Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## First Foundations Day Nursery (Camau Tirion)

Meithrinfa Camau Tirion, First Foundations, Heol Goffa, Llanelli, SA15 3EJ

01554770660

**The inspection visit took place on 29/07/2026**

## Service Information:

| | |
|---|---|
| Operated by: | First Foundations Nursery Ltd |
| Care Type: | Children's Day Care |
| Registered places: | 40 |
| Main language(s): | Welsh and English |
| Flying Start service: | Yes |
| Receive funding to provide early years part time education: | No |
| Promotion of Welsh language and culture: | The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people. |

## Ratings:

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

## Summary:

Children are happy and relaxed in the setting. They have a strong voice and plenty of enjoyable play and learning opportunities. Children interact well with friends and staff members. Overall, they are developing a good level of independence for their ages and stages of development.

Staff implement policies and procedures effectively. They are positive role models to children and have a good understanding of how to keep children safe and healthy. Staff are aware of children's individual needs and abilities and how to support their progress and development.

The environment is inviting and interesting. The setting is organised effectively, making the most of the space available. The outside area is mostly safe and stimulating. There is a good selection of good quality and well-maintained resources both inside and outside. Staff complete risk assessments and follow procedures to ensure the environment is safe and suitable for children.

Leaders at the nursery are enthusiastic, passionate and dedicated, offering a high standard of care to children. They are well organised and have effective systems in place for evaluating and improving their setting. Leaders have developed positive relationships with parents / carers and external agencies and work closely with them to provide effective care and support to all children in their care.

# Findings:

## Well-being — Good

Children are happy, settled and engaged in the setting. They cope well with separation from their parents and carers and have positive relationships with each other and staff. We saw children laughing and smiling whilst playing. Positive attachments are evident as children sit on staff members laps and include them in their play.

Children have a nice sense of belonging and tell us they love coming here. They move around the environment freely choosing where and what they want to play with. One child played with the stacking blocks while another child enjoyed using the chalk boards. Few children choose to play alone, away from others and this was respected by staff. Children confidently communicate their thoughts and ideas, as they know they are listened to and all attempts at communication are valued. We heard children share excitedly that they wanted to show staff how they can move along the balance beams on their own without help.

Children behave and interact well for their ages and stages of development. Most play happily alone or alongside their friends as they learn to share and work together. Children are learning to show empathy towards their peers. For example, we saw a child apologise and offer a cuddle to another child who had been accidentally hurt. With support, children are learning to respect each other and the resources, using them appropriately and helping to tidy them away when asked.

Children are interested and enjoy their play and learning activities. There are a variety of resources on offer which promotes their development. We saw children go inside to collect additional tools for their outdoor construction play. They returned outside with a range of tools, including hammers and screwdrivers, and continued their building activity. Children follow their own interests and staff follow the children's lead and ask questions, responding to creative play. For example, in the mark making area, we saw children make shapes using paint brushes and water and staff members asking if they could name the shape and what other things they knew of similar shape. Children respond excitedly *"I know! …a football is the same shape as the sun*!"

Children have appropriate opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. With support, children are learning to do things for themselves, such as helping to tidy up. Those who are able, independently use the facilities, such as toilets and handwashing. Children pour their own milk at snack time and can help themselves to fresh drinking water throughout the day.

## Care & Development — Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have concerns about a child. They have a good understanding of children's health needs including allergies, dietary requirements, and medical needs. Staff provide nutritious snacks and meals and offer milk or water to drink. They record accidents and incidents appropriately. Staff sanitise table areas before snack and lunch time, ensure children wash their hands and wear appropriate personal protection equipment (PPE) when preparing food. During nappy changes, staff wear PPE, ensure changing mats are sanitised, and follow the nappy changing procedure as noted in the policy.

Staff are good, positive role models and they speak respectfully to each other. They understand the behaviour management policy and consistently use positive reinforcement. Staff encourage good manners and remind children to say 'diolch' (thank you). They create meaningful relationships with children in their care. Staff offer reassurance and comfort to children who are apprehensive, explaining to them what they will be doing next and then it will be time to go home. This was done in a genuine and caring way which assured the upset child. Staff are friendly, responsive, and attentive to the children's learning and development. They create a relaxed and friendly feel in the nursery where children can confidently play energetically or quietly. Staff plan a wide range of activities in response to children's interests. This promotes curiosity and sustained thinking amongst children using play based learning and positive interactions. We saw staff reading a story to a group of children in a very animated way, which kept the children totally engaged and eager to know what was coming next.

Staff observe the children and plan for their next steps. Staff develop children's skills effectively across areas of learning and do so while children play naturally in the environment. For example, encouraging children to countdown as they blow the house down like the wolf and the three little pigs. Staff know the children well and have a sound understanding of their individual needs, abilities and interests through comprehensive information provided by families. Children with additional needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children. Some promote the use of Welsh language consistently throughout the day.

## Environment — Good

Leaders have effective measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play spaces both indoors and outside. Staff ensure only authorised entry to the setting and maintain a log for any visitors attending. Overall, they complete effective and accurate risk assessments which are regularly reviewed. However, some obvious risks are missed, and action was taken immediately to eliminate these. This included a barrier to prevent older children being able to access a low wall in the outside area. Staff ensure toilets are clean and easy for children to use independently or with supervision if required. Leaders have created a comfortable and suitable sleep room with cots for younger babies. Children are supervised closely by staff while they sleep. Safety certificates are up to date including gas boiler service, electrical testing, and fire safety checks. Fire drills are carried out regularly and these are recorded. Leaders ensure the environment is well maintained.

The environment is inviting and child friendly. The areas are organised effectively, considering the needs and abilities of the children and the space. Leaders supply a variety of resources, including real life and natural items, which are stored at child height to ensure accessibility for children of different ages. Play areas provide interesting spaces for the children to explore and develop their interests, for example under the sea themed resources such as shells, sand tray sea creatures such as octopus, turtle and fish. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriately sized furniture for children to sit at to undertake tabletop activities and eat their snacks. The toilets are child-sized and support children to develop their independence skills.

Leaders have designed the environment so that children have the option to play safely in the outdoors regularly. The outdoor area is spacious and includes an undercover area compromising of building blocks, mark making areas and mud kitchen for mud play mixed with glitter to enhance sensory exploration.

## Leadership & Management — Good

Leaders have a clear vision for the nursery which they communicate successfully to all staff, creating a strong work ethic. There is an established staff team at the setting, and they work well together as a team. They are enthusiastic, motivated and enjoy their work. Leaders are skilled, experienced and manage the setting very well. They maintain detailed policies and procedures that are reviewed and updated as and when required. Leaders provide learning and development opportunities for staff, as well as opportunities to reflect weekly on what went well through regular conversations. They have an effective statement of purpose that accurately reflects the service, and they ensure staff embed the relevant policies and procedures within the setting. Leaders collect, record and maintain all the required information in relation to staff and children. They record children's preferences, and they have the appropriate parental permissions in place. Staff maintain daily records such as daily registers, accidents, and daily risk assessment checklists well.

Leaders collate feedback in a detailed quality of care report which celebrates the setting's achievements and helps plan for future improvements. Clear targets are set which reflect current best practice. The report considers the views of children, staff and parents.

There is a clear system in place to ensure that all staff have current Disclosure and Barring Service checks (DBS). Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. From the sample of files looked at during the visit, all staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. Leaders monitor staff professional development and progress through one-to-one supervision and an annual appraisal. Staff told us they felt supported to do their jobs to a high standard. There is a strong team ethos and their sense of pride in their roles was palpable throughout the setting. Leaders have developed and established strong partnerships with parents and carers, as well as other professionals and the local community. The setting has strong transition processes with the local primary schools to provide consistent care, ensuring a smooth transition. The setting makes regular use of the facilities in the local community including visits to the local shops, train station, parks and the beach. Responses received through questionnaires following the visit were very positive, *"fantastic as a whole, they offer outstanding support and communication, and care for the children is very impressive".*

# 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 22 - Environment | To ensure all areas are risk assessed appropriately each day. |

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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