Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Haven Nursery - Pentrych

Pentyrch Primary School, Bronllwyn Pentyrch, Cardiff, CF15 9QL

07411063756

www.littlehavennursery.co.uk

The inspection visit took place on 03/06/2026

Service Information:

Operated by:	Little Haven Nurseries Limited
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	No
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	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have a strong voice, and their needs are thoroughly and thoughtfully considered. They feel safe, happy and valued. Nearly all children express themselves confidently and behave extremely well. They are active, engaged learners and have very good opportunities to develop their skills, knowledge and independence.

Staff prioritise children's well-being and implement policies and procedures to keep them safe and healthy. They are respectful and positive, demonstrating warmth, kindness and care towards children. Staff know the children well and understand their individual needs. They provide a good range of activities and experiences that help children to develop and learn.

Leaders ensure they provide an environment that is safe, secure and clean. They and staff effectively assess risks and supervise children well. Leaders provide well-resourced and attractive spaces inside and outside that support children's play and learning. The schools Forest School area, playground and field provide further stimulating outdoor spaces for children to play, mostly after school.

Leaders are well qualified, experienced and motivated to provide quality care around school and

nursery education. They are organised and understand their regulatory responsibilities. Leaders work successfully with parents, carers, the school and outside agencies.

Findings:

Well-being — Excellent

Children have a very strong voice. They make confident choices and decisions throughout most of their time in the setting, such as whether they want to play inside or outside and what or who to play with. Children are extremely confident communicators as they know staff will respond to their verbal or non-verbal cues. Many children are confident and curious to interact with visitors. For example, they asked us many questions about who we were and why we were at the setting.

Children are very happy and nearly all settle easily when they arrive. Those who are a little tentative receive gentle support from staff with whom they have formed a close bond and subsequently settle well. Children explore freely showing they feel safe and valued as their efforts and achievements are consistently acknowledged and praised. For example, staff responded to a child's excited observation at an activity with *'wow, yes red and yellow does make orange'*. Children become very familiar with the routines and rules of the setting, and nearly all attend the school or school nursery. As a result, they develop a strong sense of belonging and feel secure in their surroundings.

Nearly all children behave extremely well in line with their ages and stages of development. They receive consistent, patient support from staff to help them develop positive behaviour. They interact very well with staff and play alongside or with each other in shared activities such as colour mixing, den building or role play. Many younger children are beginning to make real friendships, and older children enjoy helping younger ones such as holding their hands when going round to the school playground. Children learn to consider the needs of others. For example, they sing quietly when reminded a child may be worried by a song which could be sung loudly. Children benefit from staff who consider children's individual needs and prioritise their well-being.

Children thoroughly enjoy their play and learning. They are active, engaged learners with high quality opportunities to develop their skills and knowledge. They persevere for extended periods with activities they choose and concentrate extremely well as they explore resources and equipment. For example, younger children thoroughly enjoyed playing in the mud kitchen or whizzing down a slope on scooters and bikes and older children worked together to build a large and solid den which they all sat in to chat and share time together after school.

Children begin to learn independence as they make choices about how to spend their time. They are encouraged to manage their coats and shoes, to wash their hands and eat independently, take lids off yoghurts and to tidy away toys when they have finished with them. Older children operate confidently and independently within the club. Learning to do things for themselves successfully promotes children's confidence and self-esteem.

Care & Development — Good

Staff consistently implement policies and procedures which promote healthy lifestyles, physical activities, personal safety and wellbeing. Staff have a secure knowledge of safeguarding procedures and are confident in knowing who to report concerns to. They record existing injuries and monitor children's attendance. Since the inspection visit, the responsible individual (RI) has confirmed she has addressed some inconsistencies with recording the detail of some safeguarding matters. Staff successfully use appropriate systems to record accidents, incidents and any medication administered and ensure parents are informed either via an electronic app or paper forms. They keep accurate attendance records for children and staff. Whilst staff have current training in emergency paediatric first aid and outdoor first aid, they are awaiting renewal of full paediatric first aid training which the RI has confirmed is booked in the next few weeks. Staff consistently implement robust cleaning and hygiene practices. They follow appropriate systems in relation to any allergies or food preferences. Training and care plans are in place to support children with severe allergies. Staff offer children healthy snacks such as fruit and toast and periodically offer suggestions to parents for healthy lunch box options. Staff ensure children have lots of opportunities to play outside in the fresh air.

Staff interactions with children are always respectful and relaxed, frequently offering praise and encouragement. Staff are excellent role models for children. They are patient, kind, caring and sensitive to children's needs. They offer calm explanations when managing minor issues and divert children positively to other activities. As a result, nearly all children behave extremely well and learn to get along with staff and each other.

Staff support children's learning and development effectively. They clearly know children very well and demonstrate genuine interest in the things they say and do. They provide a varied range of resources and activities which help children to learn and develop in all areas and which they can choose for themselves. Staff plan around children's current interests as well as using seasons and festivals as starting points. They take opportunities to extend skills and learning such as discussing how colours change as they mix or engaging in spontaneous conversations arising from children's comments or thoughts. For example, a remark about a painful knee led to discussions about hospitals, babies and younger siblings. Children further benefit from group times which staff run well. Staff also understand that after school is a child's time to play and relax and they are skilled at knowing when to let children play uninterrupted and when to join in or intervene. They use a small amount of Welsh language. Staff keep a range of observations and records to monitor younger children's progress including using a recognised language screening programme. They support children with additional or emerging learning needs very well and work with parents, the school nursery class and a range of external professionals as needed.

Environment — Good

Leaders provide a safe, secure and clean environment. They ensure children are supervised well as they move between areas of the school and they record visitors to the setting. Good risk assessments are in place and leaders routinely risk assess new activities. Staff carry out and record a range of daily safety checks and cleaning routines. The setting operates from a classroom in the school, and the building is maintained by the local authority. Leaders keep a record of relevant safety checks such as boiler maintenance and electrical tests. Staff carry out and keep good records of regular fire evacuation practises.

The playroom is light and welcoming and provides ample space for children to move around freely and play. Children can access resources and equipment independently from a range of interesting areas that support children's all-round learning and development. They can access toilets independently directly from the playroom and a well-positioned nappy area means staff can ensure the privacy and dignity of children when changing them. Children have regular, daily access to an outdoor play area directly from the playroom which provides further good opportunities for play and learning. Children also benefit from use of the wider school grounds which include a large natural forest school area, a large playground with den building area and a field. These wider areas are used extensively by the after-school children and are occasionally used by younger children during the day.

Leaders provide high quality furniture and resources which provide attractive play areas and support children's activity choices and development. They make lovely use of up-cycled furniture and resources such as a CD rack as a musical instrument station and a large wooden dolls house as a bookcase. There is a good range of natural materials and resources which children can use flexibly and with imagination. Areas such as the home corner are enhanced with real resources such as china cups and saucers and real pots and pans. Some resources promote diversity and cultural awareness. Leaders provide a further varied range of resources in the outdoor areas that also support children's social, physical and cognitive development.

Leadership & Management — Good

Leaders have a clear vision for the setting which they communicate successfully to staff. They are motivated and committed to providing quality care which results in very good standards. Leaders are organised and complete most required paperwork to a high standard. They have a useful statement of purpose although this has not recently been updated with some relevant information. Leaders have developed a comprehensive set of policies and procedures which support the smooth and safe running of the setting.

Leaders annually review the quality of their care and seek the views of parents, children and staff to inform this. The feedback they receive is extremely positive. However, the report of the review is largely descriptive of the way the setting operates. It lacks self-evaluation of the impact they have on outcomes for children and does not consider areas they would like to improve or develop.

Leaders and staff work very well together and speak highly of each other. They are well qualified and experienced. Leaders mostly ensure staff renew mandatory training such as paediatric first aid, safeguarding and food hygiene in a timely manner. They have robust recruitment procedures and ensure all necessary checks and documentation are in place such as disclosure and barring service (DBS) checks. Leaders undertake annual appraisals with staff and meet regularly to discuss the day to day running and needs of the setting. However, individual supervision meetings are informal. Leaders deploy staff well to ensure ratios are maintained across the day.

Leaders and staff develop strong relationships with parents. They gather necessary information so they can provide for children's individual needs and keep parents informed about their development and what they do through a variety of means such as daily verbal feedback, electronically via email or an app and termly newsletters. Parents and carers we spoke to told us they could not speak highly enough of the setting and staff and said their children love attending. Children we spoke to told us they enjoy coming to the setting.

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 mandatory training such as paediatric first aid is full and relevant and renewed in a timely manner.
Standard 1 - Information	Ensure the statement of purpose is kept up to date and Care Inspectorate Wales is informed when changes are made.
Standard 18 - Quality assurance	Develop the quality of care report to be self-evaluative of outcomes for children and use it to identify areas for development and improvement.
Standard 13 (Day Care) - Suitable Person	Develop the system for regular, one to one staff supervision.

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)
Develop the use of Welsh language.

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