Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Angels Flying Start Powerhouse

Llanedeyrn Hub, The Power House, Maelfa, Cardiff, CF23 9PN

07378970612

The inspection visit took place on 09/09/2026

Service Information:

Operated by:	LITTLE ANGELS FLYING START NURSERIES LTD
Care Type:	Children's Day Care
Registered places:	24
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 thoroughly enjoy their time at Little Angels. They have an extremely strong voice as their needs and interests are fully considered and valued. Children are safe and happy and have many excellent opportunities to learn and develop.

Staff are well qualified, experienced and motivated. They implement the settings policies and procedures effectively, demonstrating they have a confident understanding of how to keep children safe and healthy. Staff are kind and caring in their interactions with children and support their learning 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 and staff work extremely well together and have a shared vision for the setting. 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 successful relationships with parents and external agencies who they work closely with to provide effective care and support to children.

Findings:

Well-being — Excellent

Children have an extremely strong voice and make many choices and decisions about what they do during each session. For example, they choose what they play with, whether they want to play inside or outside and when they want snack. There are few interruptions to their play which enables them to decide how long they spend doing their chosen activities. Children become confident to communicate their needs and preferences both verbally and none verbally because know they will be listened to.

Nearly all children settle happily on arrival and cope well with separation from parents and carers. They readily approach staff for help or to play. Those who find settling a bit more difficult receive constant, patient support from familiar staff until they are ready to play. Children move around freely and explore activities showing they feel safe. Displays which use photos of 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 benefit from being cared for by kind, caring staff who know them well and support them to develop positive behaviour. Children learn to join in with others, share and take turns through their interactions with staff and each other. For example, some played alongside each other in the water tray and most joined in with a music and movement activity whilst others continued to play.

Children are active, engaged learners who thoroughly enjoy the activities and experiences they access. They are always busy and begin to develop concentration and the ability to sustain interest in things they choose to do. For example, we saw children play for extended periods in the mud kitchen and home corner, listen to stories and ride bikes. The opportunities they have support their learning and development in all areas.

Children have excellent opportunities to develop independence and self-help skills. 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. Learning to do things successfully for themselves helps children develop confidence and self-esteem.

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 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. They accurately record their own and children's attendance times. Staff are aware of children's dietary or medical needs and care plans are available to complete should they be needed 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 are kind, caring and patient, acting as excellent role models for children. They speak respectfully to children and each other. Their interactions are consistently positive. Staff use lots of praise, encouragement and re-direction to support children to learn appropriate behaviour, to persevere and to share and take turns. For example, we heard staff say, *'good pouring', 'da iawn', 'I like how you're moving it back and forth', 'what can we do I wonder'* and *'woow!'*

Staff support children's learning and development exceptionally well. They play alongside children and take opportunities to extend learning in all areas of development. Their support for language development is a particular strength. For example, they name objects, add single words to extend vocabulary, take opportunities to sing, or read books. A few staff use Makaton effectively to further support communication. We heard Welsh used during our visit, but not all staff are as confident with this. Staff 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 and large group activities are kept to a minimum with children able to join in or continue playing. Staff consistently use a traffic light system to let children know what is happening next in the session such as when the door is opening to give access to outdoor play. Staff observe children and successfully plan interesting activities to include within the environment based on their observations and children's next steps. They use knowledge from training courses to influence their planning, such as adding scarves into the outdoor environment which help children develop throwing and catching skills more easily. They track children's development carefully and work closely with other professionals to support children with additional or emerging learning needs. Staff work closely with parents and teachers to ensure a smooth transition into the next stage of their education.

Environment — Excellent

Leaders effectively ensure the premises are secure, safe and exceptionally clean. The external gate is locked with a buzzer and intercom entry system. The internal door to the rest of the building is locked when children are present. Staff consistently record visitors to the setting. The premises are maintained by the building owners and leaders have access to records which confirm necessary building safety checks are carried out. Leaders have comprehensive risk assessments in place and a comprehensive health and safety file which 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. Displays include pictures of children, families and artwork to promote a sense of belonging and achievement. Dual language signs alongside pictures in places such as the bathroom help children know what to do and promote awareness of written English and Welsh. 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 outdoor play area directly from the playroom. Although this area is small it is extremely well thought out and offers further 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 a wide range of high-quality furniture, toys and resources which are suitable for the children using them and stimulate their play and learning successfully. Resources and equipment are clean and easily accessible to children enabling them to independently access and choose what they want to play with. Many of the resources are made of natural materials and can be used flexibly and with imagination. Areas such as the home corner and mud kitchen have real-world resources. Outdoor equipment includes opportunities for children to explore elements of the natural world such as for growing or playing with mud or water as well as physical play equipment such as bikes/trikes and a small climbing wall.

Leadership & Management — Excellent

Leadership and management are fully effective. The setting is part of a small group of Flying Start settings, and the responsible individual has a strong vision for the group. She and an area manager support the day-to-day leader and staff extremely well. Leaders are knowledgeable about their roles and regulatory responsibilities. They keep all required documentation to a high standard and are very well organised. 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 regularly reviewed and provides accurate information. Leaders keep the well-being of children and families at the heart of everything they do.

Leaders have very good arrangements for self-evaluation. They draw on feedback from parents, staff and external professionals along with observations of children to evaluate their service annually and identify relevant areas for improvement or development. Regular staff meetings and wider group management meetings provide further opportunities for on-going reflection on working practice and what is working well or not so well.

Leaders follow robust recruitment procedures and have all required checks and documentation in place to evidence staff are suitable to work with children. They work effectively with staff to ensure the best possible outcomes for children. Staff told us they enjoy working at the setting and feel very well supported. Most have been at the setting for some time. Leaders have established a comprehensive induction for new staff and have an effective system for regular supervision and appraisal. Leaders ensure all staff complete and update mandatory training such as safeguarding of the correct level, paediatric first aid and food hygiene. They also provide other training opportunities for staff to develop their professional knowledge and skills in ways that benefit the children in their care.

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. They gave very positive feedback to questionnaires completed for the annual review and those we spoke to told us their children love attending. Staff work effectively with external professionals such as Flying Start advisers, the local authority inclusion team and nursery education settings.

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 use of Welsh.

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