Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Angels Flying Start Grangetown

Grangetown Nursery School, Avondale Road, Cardiff, CF11 7DT

07870188321

The inspection visit took place on 14/05/2026

Service Information:

Operated by:	LITTLE ANGELS FLYING START NURSERIES LTD
Care Type:	Children's Day Care
Registered places:	28
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 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 extremely happy and take great pleasure in attending the setting. They feel safe, secure, and very well cared for by staff. Children have excellent opportunities to make choices and decisions about how they spend their time. They develop their independence through the wide range of high-quality provision on offer to them.

Staff demonstrate a high level of professionalism and show genuine passion for their roles. They follow the setting's policies and procedures effectively and consistently. Staff treat each other and the children with great patience, kindness, and care. They promote children's learning and development through a wide variety of planned and spontaneous experiences that reflect children's interests and developmental stages.

The environment is very safe, welcoming and well maintained, with a carefully arranged layout that encourages play and learning. A rich variety of indoor and outdoor resources supports children's

all-round development. Staff are vigilant in identifying potential hazards and take appropriate action to reduce risks as much as possible.

Leaders of the setting show strong motivation and commitment to providing high-quality childcare. They actively offer ongoing support and encouragement to staff. They maintain required policies and records to a high standard, ensuring they are detailed, comprehensive, and regularly updated. Parents express extremely positive views about the setting and the care their children receive.

Findings:

Well-being — Excellent

Children are engaged, curious learners who have excellent opportunities to make their own choices. They express themselves, in their own ways, with confidence as they know their needs and wants will be listened to and respected. Children have a strong voice which is demonstrated in the decisions they make during their time at the setting. For example, they decide what to eat and drink at snack time and can opt to play indoors or outdoors. Children use their voice with certainty to convey their ideas during their play. We heard one child tell a member of staff at the mud kitchen, *"I make strawberry cupcake!"*. Children are learning to use communication tools and are supported to do so by all staff.

Children are extremely happy and settled at the setting and arrive to start their session with enthusiasm. They enjoy being in the company of their peers and have warm, trusting relationships with the staff. Children are very familiar with the routines of the day which allows them to transition through the session with confidence. They clearly have a strong sense of belonging at the setting.

Children interact very positively with one another. They play together or alongside each other and are learning to share and take turns. For example, one child wanted a mug their friend was using, so the friend found them another identical one so they could both play happily. Children respond extremely well to staff members and nearly always follow their instructions. They enjoy the social interactions that take place at snack time. Some chat to each other as they eat whilst others simply smile or gesture to show their engagement.

Children are highly motivated and enthusiastic about their play and learning. During our visit we saw nearly all children engaged in the provision and actively absorbed in their play. They take great pleasure in a wide variety of real-life opportunities and experiences, confidently exploring resources and using their imagination. For example, children were immersed in their play at the mud kitchen, adding herbs and water to make milkshakes, pancakes and cupcakes. Children follow their own interests but also very much enjoy the adult-directed activities such as sewing and story time.

Children are flourishing and their independence skills are developing very well. They are given the time they need to do things by themselves, such as washing their cup and plate in the soapy water after snack time. Children enjoy pouring their own drinks and using tongs to serve themselves food. They use the water butt outside to fill up containers they are using in their play or to rinse sand off their hands. Children are encouraged and supported to put on their coats and welly boots before going outside to play.

Care & Development — Excellent

Staff demonstrate a strong awareness of their roles and responsibilities in ensuring children's safety and well-being. The setting provides a comprehensive range of clear policies, procedures, and documentation, all of which staff adhere to consistently in their everyday practice. Robust safeguarding procedures are in place, and staff can clearly describe the steps they would take if they had any concerns. This highlights their solid understanding of their responsibilities and their commitment to handling safeguarding matters appropriately. Staff actively promote high levels of hygiene, encouraging children to wash their hands before eating and after outdoor or messy play. They are confident in accurately recording, maintaining, and reviewing important documentation, such as accident and incident reports, existing injury records and medication logs. A daily register of children in attendance is completed, including details of who dropped off and collected each child. Staff support children with their daily toothbrushing routine after snack time. They have achieved the gold standard healthy snack award and offer a varied, nutritious menu that children enjoy.

Staff show exceptional warmth, kindness, and care towards the children. They respond sensitively and provide a nurturing environment, enabling children to approach them confidently and comfortably. Staff collaborate very effectively to support and encourage positive social interactions, considering each child's age and stage of development. We saw one staff member successfully model how to deal with confrontation in a child friendly way. A clear behaviour management policy is in place, focusing on positive approaches, which staff apply consistently. They use distraction techniques and positive language to promote and reinforce good behaviour. Staff also act as excellent role models, encouraging polite manners and prompting children to use phrases such as "please" and "thank you."

Staff show high levels of motivation and are committed to promoting children's development, helping them achieve their full potential. They use a key worker system very successfully, though all staff maintain a strong understanding of every child's individual needs. Staff communicate with each other effectively and are aware of their individual roles in delivering nurturing, responsive care. A central planning board is used for leaders and staff to share ideas and activities for the current term. Children's thoughts and contributions are considered as part of the planning process, however these were not evident on the day of the visit. The learning and play opportunities on offer allow for children to make progress in all areas of development. Staff monitor this through frequent observations that feed in to the termly reports that are shared with parents/carers. Staff meet the needs of children with additional learning requirements by developing individual plans and collaborating closely with outside agencies. This ensures each child receives tailored, responsive support to strengthen their learning and development.

Environment — Excellent

Leaders maintain a safe and secure setting. There is a fob system in place on all internal doors and visitors and staff are routinely signed in and out. Leaders provide a clean, well-organised environment where staff actively identify and address potential risks both indoors and outdoors. They carry out daily safety checks before the children arrive and remain alert throughout sessions. For example, staff sweep sand up from the floor showing they respond promptly to any emerging hazards. The premises is kept secure, with locked gates and a fully enclosed outdoor play area. Leaders carry out fire drills frequently and maintain detailed records to ensure all staff and children can evacuate the building in the event of an emergency. They complete comprehensive risk assessments covering all aspects of the environment, which they regularly review and take appropriate action if needed. Although a small sample of risk assessments were not dated as having been reviewed, the Person in Charge (PiC) was quick to take action following our discussions. Leaders implement a clear staff rota identifying the area each member of staff is responsible for daily. This arrangement supports effective supervision and helps ensure children are appropriately monitored at all times. Strong infection control practices are firmly in place, effectively reducing risks to children's health and safety.

Leaders create a warm, welcoming environment designed with independent learning in mind. Children move with confidence throughout the setting, selecting activities and play spaces according to their interests. Resources are thoughtfully arranged at the children's level, making them easy to reach and encouraging independence and choice. The toilet and handwashing area is situated just off the main room, promoting privacy and self-help skills while still allowing staff to monitor and provide support when required.

Leaders ensure children have access to an excellent variety of resources and equipment. The main playroom is bright, airy, and well maintained, with children's work and photographs on display to promote a strong sense of belonging. There is an array of natural resources and loose parts for children to explore and a range of learning areas such as clay modelling, small world, reading and painting. Leaders have successfully created a 'domestic' area in an extended part of the setting. This area provides excellent opportunities for children to have real life experiences such as chopping food, exploring herbs and spices, caring for dolls or dressing up. The outdoor area is a particular strength of the setting, as it provides rich opportunities for children's creative, imaginative, and physical development. For example, we saw children adding colours to the water trough, exploring how it was changing as they filled and poured with containers. Leaders provide resources that promote cultural awareness and inclusion, including multi-cultural dolls, books and clothing. The Welsh language is promoted through the use of bi-lingual signage around the setting.

Leadership & Management — Excellent

Leaders establish a clear sense of direction for the setting and communicate their vision effectively to the team. There is a strong sense of teamwork, with staff working collaboratively and expressing positive regard for one another. Leaders maintain an up-to-date statement of purpose that accurately reflects the setting. They ensure policies and procedures are consistently followed in daily practice. All necessary information about staff and children is carefully collected, recorded, and stored. Leaders ensure comprehensive records are kept on each child's individual needs and preferences and all required parental permissions are in place.

Leaders demonstrate a strong dedication to continuous improvement, supported by effective systems designed to drive progress. These include a thorough annual quality of care review, a setting improvement plan, and ongoing evaluations undertaken by umbrella organisations. They actively gather feedback from staff, children, parents/carers, and partner professionals to inform their review process. Leaders and staff are open to new ideas and willing to explore different approaches to enhance outcomes for children. They are committed to high standards of practice and are very receptive to guidance and feedback.

Staff records are clearly organised and safer recruitment procedures are followed. Leaders have a robust system in place to ensure staff's Disclosure and Barring Service checks (DBS) are current. Regular and meaningful supervision sessions, alongside annual appraisals, support staff in recognising their strengths and identifying areas for growth. The setting is supported by qualified and experienced staff, ensuring children receive a high standard of care. Leaders provide new team members with a comprehensive induction, helping them to feel confident and prepared in their roles. One staff member shared that they feel supported, reassured and valued since starting their role. Leaders ensure staff are up to date with mandatory training and engage in a wide range of additional professional development opportunities to enhance their practice. The whole team are positive, committed, and take pride in their work.

Leaders build strong, meaningful relationships with families, local schools, and other professionals. The PiC encourages meetings with the local nursery teacher for children starting school in the next term, helping to ensure a smooth and positive transition, while also enabling important information to be shared. Families are embraced into the setting through termly 'Stay & Play' sessions where parents/carers and their children have planted seeds and taken part in cooking sessions. New children and their families are welcomed to visit during a session to meet their key worker. This part of the settling in process allows families to share information about their child to support them as they are welcomed into the setting. The PiC is passionate about local partnerships and has successfully linked up with the community gardens. This allows the service to have access to the gardens where they are growing fruits and vegetables. Parents are extremely complimentary about the setting, with one sharing *"the time care and kindness that the staff provide is amazing".*

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 how children's ideas can be reflected on the termly planning board to support the setting's child-centred approach.
Ensure all risk assessments are dated when reviewed, even if no changes are to be made.

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