



Inspection Report

Li'l Angels Day Nursery and Pre school

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



Date Inspection Completed

18/07/2024

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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	25 January 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Many children make decisions and can choose what they play with. Children are settled, happy and enjoy spending time with their friends and the activities available to them. They interact well with each other and the staff, showing respect and consideration. Children have opportunities to develop their skills.

Staff are kind, caring and responsive to the children. They are good role models and have positive practices to ensure children are safe and healthy. Staff plan and provide children with suitable opportunities to develop and learn new skills. They listen to children and show respect. Realistic boundaries are set, and children are helped to understand simple rules. Staff create a calm atmosphere and a positive attitude with lots of smiles and plenty of praise.

Although the environment has sufficient space for children to play and learn, rooms are not always utilised to their full potential. Areas are suitable for the ages of the children, and most resources indoors are easily accessible ensuring children have choice and can develop their play.

Leaders manage the provision appropriately and understand their regulatory responsibilities. Documents are clear and easy to find, and suitability checks are kept up to date. Parents are kept well informed about their children's time in the setting. A self-evaluation is carried out, and the setting is aware of their strengths and areas for improvement. Positive partnerships are developed with parents who are kept informed about their child's experiences in the setting.

Well-being

Good

Children freely express themselves and their needs. They tell us about what they are doing, showing their new tops and shoes, excited to tell staff about who was coming to collect them. They confidently approach knowing staff will listen and respond to what they need. For example, a child did not want their lunch or an alternative sandwich and pointed to the cereal. A bowl and milk were immediately brought out. Children request items they cannot freely access. For example, a child asked for the sand and staff got this out. Children can follow their interests and make choices. They decide which stories they want to hear and what they want to play with. They decide who to sit next to for lunch and when listening to a story to sit and snuggle with staff.

Children are settled and enjoy attending. They show enjoyment when they arrive and meet their friends and staff. They often do not want to go home as they are enjoying at the setting. They focus for appropriate lengths of time on their chosen activity such as playing on the slide, showing pride in the different ways they can move and wanting us to watch. Others investigate wheels and cogs. Children form positive relationships with staff and other children, helping them to feel content. They are familiar with the environment and know the routines, helping them to gain a sense of belonging. For example, they know to line up before washing their hands before lunch.

Children interact well. For example two children look at books together and smiling when they see something funny. Younger children wait patiently for staff to finish preparing their craft materials, and older children wait expectantly for friends to arrive from a morning in school and greet them happily. They are engaged in activities and concentrate well, for example we saw five children sharing a craft activity at the table and five children playing happily in the sand in different rooms. They show enjoyment as they laugh and chatter together. Children happily share their experiences with us, asking our name and say they enjoy coming, seeing their friends and really like playing outside.

Children learn to share and take turns. They accept when children want to join in their games and give each other help. Children are interested in their craft and proud of what they are doing and share this with their friends. They are happy to listen to the ideas and suggestions of others. Children have formed positive relationships with staff and friendships with other children.

Children have opportunities to be independent. They can access their belongings to collect items or put things away to take home. Children freely choose and can access the resources and play activities available from low level baskets which they do with confidence. They develop a range of skills through their play. They are becoming independent and know they needed to wash their hands after playing in the sand tray. Older children can access toilet facilities which means they use them independently, including washing their hands, blowing their noses and putting tissues in the bin.

Care and Development

Good

Relevant policies and procedures are in place and implemented well to keep children safe and healthy. Staff have attended training such as Paediatric First Aid and safeguarding. They are aware of the importance of providing a healthy diet and ensure they provide food that the children like to eat. Staff undertake fire drills to ensure everyone knows what to do in an emergency. Opportunities are planned for children to be active outside; however, due to the layout of the nursery, only children in one room can freely access the outdoors. Others must wait to all be taken outside together. Accidents and incidents and nappy changes are recorded appropriately and brought to parents' attention. Appropriate hygiene practices are in place including cleaning tables and washing hands at appropriate times.

Staff give responsive care; they listen to children and show respect. For example, when one child did not want to eat lunch, staff tried different strategies to get them to eat a little. They provide a good range of alternatives, if children do not like the lunch served. Staff interact well with the children, sitting at different levels, and show warmth as they get involved in their play. Realistic boundaries are set, and children are helped to understand simple rules. For example, a child was getting upset when asked to give someone else a turn. Staff explained about sharing and how they could have another go later. Staff create a calm atmosphere and a positive attitude with lots of smiles and plenty of praise, such as, when helping to tidy up; saying 'Good job.' This enables the children to feel good about themselves, increasing their self-esteem. Staff asked younger children to 'Show me what you want', helping them feel valued. Staff support and encourage children to interact positively with each other, such as playing action rhymes and songs. Staff make times such as snack and lunch into a sociable experience, sitting at the tables and chatting with the children.

Staff know children well. There is a key worker system meaning staff can fully understand children's individual needs relating to their health and development. Allergies are displayed on the walls as well as in the kitchen so staff are aware and can keep the children safe. Most planning is appropriate and suitable for the ages and stages of development of the children, however in the baby room the planning was under review to simplify it. Next steps are considered and displayed, and progress is tracked so staff know where the children are in their learning journey. Staff know children well and ensure children's individual needs are known, and by regular updates with parents ensure these continue to be met. Staff implement and organise some opportunities for children to develop their independence such as helping themselves to snack and most resources are stored at a suitable height for children so they can independently develop their play.

Environment

Good

Leaders ensure the premises are safe, mostly well maintained and meet the needs of the children appropriately. The main door and side entrance are kept locked and visitors are recorded. Staff supervise the children well. Risk assessments are carried out to keep children safe.

The indoor environment is suitable for children, however, only one room of the two rooms upstairs was used during the inspection despite the room being busy and children needed more space to play and follow their interests. Staff provide toys and equipment, which they set out appropriately in most of the rooms. There is space for children to play and staff ensure the environment is welcoming to children as it is light and bright. The Flying start room is very well organised and set out for children's play and for them to help themselves. The outdoor space has been completely refurbished with new resources to inspire the children and is an attractive area for the children to play. There are plans to continue to develop outdoors by making a garden space especially for the babies and an addition of a cover so children can enjoy outdoor play protected from the elements. Indoors requires some refurbishment and leaders explained that a grant has been applied for as part of a plan which will ensure the setting is refreshed, for example with new carpets and furniture and to replace the older toys and equipment with more natural resources.

Although there are a variety of materials indoors, these are mostly all plastic which do not provide children with the opportunity to work with different textures and surfaces. Although the layout of the environment promotes children's independence sufficiently, children cannot choose whether to play indoors or outside. The space is organised so children can freely explore and make their own choices about what they want to play with. This includes small world for imaginative play, craft, physical play, and soft places to play and relax. A slide for the younger children ensures they can enjoy physical play indoors. Most activities are set out ready and toys and equipment are easily reached by the children themselves from some low-level storage. This provides good opportunities for children to develop a range of skills independently. Although some of children's creative ideas are displayed this is insufficient to give them a sense of achievement and create a stimulating environment. A few toys and resources reflect a diverse range of backgrounds and a belonging tree supports their sense of identity.

Leadership and Management

Good

Leaders generally manage their service effectively. The statement of purpose provides parents with the required information for them to make an informed decision about the care their child receives. Most documentation and procedures have been reviewed and updated and reflect current practice.

Although leaders carry out formal self-evaluation and make effective changes such as the outdoors and plan improvements, they are not always fully aware what is happening daily in the setting to recognise strengths and weaknesses. This is because leaders are often working in the rooms caring for the children. This means they do not always have a flexible overview of the day to day running of the setting to make informal daily adjustments and improvements.

There is a team of staff, who work well together creating a relaxing and homely atmosphere. Staff were friendly and welcoming and said they enjoy working in the setting. They said leaders are approachable and listen to their ideas. Leaders ensure staff are suitably qualified and experienced to care for children and staff files checked contain all the relevant information. Leaders ensure regular opportunities for formal supervision and appraisals are undertaken, which identify training and provide an opportunity for staff to discuss their work.

Parents are informed about their child's day through an app which includes photographs and details how they have enjoyed their time in the setting. Registration forms are completed and some updated to reflect children's changing needs. As some information is added online it is important that all aspects of the children's care are clear and in one place so staff can provide appropriate care and ensure the needs of the children continue to be met. Positive partnerships are developed with parents and the nursery is very busy. We heard staff talking to parents when they came to collect their children giving details about the children's day and updating any information such as a change in person collecting. Social media is used well to share experiences and information. Children regularly go for walks and visit shops and local areas of interest to have fun and learn more about the world around them.

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.

Area(s) for Improvement

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

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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.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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.

Best Practice
Recommendation(s)
<p>R1 to ensure leaders have an overview of how the setting runs on a day-to-day basis so they can adjust and make improvements. R2 to continue the planned refurbishment of the indoor environment</p> <p>R3 to display more of the children's individual creative work to give them a sense of achievement. R4 to gradually replace the plastic equipment with natural materials which will provide children with the opportunity to discover and work with different textures.</p>

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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