Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Angels Flying Start Holy Family

Holy Family Rc Primary School, Beechley Drive, Cardiff, CF5 3SN

07926098586

The inspection visit took place on 20/10/2026

Service Information:

Operated by:	LITTLE ANGELS FLYING START NURSERIES LTD
Care Type:	Children's Day Care
Registered places:	20
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 safe and happy and thoroughly enjoy their time at Little Angels. They have exceptional opportunities to make choices and decisions about how they spend their time with their needs and interests fully considered. They have many excellent opportunities to learn and develop.

Staff have a thorough and confident understanding of how to keep children safe and healthy. They implement the settings policies and procedures effectively. Staff are kind, patient and caring offering reassurance to children when needed. They support children's individual needs and development extremely well.

Leaders ensure the environment is secure, safe and clean. Children access a rich range of resources independently in play spaces which are welcoming and very well organised. Staff ensure the environment fully meets the needs of children and provides high-quality play experiences.

Leaders have a strong vision for the setting which is shared successfully with staff to create a strong sense of purpose. Self-evaluation systems are strong. Leaders have robust procedures to ensure the suitability of staff and safeguarding is treated as a priority. Leaders and staff develop excellent partnerships with parents and other professionals, ensuring they work effectively to support children's learning and development.

Findings:

Well-being — Excellent

Children have an extremely strong voice and make many choices and decisions about what they do during each session. There are few interruptions to their play. As a result, children can choose what they play with and for how long, they can decide to play inside or outside and when they want snack. Children know they will be listened to and communicate their needs and preferences confidently both verbally and non-verbally.

Nearly all children are content, settled and show great enjoyment. They move freely around the play spaces showing they feel safe and secure and happily approaching staff for help or to play. Children who are new to the setting or find some aspects of group life more challenging receive patient, warm attention from staff who develop effective support strategies. Lovely displays which use photos of themselves involved in activities, their families or things they have made along with consistent routines help children to feel valued and develop a sense of belonging.

Children behave extremely well in line with their ages and stages of development. They interact effectively with staff who support them to develop positive behaviour. Children play happily alone or alongside others as is appropriate learning to share and take turns. Many join in enthusiastically with group activities such as parachute games or a short circle time at the end of each session whilst those who prefer to can continue to play.

Children are highly engaged and self-motivated in their play and learning. They access a wide range of excellent opportunities within the setting which promote their all-round development. Children follow their own interests and become absorbed in activities which are both child led and adult supported developing concentration and the ability to sustain interest in things they choose to do. For example, children repeat the experience of climbing to the top of the small A-frame and jumping off showing pride in their achievement, others squeal with delight as they splash in the bubbly puddle from the water tray or become engrossed in building in the block area.

Children have many valuable opportunities to develop independence and self-help skills which successfully helps build confidence and self-esteem. They receive encouragement to hang up their own coats, collect them and put them on at home time. With support, they wash their hands, serve themselves with snack, pour drinks and brush their teeth.

Care & Development — Excellent

Staff have an excellent understanding of how to keep children safe and healthy. Leaders and staff have appropriate safeguarding training and have a thorough and confident knowledge of the actions they need to take should they have concerns about a child. The health, safety and hygiene procedures at the setting are robust and staff consistently and effectively implement them. For example, they ensure they fully complete accident forms, share them with parents and obtain relevant signatures. The setting leader monitors all incidents and accidents both in the setting and at home monthly for any concerns or patterns and takes effective action should any come to light. Staff accurately record their own and children's attendance times and ensure they know how many children are in the setting at any given time as they arrive or leave. They are aware of children's dietary or medical needs, and care plans are in place as needed or available to complete should they be required for conditions such as asthma. Staff encourage a healthy lifestyle. They provide healthy snacks and give children plenty of time to eat. Staff implement daily toothbrushing and ensure children have daily opportunities to spend lots of time outside in the fresh air.

Staff form trusting relationships with children and interact with them in a calm, kind and caring manner. They act as excellent role models; speaking respectfully to children and each other. Staff consistently offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement. As a result, children learn appropriate behaviour, to share, take turns and to persevere in what they are doing.

Staff support children's learning and development exceptionally well. They play alongside children and take opportunities to extend learning in all areas of development. We heard a good amount of Welsh used, although not all staff are as confident with this. Staff support for children's social and emotional development is a particular strength. For example, they use information gathered from parents before children start to ensure they provide familiar or favourite things to help children settle or develop effective strategies for individual children to help them cope with transitions or times they find difficult. They place a strong importance on developing respect for differences and diversity, creating an environment that promotes inclusion, belonging and cultural understanding. Staff observe children and successfully plan interesting activities to include in the play environment which promote next steps and help children practise what they can do. They involve parents in children's learning through shared activities such as a nature walk with their children where staff provided families with collecting bags and encouraged them to take photos on their walk. They organise the session to give children the maximum time to play and learn with no unnecessary interruptions. For example, snack is available in small groups with children choosing when they wish to join. Staff track children's development carefully through observations and work closely with other professionals and parents to support children with additional or emerging learning needs. They provide useful information to children's next early education settings to help facilitate a smooth transition.

Environment — Excellent

Leaders effectively ensure the premises are secure, safe and exceptionally clean. External gates have coded padlocks and bell entry; there are clear sightlines to see who is at the gate and staff are vigilant in their supervision of children. Children do not have unsupervised access to the internal door connecting the setting to the rest of the school. Staff consistently record visitors to the setting. The premises are maintained as part of the school and leaders have copies of records which confirm necessary building safety checks are carried out. Leaders have comprehensive risk assessments in place which are reviewed regularly and new ones added as necessary such as for new activities or for specific children or adults. A comprehensive health and safety file details records of daily, monthly and six-monthly safety checks. Staff carry out and record regular fire evacuation drills.

Leaders ensure the setting is welcoming and meets the needs of children and families. The playroom is light and extremely well organised with different areas offering rich opportunities for play and learning. Signs alongside pictures, some with dual language, in places such as the bathroom help children know what to do and promote awareness of written English and Welsh. Makaton symbols with English and Welsh words placed strategically around the playroom support staff to use basic signing and both languages regularly. Staff have developed numerous lovely displays on boards backed with natural, neutral materials. These thoughtfully created displays include pictures of children, families and artwork to promote a sense of belonging and embrace differences and cultural diversity. For example, one autumn display has been created using resources and photos collected by children and their families and another is a ‘tree of life’ which includes photos, flags and words from children’s cultural backgrounds. Children can independently access toilets directly from the playroom and there is a separate well-stocked nappy changing area which ensures staff can maintain the privacy of children. A child height sink within the playroom successfully gives children further opportunities to practise washing their hands independently. Children can access the good-sized outdoor play area directly from the playroom. Here there are further exciting opportunities for children to learn new skills, explore elements of the natural world and take part in more physical activities. A separate office allows records to be stored securely and gives a private space for meetings if needed.

Leaders provide high-quality furniture and a rich range of interesting and engaging resources and equipment both inside and outside which children can access independently. There is an abundance of natural and flexible materials such as clay, wood or fir cones which children can use with imagination. Other resources include some which promote diversity and cultural awareness such as real resources in the home corner and mud kitchen and a good range of dolls and books. Outdoor equipment includes opportunities for children to explore elements of the natural world such as growing or playing with sand or water as well as physical play equipment such as bikes, scooters and a small climbing frame.

Leadership & Management — Excellent

Leadership and management are highly effective. The setting forms part of a small group of Flying Start provisions, with the responsible individual providing a clear and ambitious vision for the group. She, together with the area manager, offers excellent support to the person in charge and staff in their day-to-day roles. Leaders have a strong understanding of their roles and regulatory responsibilities. They maintain all necessary records to a high standard and demonstrate excellent organisation. They have excellent policies and procedures in place which they review regularly, and which they ensure staff understand and implement successfully. The statement of purpose is reviewed routinely and provides accurate, relevant information. Leaders keep the well-being of children and families at the heart of everything they do.

Leaders have very strong arrangements in place for self-evaluation. They gather and consider feedback from parents, staff and external professionals alongside observations of children to evaluate the quality of service annually and identify meaningful areas for improvement and development. Regular staff meetings together with wider group management meetings provide valuable opportunities for on-going reflection on working practice and what is working well or may require further attention.

Leaders implement thorough recruitment procedures and ensure all required checks and documentation are completed and maintained to confirm staff are suitable to work with children. They work closely with staff to promote the best possible outcomes for children. Staff told us they enjoy working at the setting and feel very well supported. Leaders have developed a comprehensive induction for new staff and maintain effective arrangements for regular supervision and appraisal. Leaders ensure all staff complete and renew mandatory training such as appropriate safeguarding, paediatric first aid and food hygiene. Additionally, leaders provide other training opportunities for staff to develop their professional knowledge and skills in ways that benefit the children in their care. Leaders use periodic grants well to provide new resources for the setting.

Leaders and staff work closely with parents and develop excellent partnership working with a wide range of outside agencies. They collect all the information they need before children start with them to ensure they can meet their individual needs. Parents visit the setting with their children to meet their key worker and complete relevant paperwork. Care Inspectorate Wales received many parent survey responses during the inspection. They, and the parents we spoke to, were highly complimentary and rated the service they and their children receive as excellent. Staff work effectively with external professionals such as Flying Start advisers, the local authority inclusion team and health visitors to ensure best outcomes for children are consistently promoted.

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)
Further develop the confidence of all staff to use the Welsh language more consistently.

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