Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Camau Tirion Llwynhendy

Camau Tirion Llwynhendy, Trallwm Road, Llanelli, SA14 9ET

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camautirion.co.uk

The inspection visit took place on 02/10/2026

Service Information:

Operated by:	First Foundations Nursery Ltd
Care Type:	Children's Day Care
Registered places:	32
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 at the setting. They have a strong voice and experience plenty of enjoyable play and learning opportunities. Children interact well and develop positive relationships with staff and their friends. They are developing a good level of independence in line with their ages and stages of development.

Staff are professional, qualified and highly motivated. They have a good understanding of how to keep children safe and healthy and carry out their roles effectively. Staff are patient, kind and caring towards children and each other. They support children's learning and development well through a range of activities and opportunities, which are led by children's interests and developmental needs.

The environment is secure, clean, and well maintained. A good range of toys, equipment and resources both indoors and out promote children's play. Staff complete daily risk assessments and follow procedures to ensure the environment is safe and suitable for children. Improvements were made to risk assessments during the inspection process to strengthen existing arrangements

further.

Leaders manage the setting well and have a clear vision for the service they provide. They have good systems in place to evaluate the setting effectively, and to make further improvements. There is an efficient team of staff who work well together, and have developed positive partnerships with parents, to ensure the sessions run smoothly and to provide appropriate care and support for all children.

Findings:

Well-being — Good

Children are happy, settled and engaged in the setting. They have numerous choices and opportunities to make decisions about how they spend their time. Children choose which resources they want to play with and decide which activities they want to take part in. For example, some of the younger children play with instruments together in a group whilst others listen and engage in free play. Older children choose if they want to sit for circle time or continue with their chosen activity.

Children cope well with separation from their parents and carers and have positive relationships with each other and staff. We saw children laughing and smiling as they took part in a block building exercise with a staff member. They feel safe and secure as they benefit from thoughtful staff who know them very well. For example, a child sought comfort and cuddles from a member of staff when they were tired.

Children interact well for their ages and stages of development. They are learning to share and take turns when playing with toys. We saw children taking turns playing with the bikes in the outdoor area as well as waiting their turn to access the slide. Interactions between children, staff and their friends are positive. Children confidently explore the environment and engage in child led activities.

Children follow their own interests and become absorbed in activities which are both child and adult led. For example, the younger children enjoy listening to an engaging story and enthusiastically join in with singing *"We are going on a bear hunt."* We saw the younger children persevering as they attempted to a build a tower with the assistance of staff. Older children enjoyed exploring the autumnal themed activity tray, following patterns with leaves and using a magnifying glass to explore items.

Children are learning to develop their independence skills in line with their age and stage of development. They wash their hands and put on their coats independently or with support. During snack time, staff encourage older children to serve themselves with tongs and to pour their own drinks. When they have finished, children are encouraged to clear their plates away, helping them to develop confidence and lifelong independence skills.

Care & Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies, procedures and documentation in place which staff follow when carrying out their roles. There is a designated safeguarding lead and a thorough safeguarding policy and procedure in place. Staff confidently told us what they would do if they dealt with a concern. This demonstrates a good understanding of their responsibilities and commitment to managing safeguarding matters. Nearly all staff have attended the training required within safeguarding for their roles. Arrangements are in place for all staff to complete the required training.

Staff interact with children calmly and compassionately, demonstrating warmth and kindness. They are positive role models who know the children very well. For example, staff use phrases such as *'kind hands'* to encourage sharing with the younger children. Overall, most staff support the children's language development, incorporating Welsh words, and phrases including '*Un, dau, tri'* as well as encouraging participation in familiar songs and rhymes during circle time. However, the use of the Welsh language is not always consistent. Staff consistently praise children and use positive phrases such as *'da iawn', 'superstar'* along with the use of high five hand gestures. Staff and children have strong bonds, and the children feel comfortable asking for help and reassurance when they need it. For example, children ask staff for support with the tongs whilst selecting snack. Staff promote the use of good manners such as, *'please'* and *'thank you.'*

Staff offer healthy and well-balanced meals and snacks which are freshly prepared each day. There are procedures in place for dealing with children with allergies, intolerances, and dietary preferences. Most staff follow and promote appropriate hygiene practices. For example, they actively encourage children to independently wash their hands before eating. Staff use wipes to clean younger children's hands prior to food. However, not all staff members are responsive to ensuring hygiene practice is maintained when hand washing and cleaning children's comforters. During nappy changing, staff follow the nappy changing policy and procedure. We observed positive interactions as staff undertook nappy changes. They sing and interact extremely well with the children including singing songs. Staff support children's physical development by providing daily opportunities to use the outdoor play area and participate in walks in the local community.

Staff understand the needs and interests of the children well. This allows them to effectively support children and provide appropriate resources and activities. Staff offer some planned activities which support children's curiosity, for example adding textures to play dough. They engage skilfully with children during activities and play, for example naming colours as they explore the paint outdoors. Children's progress is tracked through observations, which are then used to plan for the next steps in learning. Children with emerging additional learning needs (ALN) are provided with suitable tailored support from staff who know them well. Staff create a relaxed and friendly feel in the nursery where children can confidently choose to play energetically or enjoy quieter experiences.

Environment — Good

Leaders ensure the environment is safe, secure and well maintained. There is a secure system to enter the setting, and staff and visitors sign in and out. The environment is warm, welcoming and child friendly. Staff complete daily visual risk assessments to identify and minimise potential hazards and risks to children. During the visit a range of risks assessments were in place for areas, however, these did not consider all identified risks. Following the visit, CIW received more detailed risk assessments for areas and activities. Staff maintain the cleanliness and readiness of rooms, toys, and facilities to ensure they are suitable for children's use.

Leaders have created a comfortable and suitable sleep room with cots for younger children. Staff supervise children closely whilst they sleep in addition to the use of a monitor along with written and digital sleep logs. Leaders practice fire drills frequently and maintain detailed records to ensure all staff and children can evacuate the building safely in the event of an emergency. Leaders ensure maintenance checks for the building and appliances are up to date.

The environment is inviting and child friendly. There are many good quality real life, natural and wooden resources for children to access. The areas are organised well, considering the needs and abilities of the children and the space, for example a cosy, sensory area for the younger children. Staff ensure interesting opportunities for the children to explore and develop their interests, for example busy boards, a role play area, themed activity trays and building blocks. The setting promotes diversity and equality and provides some toys and resources representative of different cultures, for example resources linked to celebrations such as Chinese New Year, books and diverse small world characters. The setting has suitable furniture, including tables, chairs and plenty of low-level storage, which allows children to access and choose their own resources. The toilets are child-sized and support children to develop their independence skills. On the day of the visit, we discussed improving children’s privacy by adding doors to the cubicles.

They have organised the outdoor area thoughtfully to include a planting area, artificial grass space for ride-ons, climbing structures and a performing stage. There are also two separate sheltered areas where children can access role play activities, mark making, construction, mud kitchen along with sand and water play. Staff ensure the outdoor area promotes children’s curiosity and exploration, however, not all areas are further enhanced or always resourced, for example the outdoor post office. They provide children with regular opportunities to explore the wider community by walking to the local park.

Leadership & Management — Good

Leaders have a strong vision and are enthusiastic and motivated to provide a high-quality service. They are knowledgeable about their regulatory responsibilities and have engaged positively with Care Inspectorate Wales (CIW) during the inspection process. Leaders play an active role in the day to day running of the service and have a good understanding of the staff, children and the care they provide. They update the setting's policies and ensure staff implement these in practice. Leaders have a detailed statement of purpose in place that provides parents with helpful information and allows them to make an informed choice about childcare. However, information regarding facilities needs to be included to ensure the document fully reflects the service provided. Leaders ensure children's preferences are recorded in detail and have the appropriate parental permissions in place.

Leaders carry out self-evaluation and plan for improvements. They obtain feedback from parents, children and staff, and thoroughly reflect on practice to produce a quality-of-care report annually. This is a meaningful process that seeks to drive improvement at the setting with targets set annually, and leaders demonstrate commitment to continuously improving outcomes for children.

Staff are managed well and work together as a team to provide the quality of care expected by the children and parents. Staff files are well organised and contain the information required. Recruitment procedures ensure suitable persons are appointed. Training opportunities are provided and arranged routinely to ensure staff are up to date with mandatory training such as safeguarding, first aid and food hygiene. Additional training is provided and has included courses on autism and speech and language development. Leaders undertake regular appraisals and supervisions that are integral to their practice and drive improvement. They deploy staff effectively to ensure they meet staffing ratios, and as a result fully meet children's needs. Staff are competent in recording, maintaining, and reviewing a range of records including children's registers, accident, incident, existing injuries and medication logs. However, staff registration records do not reflect times staff leave the building for breaks.

Leaders have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Verbal handovers are exchanged between staff and parents at the start and end of sessions along with daily updates via a digital app. Questionnaires received from parents and staff following our visit are extremely positive. Parents tell us, *'Very helpful staff and management. Involved and present. Great range of activities that promote all different types of development'* and *'friendly staff - my child really enjoys their time in Camau Tirion and is always excited to go in the morning. Good communication through the app and a good range of activities, as well as healthy food choices.'* Staff tell us, *'I've worked here for 10 years and have mutual respect from management and staff. We are a lovely work family.'*

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 10 - Healthcare	Ensure hygiene practises are maintained in relation to hand washing and children's comforters.
Standard 7 - Opportunities for play and learning	Ensure play areas are further enhanced to promote curiosity and children's development.
Standard 5 - Records	Ensure staff members sign in and out during lunch breaks.
Standard 1 - Information	Ensure information on facilities is included in the statement of purpose.
Standard 22 - Environment	Further promote children's privacy within the toileting area.

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)
Ensure all staff consistently promote the Welsh language.

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