Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Learners Nursery & Forest School

Total Fitness Ltd, Stansty Road, Wrexham, LL11 2BU

01978 801405

https://littlelearnersnursery.com/

The inspection visit took place on 07/07/2026

Service Information:

Operated by:	LITTLE LEARNERS WREXHAM LTD
Care Type:	Children's Day Care
Registered places:	65
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children are happy, settled and confident. They make independent choices in their play and daily routines. They freely access resources, direct their own learning and engage purposefully in activities of interest. Children interact positively with others, show curiosity and resilience and demonstrate growing independence and responsibility.

Practitioners promote children's health, safety and wellbeing through effective routines, nurturing care and developing practice. They provide healthy meals, encourage positive behaviour, support individual needs and create engaging learning experiences. Practitioners foster confidence, curiosity and are beginning to strengthen the use of Welsh across the setting.

Leaders and practitioners provide a welcoming, clean and stimulating environment that supports children's learning and development. They maintain resources effectively, promote choice and independence, and make good use of indoor and outdoor spaces. We identified an area for

improvement in relation to a faulty fire door which leaders intend to repair as quickly as possible.

Leaders provide purposeful direction and maintain high expectations for children's care and learning. They support staff through coaching, mentoring and training, helping to embed consistent practice and maintain high standards. Leaders use evaluation, collaboration and quality assurance processes to drive improvement and promote positive outcomes across the setting.

Findings:

Well-being — Good

Children make choices throughout the day and confidently direct their own play and learning. They move freely between areas, select toys and resources independently and make decisions about how they spend their time. Children express their preferences during daily routines, including mealtimes and rest periods. They choose activities that interest them, access resources from within their environment and demonstrate increasing confidence in making decisions for themselves. Children show ownership of their play experiences and engage purposefully.

Most children appear happy and settled in the setting. They demonstrate a developing sense of security and belonging through their familiarity with routines and confidence within the environment. Children engage positively with those around them and seek interaction, reassurance and encouragement when needed. Babies explore their surroundings, interact with others and engage in play with increasing confidence. Children show that they are familiar with expectations and routines, helping them to feel secure and comfortable throughout the day.

Children interact positively with their peers and develop appropriate social skills. They play alongside and with others, share resources and cooperate during activities. Children demonstrate an increasing awareness of others by waiting patiently for support and taking turns during play. Most children understand and follow daily routines and expectations, such as sitting appropriately during mealtimes and responding to instructions. They build friendships, enjoy shared experiences and engage well in both group and individual play opportunities.

Children enjoy their play and learning experiences. They confidently explore the environment, access resources independently and engage in activities with curiosity and interest. Older children enjoy creative and physical experiences, including painting water onto outdoor boards and balancing on equipment. Younger children demonstrate sustained concentration while exploring water and sensory play. Babies actively investigate resources and explore their environment with real purpose. Children remain engaged in activities for increasing periods and show enjoyment and excitement as they play.

Children develop independence well. They confidently access the resources they need, wipe their faces after meals and take responsibility for simple tasks within the setting. Some children willingly help to sweep up sand after play, showing pride in their achievements and a developing sense of responsibility. Older children demonstrate growing confidence and resilience as they help to serve their own food and complete self-help tasks during daily routines. They persevere when practising new skills and show a sense of achievement and satisfaction when completing activities independently.

Care & Development — Good

Practitioners promote children's health, safety and wellbeing through effective daily routines and practices. They provide nutritious food choices, access to water and regular opportunities to play outdoors and enjoy fresh air. This helps children develop healthy habits. Practitioners follow appropriate hygiene procedures throughout the day, including during nappy changing, where they maintain children's dignity, privacy and comfort. They adhere to effective infection control measures, use appropriate protective equipment and ensure changing areas are clean and well organised. As a result, children receive care in a clean, safe and respectful environment. Policies and procedures contain relevant information and support practice, and practitioners complete children's records, attendance records and care documentation appropriately.

Most practitioners interact positively with children and act as good role models. They engage children in conversations, join in with their play and make learning enjoyable. For example, practitioners use enthusiastic tones of voice and encouragement during activities, which captures children's interest and promotes engagement. Practitioners support children well during routines, play and mealtimes, encouraging cooperation and reinforcing expectations in a calm and respectful manner. As a result, most children respond positively to guidance and behave well. Practitioners consistently praise positive behaviour, helping children develop confidence and self-esteem.

Practitioners provide caring and nurturing support and show a genuine commitment to children's wellbeing. They work hard to meet children's individual needs and respond sensitively when children need reassurance, comfort or support. However, occasionally, during periods of increased demand, leadership oversight does not always identify quickly enough when rooms require extra support.

Practitioners promote learning through age-appropriate experiences that encourage curiosity, exploration and problem-solving. For example, practitioners engage children in ramp activities with toy cars, supporting their understanding of cause and effect. Activity planning is linked to developmental pathways and practitioners are starting to develop appropriate assessment systems across the setting to help track children's progress. Practitioners support children with additional learning needs appropriately and liaise effectively with parents and relevant professionals to ensure children receive the right support and make progress. The use of Welsh is starting to develop across the setting but is not yet embedded.

Environment — Good

Leaders provide a safe, welcoming and well-maintained environment for children. Practitioners control access to the setting through a locked main entrance, with key-coded doors securing individual play spaces. Secure perimeter fencing and bolted gates help keep outdoor areas safe. Practitioners complete appropriate risk assessments across the setting and take effective steps to promote children's safety and wellbeing. Visitors sign in on arrival and leaders check identification carefully, helping them monitor who enters the premises. As a result, children benefit from an environment where they can play and learn securely. However, a fire door leading to the outdoor area does not close properly. The door may not operate as intended in the event of a fire and there is the potential for fingers to become trapped. Therefore, outcomes for children require improvement and we expect the provider to make improvements. Following the inspection, and before the report was issued, leaders informed us that they had addressed the issue. This was confirmed through video evidence demonstrating that the fire door had been repaired.

The setting provides light, bright and inviting spaces that support children's learning and development effectively. Practitioners make good use of both indoor and outdoor environments, ensuring children have sufficient space to play, explore and learn. Practitioners ensure babies benefit from cosy spaces that include sensory resources, role-play areas, reading corners and opportunities to develop their physical skills. The environments for older children encourage exploration and creativity. Natural resources and open-ended materials, including wooden planks, crates, cardboard tubes and digging areas, encourage children to investigate, experiment and direct their own learning. Outdoor spaces are used regularly, including forest school experiences, which enrich children's learning opportunities. Resources are arranged to encourage choice and independence, enabling children to follow their interests and be engaged in meaningful play. Practitioners display children's work throughout the setting, helping children develop a sense of pride, belonging and self-worth.

Leaders ensure children have access to a good range of quality resources and equipment. Resources are plentiful, well organised and appropriate for children's ages and stages of development. Regular cleaning routines help ensure toys and equipment are clean and suitable for use. Practitioners provide a balanced mix of natural materials and manufactured toys that support learning across all areas of development.

Leaders support children's awareness of diversity through multicultural resources and experiences, including dolls with different skin tones and activities linked to cultural celebrations.

Leadership & Management — Good

Leaders demonstrate a strong commitment to improving practice and providing good quality care for children. They have a clear vision, share high expectations and strive to achieve the best outcomes for children. Leaders work closely with their other setting to share good practice and collaborate with an early year's consultant to observe practice, evaluate provision and support practitioner development. With a high number of new practitioners employed this year, leaders focus on coaching and mentoring to help practitioners settle into their roles, embed consistent practice and maintain high standards. Frequent evaluations are completed which help leaders monitor performance, identify priorities and target support where it is needed.

Leaders demonstrate a good understanding of the regulations and National Minimum Standards and provide parents with a clear and informative Statement of Purpose, helping them make informed decisions about whether the setting is suitable for their child. Policies and procedures support practice and help promote consistency across the setting. However, some policies do not reflect recent practitioner changes and contain inaccurate information about practitioner roles and responsibilities. As a result, newly employed practitioners may not always be clear about who takes the lead on specific areas.

Leaders continue to strengthen their quality assurance processes and demonstrate a positive approach to improvement. As a newly registered setting, leaders have begun the Quality-of-Care Review process and understand the importance of gathering the views of children, parents and staff. They respond positively to feedback, reflect on practice and use findings from evaluations to inform future developments. In addition, leaders work closely with external professionals, including the Flying Start advisory teacher and speech and language services, to support children's development and improve outcomes.

Leaders manage resources appropriately and follow robust recruitment procedures, including suitable pre-employment checks. Practitioners access a range of training opportunities to develop their knowledge and skills. Most speak positively about the support they receive and enjoy working at the setting. However, supervision arrangements are not yet embedded consistently enough to fully support staff development and monitor performance.

Parents speak very positively about the setting and describe leaders and practitioners as approachable, responsive and supportive. Leaders provide a range of visitors and enrichment activities that broaden children's experiences and support their learning and development. These include Diddi Dance and Baby Ballet, as well as the setting's own Forest School activities, which provide regular opportunities for outdoor exploration and learning.

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 7 - Opportunities for play and learning	Continue to implement an effective way of recording what children do to help plan the next steps for their play, learning and development.
Standard 13 (Day Care) - Suitable Person	Strengthen supervision arrangements to provide staff with more frequent opportunities for reflection and support.

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)
To continue to introduce incidental Welsh throughout the setting.

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