Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Inspirations Aman

Aman Flying Start Childcare, Godreaman Street, Aberdare, CF44 6DF

01685652545

www.little-inspirations.co.uk

The inspection visit took place on 10/10/2025

Service Information:

Operated by:	Little Inspirations Ltd
Care Type:	Children's Day Care
Registered places:	42
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 service provider makes an effort to promote the use of the Welsh language and culture, or is working towards a bilingual service.

Ratings:

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

Summary:

Children are very happy, settled and enjoy attending the setting. They form very strong bonds with staff. Children are extremely enthusiastic in their play and learning and have great fun playing with their friends. They have a wealth of choice and many opportunities to increase their independence and develop different skills through their play.

Staff are highly professional and committed to their roles. They successfully implement policies and procedures to keep children safe and healthy. They are enthusiastic, extremely patient, kind and caring towards each other and the children. They support children's learning and development through a very wide range of activities led by the children's interests and developmental needs.

Leaders ensure that there are highly effective measures in place to ensure the environment is very safe, secure and well-maintained. Children have access to spacious indoor and outdoor areas that have been thoughtfully developed to provide a rich play and learning environment. Resources are plentiful and allow children to develop their overall skills and independence exceptionally well.

The management team is very strong and passionate about providing an outstanding service. They are highly motivated and have robust procedures to strive for continuous improvement. The staff team are valued and well supported. Leaders place a high priority on ensuring ‘belonging’ is at the heart of the setting. They form exceptional partnerships with families to provide consistent care for the children. Leaders have developed strong links with local organisations and professionals which benefit children.

Findings:

Well-being — Excellent

Children have an exceptionally strong voice and are encouraged to express their wishes through play. They make meaningful choices, easily accessing activities that interest them, and they move confidently from one activity to another. For example, a child took cars outside and enjoyed moving them around the environment. Nearly all children speak or express themselves very well and know that staff will take good account of their wishes. For example, a child took a book to a member of staff who sat with them and engaged them in the story. Children are learning Makaton and are gaining confidence in making signs as they sing and engage in activities. Children regularly express their feelings regarding aspects of their care, such as when they want to eat their snack and use the toilet.

Children are very well settled and are relaxed in the care of the staff. They enter the setting happily and settle into the familiar routine very well. They hang up their coat on their peg and go straight to their chosen activity to chat with staff who welcome them. Children express their enjoyment through smiles and laughter. For example, children squeal with delight as they dance to music or run around chasing their friends outside. Children form strong emotional attachments with staff and feel secure and relaxed in their care. For example, children seek out hugs from staff when needed and smile happily at them as they chatted and played. Children are very content in their familiar environment and frequently look at pictures of them playing and their craft displayed, giving them a strong sense of belonging.

Nearly all children are successfully learning to understand their own feelings and manage their behaviour very well. They respond positively when they are reminded to use ‘kind hands’ or to ‘walk’ so they do not bump into anything. Children share resources and activities such as blocks in the construction area and cooperate as they move items in the outside area to create a bridge to walk across. Children naturally use good manners and listen well as they are given instructions by staff.

Children enjoy their play and learning enormously. They have excellent opportunities to develop very many skills as they play. For example, they are successfully developing their language skills, including understanding, and using incidental Welsh. Children are learning to be resilient and persevere with tasks until they succeed. Such as a child trying to balance across a beam. They tried a few times until they successfully reached the other side, where staff and their peers congratulated them with a ‘high five’. Children are curious learners and show interest in their play and learning, following their own interests with the toys, resources and activities available each day. For example, children concentrate as they make shapes out of dough, whilst others are happily absorbed with transporting various vehicles around the room.

Children are developing their skills well. Nearly all children are learning to do things safely for themselves. For example, most children can use the toilet facilities independently and are learning to put on their coats to play outside. Many children serve themselves food at snack time, buttering their own crackers and pouring their own drinks. They recycle left over food by putting it in a food wastebin. Children are developing a strong understanding of the importance of good hygiene by washing their hands routinely and cleaning their faces after snack, using wipes and looking in the mirror at the hygiene station.

Care & Development — Excellent

Staff are extremely conscientious and implement policies and procedures to a very high standard to keep children safe and healthy. They have an excellent understanding of safeguarding issues, the setting's safeguarding procedures and their responsibilities to report any concerns. Staff have easy access to children's information and have excellent knowledge of children's individual needs such as allergies, dietary requirements, and medical needs. They follow procedures closely to ensure their needs are fully met. They are very confident in recording accidents, incidents and pre-existing injuries and share this information with parents. Leaders at the setting regularly review these records and act promptly to address any issues and monitor any patterns that emerge. Staff ensure children always have free access to outdoor play experiences, offering children the benefits of physical exercise and fresh air. They consistently follow thorough hygiene and cleaning practices as part of the infection control process to help keep children healthy and safe.

Staff are excellent role models. They are exceptionally kind, caring and patient, showing genuine interest and care in all that they do. Staff work extremely hard to ensure children feel valued and enjoy their day. They encourage children to express their feelings and emotions and are extremely responsive and nurturing, meaning children approach them with great ease. Staff manage interactions and behaviour very skilfully. They use gentle tones, give children clear boundaries and use distraction methods to minimise unwanted behaviour. Staff provide plenty of meaningful praise for children's efforts and achievements.

Staff support children's learning and development extremely well. They operate a strong key worker system and staff have a thorough knowledge of children's individual needs. Staff plan high quality experiences and evaluate children's enjoyment and engagement in activities to adapt and plan further play opportunities. Staff note observations as children progress and develop. They use these assessments to monitor and track children's progress and plan effectively for children's next steps on their developmental journey. Staff are extremely proactive and work outstandingly with a range of partners and outside professionals to effectively support children with additional learning needs. Staff are passionate about providing children with a sense of belonging both in the setting and within their community. The setting makes good use of the local area. For example, they go on walks to the local riverbank, shops and park as well as to the library. They promote the Welsh language using phrases, words and songs with the children. Leaders are continually improving the level of Welsh used at the setting and are working towards providing the Active Offer.

Environment — Excellent

Leaders have effective systems in place to ensure the setting is very safe and secure. Staff ensure only people who are authorised can enter the setting and maintain a log for any visitors attending. Leaders have created rigorous risk assessments that are effectively followed by staff. Staff complete daily safety checks of the environment and are vigilant about any emerging risks, ensuring children's safety. Staff receive training in health and safety, and leaders purchase support from specialist services to ensure that they meet the requirements of health and safety legislation. Staff practice fire evacuation procedures regularly with the children and have a procedure to lock down the setting in the event it is required. Leaders liaise closely with the local authority to ensure that routine safety checks and servicing certificates for the building and appliances are in place. They have systems in place to identify and arrange for any repairs and maintenance to be carried out promptly.

Leaders provide an environment that is extremely welcoming, inclusive and child friendly, giving children a strong sense of belonging. They provide indoor play areas that are bright, spacious, and organised in a highly effective manner to stimulate children's curiosity, exploration, and development. Staff set up rooms daily with invitations to play and we saw how all children were excited by and engaged with their environment. The low-level furniture and resources promote children's independence, because they can lead their own play. The baby room is cosy and inviting and provides areas for relaxation, bottle feeding and cuddling babies as well as play. There are excellent safe, calm facilities for children to sleep and a suitable number of toilets and nappy changing facilities. Leaders ensure that all children can access a suitable outside area directly from their playroom and they have free access to these areas throughout the day.

Leaders provide resources and equipment that are of extremely high quality. They are plentiful and meet the needs of all children attending. Staff set up areas effectively so that children can access activities easily, furthering their independence. They provide very high quality, interesting and developmentally appropriate resources in all areas, including outdoors, providing a rich play and learning environment. Staff have designed the outside thoughtfully. Children have excellent opportunities to develop physically, as well as having access to activities to spark their interests. For example, learning about growing vegetables and plants, bug hunting and messy play. Staff resource the areas extremely well. They contain a mix of natural and man-made materials and real-life items. Leaders promote diversity in the environment. Staff use a multitude of authentic, multicultural items in displays and place resources in all play areas, enabling children to develop an awareness of equal opportunities and cultural diversity.

Leadership & Management — Excellent

Leaders have an exceptionally strong sense of purpose, seeking to promote and sustain excellent outcomes for children. The warmth, energy and commitment within the leadership team is shared with staff, giving a consistently positive feel across the setting. There is a clear and inspirational vision for the service outlined in the statement of purpose. Leaders are extremely well organised. They maintain an extensive range of policies and procedures that are reviewed and updated as and when required. They give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. Staff maintain daily records such as attendance registers well.

Leaders have well established systems to ensure they monitor and evaluate the setting effectively. They seek regular feedback from parents, children and staff to inform their annual quality of care review. Leaders have achieved numerous awards for the quality of the setting, such as 'Quality for All' (Early Years Wales) and 'Flying Start Quality Assurance scheme'. They complete detailed self-evaluations and create a culture of continuous improvement which supports their 'improvement plan'. They review the improvement plan at regular intervals and involve staff in setting targets. Leaders set high expectations of themselves and staff. They are pro-active and take responsibility for keeping up to date with national priorities and best practice in childcare.

Leaders manage staff exceptionally well. They follow robust recruitment and employment processes to ensure that staff are suitable to work with children. Staff are extremely well qualified, and leaders invest time and resources in their further development. Leaders have numerous procedures in place to support staff through their employment, with a great focus on promoting staff wellbeing. They carry out a thorough annual appraisal, giving staff an opportunity to reflect on their practice and performance. Staff said they feel extremely well supported by leaders and get very regular opportunities to discuss their practice and any other matters. Staff attend regular team meetings where they discuss safeguarding, children's individual needs, plan activities and share any other relevant information.

Leaders have established very strong relationships with parents, ensuring good communication through a variety of methods. For example, via an electronic app, informal verbal handovers and through formal parent consultation evenings. Parents spoke extremely highly of the setting and the care their children receive. They told us they receive feedback on their children's progress and always feel confident to approach staff to discuss any difficulties or issues relating to their children. Leaders have very strong links with a range of professionals, ensuring that when there are concerns about children's progress or development, they share information and work with parents and professionals to support children. Leaders work with other professionals and organisations to share good practice, ideas, and suggestions. They have developed beneficial links with other organisations in the area, for example the local library and food banks.

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

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