



Inspection Report

Li'l Angels Day Nursery and Pre school

**Lil Angels
Rowleys Park Evans Way Shotton
Deeside
CH5 1QJ**



Date Inspection Completed

25/01/2022

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About Li'l Angels Day Nursery and Pre school

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Li'l Angels day nursery and pre school limited
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert New registration.
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	No Rating Required
<u>Care and Development</u>	No Rating Required
<u>Environment</u>	No Rating Required
<u>Leadership and Management</u>	No Rating Required

For further information on ratings, please see the end of this report

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.”

Children are listened to and what they have to say is respected. They feel safe and happily play alongside each other. They are learning how to interact and enjoy their play and learning. Children are beginning to do things for themselves and have opportunities to develop different skills.

Staff keep children safe and healthy. They manage interactions appropriately and provide children with care. Staff promote children’s play, learning and development and meet their individual needs. Staff plan different activities suiting the children’s ages and stages of development and they know the children well.

People who run the setting provide a suitable environment for children’s play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children interests and their individual needs.

People who run the setting have procedures to keep children safe and staff spoken to understand and follow the service’s safety procedures. People who run the setting offer staff support in their roles and are committed to improving practices for children’s benefit. Parents are pleased with the service and an effective transition and good working relationship with the local schools, ensures children settle quickly when they move on.

Children readily choose what they want to play with and ask for a story to be read to them. Children decide where they want to sit and choose songs to sing and staff respect their choices, showing children are listened to.

Children feel secure and comfortably sit or play alongside their friends and staff. Children show they are settled as they confidently approach us to chat and tell us about their day in school. They proudly show us their construction. They have positive relationships with staff whom they readily go to for support and reassurance.

Children interact well together, for example, they make up games together taking turns. They are kind to each other, such as when sharing paints. Children listen to instruction well and when asked, wash their hands before eating tea, coming in from school. They are happy and busy and older children say how much they enjoy coming to play with their friends.

Children are active and learn through play. There are plenty of smiles and laughter when they play, showing they enjoy the activities available. They pretend they are in a house and encourage a member of staff to join in.

Children are developing well and feel at home with the daily routine. They hang up coats and bags coming from school and sit together chatting about their day, giggling as they make up an imaginary game. Their language is developing through the many conversations they have with each other and staff. Children are learning how to speak basic Welsh through simple words and phrases.

Care and Development**No Rating Required**

Staff have attended courses and follow policies relating to safeguarding children. They know what to do if they have concerns about a child. Staff allow time to speak to parents at the door in order to continue to meet the children's individual needs. Staff ensure children wash their hands, reminding them gently after they had been to the bathroom. Staff have a good understanding of a healthy diet and provide nutritious snacks for the children. Staff ensure children's records are fully completed including children's health needs. A register detailed attendance and accidents and minor injuries to the children were noted and brought to parents' attention.

Staff are aware of the importance of always using positive behaviour management strategies and supporting children according to their individual needs. Staff were calm and gentle with the children. They used quiet voices and made sure all the children understood. Staff speak to children sensitively and remind them of simple rules such as to be careful with the resources and when they were choosing a place to sit down next to their friends. Staff used lots of praise and encouragement with the children.

Staff support children to make progress. They know the children and are able to provide a good level of care for them. Staff plan activities suitable for the children which include skills or outcomes to help children progress. Staff assess the children and complete on going progress records through activities. Staff provide good opportunities for children to develop their skills at their own pace. They promote children's play, learning and development and meet their individual needs.

Environment**No Rating Required**

People who run the setting ensure the environment is safe for the children, for example, the main door is locked making the premises safe from unauthorised access. The outdoor play area and garden area are secure. People who run the setting ensure staff understand their roles and responsibilities and they supervise children well during activities. The premises are clean and resources washed as appropriate to ensure a good level of cleanliness.

People who run the setting provide a suitable environment for children's play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children interests and their individual needs. A good range of resources are accessible allowing children to develop their own play by selecting their own toys and equipment. The rooms are divided into learning areas with a range of play items, a few natural, which the children enjoyed playing with.

People who run the setting ensure children have access to a range of resources and equipment which are of good quality, natural and recycled which suit the children's ages and stages of development, giving them good opportunities to work with different resources. Suitable tables and chairs enable everyone to sit together to eat snack or work with table top activities indoors.

Leadership and Management

No Rating Required

People who run the setting manage it appropriately and promote good outcomes for children. The service's statement of purpose provides parents with the information they need in order to decide whether the setting will meet their and their child's needs. A range of policies and procedures are available which reflect the working practise of the setting.

People who run the setting are improving the service they provide. They know their service well and have plans to develop curiosity and play. Although a quality of care review is not required they recognise strengths and areas to develop and make positive changes which benefit children and improve outcomes for them. People who run the setting ensure staff have clear roles and responsibilities.

People who run the setting have developed effective partnerships which benefit the children. They maintain good lines of communication with parents and keep them up to date and work successfully with them to meet children's needs and ongoing development. Parents have plenty of time for unhurried feedback and discussion about their child's day when they come to collect the children or drop them off. Parents told us they are pleased with the service, and the progress their children make. There are appropriate relationships with local schools which help children when they leave nursery and move onto school.

Recommendations to meet with the National Minimum Standards

None.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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