Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Deer's Day Nursery Limited

Station Buildings, Treborth, Bangor, Gwynedd, Wales, LL57 2NX

01248371242

https://www.busybsbangor.com

The inspection visit took place on 13/04/2026

Service Information:

Operated by:	Little Deers day nursery limited
Care Type:	Children's Day Care
Registered places:	43
Main language(s):	Welsh and 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	Adequate
Care & Development	Adequate
Environment	Poor
Leadership & Management	Adequate

Summary:

Children experience a welcoming setting where they feel comfortable and secure. They enjoy familiar routines and are developing appropriate social skills. Children have some opportunities to express their views, make choices, extend independence and build positive relationships with staff and friends.

Staff follow many procedures to keep children safe and healthy. However, safeguarding practices are not always consistent, and this requires improvement. Staff provide appropriate care routines, understand children's individual needs and adapt routines where necessary to support children's well-being and development.

The environment is colourful and bright. Leaders have some systems in place to manage the environment. However, significant improvements are required to ensure the environment is safe, suitable and well maintained.

Leaders are developing a clear vision for the setting and have created a positive, supportive atmosphere. They work with staff and parents to support children's experiences and wellbeing. However, management systems and oversight, including paperwork and records, are not always effective.

Findings:

Well-being — Adequate

Children have opportunities to express their views and make some choices about how they spend their time. They move freely around the room and select from activities and resources available to them. For example, they engage confidently by choosing which items to play with from storage boxes such as sensory blankets and toys. Most children show confidence and sustain interest in these activities. Some contribute ideas and suggestions during group times, choosing which songs to sing and putting their hands up to vote for which book to read, which helps them to feel listened to and included.

Children feel safe, happy and valued at the setting. Most arrive settled and are familiar with daily routines. Some children need reassurance to support transitions and are comfortable seeking comfort from staff if needed. Routines such as handwashing, story time and set activities are in place to provide children stability and an understanding of what happens next. However, some structured activities interrupt children's play and are not adapted to children's engagement levels, which can impact on their enjoyment and focus.

Children interact well with each other and staff. Most play alongside one another and are beginning to share resources and develop cooperative play, such as racing toy cars together. Some children observe busier activities and are given space to decide whether to join in at their own pace. Children are learning to communicate their preferences verbally and non-verbally. For example, they smile at staff to show enjoyment, hand over toys and gesture for support when needed.

Children enjoy many aspects of their play and learning and are showing curiosity and developing their imagination. They choose to include some staff members in their play and show enthusiasm, for example, there is shared enjoyment when children pretend to be asleep to engage staff in playful interactions. Some children demonstrate perseverance and resilience, for example when learning to use equipment like the bouncer, repeating efforts and seeking praise when successful.

Children are developing some independence suitable for their age and stage of development. Some manage toileting and handwashing independently, while others benefit from staff supervision. Opportunities to promote the development of children's independence skills are emerging, for example, belongings and certain resources are stored at children's height to support access and choices.

Care & Development — Adequate

Staff follow many established routines and procedures to keep children safe and healthy. They are appropriately first aid trained and complete medication, accident, incident and injury forms promptly, which are signed by parents to acknowledge receipt of information. They offer healthy food choices and clear dietary information is communicated to cater for allergies or specific needs. Some cleaning routines are implemented, including wiping surfaces and encouraging children to wash their hands. However, not all hygiene practices, such as hand washing after nappy changes, are consistently followed to ensure staff are preventing the spread of infection. Staff accurately record children's registers and supervise children appropriately, showing awareness of daily routines to maintain supervision throughout the day. Many have an understanding of safeguarding procedures and know how to respond to concerns. However, some staff, including leaders, are not appropriately safeguarding trained and are unsure of wider safeguarding responsibilities. Outcomes for children require improvement because not all staff are appropriately safeguarding trained and practice to promote children's safety and welfare is not fully embedded within the team, and we expect the provider to make improvements.

Many staff manage interactions well and are positive role models who show genuine care and respect towards children. They engage children in conversations, use praise effectively and support children to develop early emotional literacy skills. For example, some staff encourage children to apologise and comfort friends following accidents and minor disagreements, which helps children to develop empathy and understanding of their actions. However, staff do not consistently promote positive and engaging interactions to promote children's security and support their self-esteem, independence and confidence. As a result, children do not always benefit from opportunities for social interaction and learning experiences, particularly during play and mealtimes.

Staff provide play and learning activities and demonstrate an understanding of children's individual needs. They plan some group and adult-led activities, particularly creative and sensory experiences. However, these activities do not currently build on children's individual interests and curiosity and provide opportunities for them to extend their learning and sustain their interests. Staff confidently say they adapt activities to meet individual needs and children with Additional Learning Needs (ALN) and explain they work closely with parents and external agencies if required. For example, care routines are changed in response to children's preferences, such as food textures or comfort needs. Staff share information about children's routines and are developing their abilities to track developmental milestones with parents using digital systems, supporting communication and continuity of care.

Environment — Poor

Leaders have some procedures in place to support children's safety; however, improvements are needed. They ensure external doors were kept locked and visitors sign in and out of the setting. During the inspection, leaders completed a fire drill to ensure children have benefitted from practising procedures in the event of an emergency. They have some risk assessments in place for different areas of the setting, however, these were not dated and do not reflect current changes and there were many unaddressed hazards at the setting. Outcomes for children are poor because leaders have failed to ensure environmental risks and hazards are effectively identified, managed and addressed, placing children at risk of harm. We have therefore issued a priority action notice, and the provider must take immediate action to address this issue.

The environment is welcoming, bright and colourful, with many rooms for play, activities and sleep. Staff display children's work and photographs to promote a sense of belonging in each room. Some defined areas were available for play, including play kitchens and reading corners with soft toys. Toys such as dolls, books and plastic bricks are stored on shelves for children to access at times throughout the day. Most toys and resources were stored in areas accessed by staff and provided to children on rotation, including boxes of small world animals, wooden blocks, transport toys and craft resources, meaning children are unable to access these independently. Leaders explain these resources are consistently rotated. There are suitable toilets and sinks for children to support independence through self-care.

Leaders provide age-appropriate resources and activities for children. However, there were few natural and open-ended resources set up that support children to explore and problem-solve. Children enjoyed using paint brushes and water on a play mat and watching marks appear and disappear, sharing the space well. Leaders say they are transitioning to include more natural resources such as shells, wood and stones to promote children's creative skills. Some books were available that encouraged discussions around diversity and inclusivity. Leaders explained they are currently investing in more resources such as dolls and play foods to promote children's understanding of identity and differences.

Leadership & Management — Adequate

Leaders are committed to developing their understanding of regulatory requirements and the National Minimum Standards to drive improvements at the setting. They have a clear vision and are working through significant changes. Leaders acknowledge that organising paperwork and delegating responsibilities with ongoing changes has been difficult and recognise the need to strengthen systems so that compliance and regulatory requirements are understood and consistently implemented across the team. Updated policies and procedures are consistently ongoing, and following some amendments, the statement of purpose now accurately reflects the setting well and contains key operational information. Leaders communicated regularly with Care Inspectorate Wales (CIW) regarding ongoing changes, and during the inspection process.

Leaders demonstrated an understanding of their responsibility to complete self-assessment assessments and quality of care report. However, leaders do not have a clear operational plan to coordinate responsibilities, improvement activity, guide priorities or measure progress across the setting.

Leaders support staff wellbeing and have created a positive atmosphere where staff feel supported. Most staff are motivated and work hard to fulfil their roles and responsibilities. Leaders understand the importance of staff supervision and appraisal to provide opportunities for reflection, support and professional development. However, staff management systems are not fully embedded, and staff files do not consistently include required information. Outcomes for children require improvement because leaders do not consistently evidence safe recruitment checks, and we expect the provider to make improvements. Systems for registering staff attendance and recording staff deployment are not robust to provide accurate oversight at all times. Information gathered about children is generally clear and shared appropriately with staff, however, records are not always stored securely or managed consistently. Outcomes for children require improvement because leaders do not records are not accurately completed and securely stored, and we expect the provider to make improvements.

Partnerships with parents are positive. Staff and leaders communicate effectively and often with parents. Parents we spoke to during the inspection were complimentary and highlighted how well key information is shared, and how all staff and leaders are kind and approachable. Leaders are eager to further develop partnerships with the wider community by organising trips to the local area and visitors into the setting to enhance children’s experiences.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
We found outcomes for children require improvement because not all staff have the appropriate safeguarding training or a secure understanding of their responsibilities to promote children's health, safety and welfare.	13/04/26
We found outcomes for children require improvement because not all records are accurately completed, consistently maintained or stored securely.	13/04/26
Children may be at risk if the provider fails to ensure the required suitability checks are in place prior to the employment of staff.	13/04/26

Summary of areas for Priority Action	Date identified
Outcomes for children are poor as they are at risk of harm due to numerous hazards not being effectively identified, managed and monitored consistently through purposeful procedures and dynamic risk assessments.	13/04/26

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	Develop resources, play opportunities and activities to aid children's development and build on their natural curiosity.
Standard 8 - Nurture and well-being	Develop positive and encouraging interactions to promote and develop children's sense of security, self-esteem, independence and confidence.
Standard 10 - Healthcare	Enhance staff awareness of good hygiene practice to prevent the spread of infection.
Standard 14 - Organisation	Streamline, review and organise an operational plan to clearly reflect current practice and arrangements.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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