in interactive and child-led activities. Staff plan opportunities to develop children's skills and are aware of their individual next steps. Staff have a good knowledge and understanding of children's individual needs. They successfully identify and cater for children with additional learning needs (ALN), keeping appropriate records and having a good tracking system in place. They work effectively and closely with outside agencies to support and get appropriate advice and guidance when needed. Staff develop children's knowledge of the world around them. They provide resources including books and

displays to celebrate different cultures. Staff encourage the use of the Welsh language through songs, rhymes and using Welsh during planned activities, routines and children's play.

Environment — Good

Staff follow effective procedures to ensure the environment is safe. Appropriate risk assessments are completed to ensure the environment is safe and secure. Risk assessments are completed for outings, regular activities and any changes within the environment, evidencing leaders are committed to keeping children safe. Daily checks ensure no new hazards have arisen and the environment is suitable for the children. Visitors are controlled and sign in and out of the premises and registers of children and staff attendance are kept so everyone can be accounted for.

Children are encouraged to be healthy as they are provided with nutritious snacks of fruits, and crackers etc. Milk or water is only offered to drink. Staff encourage children to be active and get fresh air, with daily access to outside and regular walks and trips arranged. Staff ensure children have access to outside in all weathers as waterproofs and wellies are available. Hygiene practices are followed such as tables being cleaned and having a rota for daily cleaning routines.

The environment provides suitable space for children to play and learn. Indoor is light, bright and well maintained. The nurture room provides children with a quiet area for sleeping and for staff to take children to cater for their individual needs. There are suitable toilet and handwashing facilities available for the children which allows them to be independent. Children's work is attractively displayed and gives children a sense of belonging and pride. The availability of storage for children's belongings ensures they are accessible and kept safe. Outdoors is utilised well and gives children opportunities to be active and get fresh air. There are different areas created including a designated mud area where children enjoy digging and filling different containers.

Leaders have equipped the environment with activities that are suitable for the ages and stages of development of the children attending. Some areas of learning are created to encourage children's play and support their curiosity and creativity. Resources are stored effectively to ensure they are kept well maintained and most are stored so children can access them freely. Leaders have equipped the environment with some multi-cultural, natural and authentic resources.
For example, real phones, computer keyboards and weighing scales. Children have opportunities to take measured risks outside as they use the tyres and wooden planks to balance and climb.

Leadership & Management — Good

Leaders are actively involved in the day to day running of the setting, showing commitment and dedication. They have a good vision for the setting that they share with others. The statement of purpose has been updated to ensure it is clear and contains all the required information for parents so they can decide if it is the right care for their child. Policies and procedures are updated regularly and reflect current practice. Leaders keep up to date with new ideas and they regularly consult or engage with outside agencies, ensuring they stay updated with the latest best practice. They have established particularly strong partnerships with the local authority advisory teachers and a range of other organisations. They attend conferences and share experiences and good practice with other settings, demonstrating aspects of excellent practice.

Leaders complete an annual quality of care review to self-evaluate the setting and care they provide. They gain opinions from parents and staff and consider these when planning improvements. For example, changes have been made to the use of one of the rooms and the outdoor area has been developed. Leaders ensure Care Inspectorate Wales (CIW) are kept informed about any changes through notifications and discussions.

Leaders have developed a team of staff who work well together. They fully appreciate staff and ensure they are informed, involved and celebrated. Leaders ensure training is ongoing whether it is external or internal and staff are supported and encouraged to better themselves whenever they can. Leaders make sure staff have opportunities to share their thoughts and ideas through meetings and allowing them to be part of the planning process. Regular supervisions and appraisals are held between leaders and staff, so information is shared and any possible concerns or training needs identified. Leaders implement an induction process that helps to ensure staff are fully aware of the settings policies and procedures and how it operates.

The setting has developed a good relationship with parents. Those we spoke with were very complimentary about the setting saying, “we recommend this setting to everyone” and “my child could not be happier”. Links with outside agencies help leaders and staff to get support and advice when needed. The setting has good links with the local school which aids transition and ensures individual information on the children is shared. The setting help children develop a sense of belonging within the community as they go on regular walks and visits to places including the local parks and library. They invite visitors such as the fire service and dance classes to give children a range of experiences and support their skills development.

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 10 - Healthcare	Ensure staff are fully aware of the The Welsh Governments guidance in relation to providing real food to enhance play opportunities.
Standard 7 - Opportunities for play and learning	Further provide opportunities and role model play where appropriate, to extend children’s skills and build on their natural curiosity.

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