Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Teifi Tots Nursery

Clydfan, New Road, Newcastle Emlyn, SA38 9BA

01239711721

www.teifitots.co.uk

The inspection visit took place on 08/09/2026

Service Information:

Operated by:	Teifi Tots Limited
Care Type:	Children's Day Care
Registered places:	30
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 makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy, settled and engaged in their play and learning. They make meaningful choices, express their views confidently and demonstrate a strong sense of belonging. Children interact positively with others, show growing independence and resilience, and benefit from enjoyable experiences that support their development and well-being.

Staff promote children's health, safety and development effectively through nurturing care, positive interactions and strong hygiene practices. They support children's learning through engaging experiences and meaningful play opportunities. Staff promote children's confidence, well-being and overall development through warm, nurturing relationships.

Leaders provide a safe, secure and stimulating environment that supports children's well-being, learning and development. They maintain effective health and safety arrangements, offer welcoming and inclusive spaces, and provide a wide range of good quality resources. Children

benefit from accessible, engaging experiences that promote independence, exploration and creativity.

Leaders provide effective leadership and a strong culture of continuous improvement. They support staff development, maintain positive partnerships with parents and professionals, and use self-evaluation effectively to enhance outcomes for children. Parents highly value the service, and children benefit from consistent care, support and learning opportunities.

Findings:

Well-being — Good

Children have a strong voice and make meaningful choices about their play and daily experiences. They move freely between activities, choose where and who they want to play with and independently access resources throughout the environment. Children expressed their preferences confidently and knew they would be listened to. For example, during singing activities, children requested favourite songs and one child enthusiastically called out, *"again",* showing enjoyment and knowing his voice would be heard.

Children are happy, settled and secure. They separate from parents confidently and seek reassurance, support and conversation from familiar adults when needed. Children proudly shared achievements and invited adults to engage in their play, eagerly showing them their *"soup"* creations. When one child appeared uncertain about our presence, they quickly sought reassurance before returning to play. Children demonstrate a strong sense of belonging. For example, they follow familiar routines with ease and enjoy seeing photographs of themselves throughout the setting.

Children thoroughly enjoy their play and learning experiences. They demonstrate curiosity, concentration and enthusiasm during their play. Children created mud soups and potions, built with crates and pipes, rode balance bikes and engaged in imaginative games such as '*the floor is lava'.* They used pipes as horses, with one child proudly telling us *"Fi'n reido ceffyl"* before later explaining *"ceffyl wedi mynd i gysgu".* Children explored natural materials and spent sustained periods hunting for bugs and examining leaves. They also joined enthusiastically in singing sessions, participating confidently in familiar songs and actions.

Children interact positively and are developing good social skills. They cooperate well, share resources and develop friendships through play. Children worked together to transport loose parts, negotiated roles and took turns on bicycles. They resolved minor disagreements appropriately and showed kindness by helping friends at snack time, for example passing drinking water jugs to one another and helping to tidy away plates before going back to play.

Children develop independence skills very well. They wash and dry their hands independently, use the toilet with minimal support, pour their own drinks and clear away plates after meals. Children are provided opportunities to further their independence. For example, when a child was putting on their shoes, a staff member sensitively supported their independence by asking if help was needed. When the child said no, the staff member continued to observe, allowing them to complete the task by themselves. Children are also developing confidence in using the Welsh language. We heard them using familiar Welsh words and phrases during play and daily routines.

Care & Development — Good

Staff promote children's health, safety and well-being effectively. They follow robust hygiene procedures which are embedded throughout the setting. Staff follow nappy changing procedures appropriately by wearing gloves and aprons, cleaning changing mats between changes and supporting children sensitively throughout the process. They encourage children to wash their hands before eating and after outdoor play and provide clear explanations about the importance of good hygiene. Staff manage children's dietary needs well. They ensure allergy information is displayed clearly throughout the nursery and use effective systems, including colour-coded placemats and labelled plates, to ensure children receive suitable food safely. Staff promote healthy eating through nutritious menus and benefit from the expertise of a cook who has completed specialist training in community food and nutrition. The setting promotes safeguarding awareness through policies, procedures and staff discussions. Most staff demonstrated an appropriate understanding of safeguarding responsibilities. However, not all staff were fully confident in describing the process for reporting concerns regarding staff members.

Staff manage interactions successfully and provide nurturing care. They are warm, patient and respectful in their approach to children. Staff consistently use praise and encouragement to promote children's confidence and self-esteem. They support positive behaviour through explanations, gentle reminders and age-appropriate guidance. For example, when a disagreement arose over a toy dinosaur, staff intervened calmly and helped the children resolve the situation positively. They acknowledge children's achievements throughout the day and celebrate their efforts. Staff have developed secure and affectionate relationships with children, helping them to feel valued and supported.

Staff promote children's learning and development well. They plan activities that reflect children's interests and follow the principles of Curriculum for Wales. Staff make effective use of questioning to extend children's thinking and learning. For example, while children played *'the floor is lava',* staff encouraged discussion by asking questions about colours and temperatures. During outdoor play, staff join children in imaginative games, support problem-solving and encourage them to explore the environment. They respond positively to children's interests and adapt activities to maintain engagement and extend learning opportunities. Staff embed the Welsh language naturally throughout the day. They consistently use Welsh words and phrases during routines and mealtimes, sing Welsh songs and provide simple Welsh instructions and greetings.

Environment — Good

Leaders ensure children benefit from a safe and secure environment. They maintain effective security arrangements, with controlled access to the setting and locked external gates. Leaders have comprehensive risk assessment systems in place covering activities, individual rooms, outdoor play, fire safety and extreme weather conditions. They monitor health and safety effectively through regular checks, cleaning schedules and ongoing review of the environment. Leaders maintain robust fire safety arrangements, including regular evacuation drills, alarm testing and records of emergency procedures. They ensure toilet facilities are clean, child-friendly and appropriately stocked, and appropriate safety measures are in place throughout the nursery, including radiator covers, window restrictors and regularly tested safety equipment.

Leaders provide a welcoming, nurturing and well-organised environment that supports children's learning and development. They ensure rooms are arranged thoughtfully, enabling children to move freely and access resources independently. Leaders store resources at child height and design learning spaces to promote exploration, creativity and choice. They have created a range of inviting areas, including spaces for reading, role play, construction and creative activities. Leaders promote children's sense of belonging through displays of their photographs and examples of their creative work. They also ensure children have access to areas where they can relax and enjoy quieter experiences, such as the reading dome. Leaders make effective use of both indoor and outdoor spaces, including direct access from the toddler room to encourage free-flow play and enable children to move easily between different areas.

Leaders provide a wide range of good quality resources and equipment that meet children's needs and interests. They ensure resources are varied, plentiful and suitable for children's ages and stages of development. Leaders provide open-ended materials, including loose parts, natural resources, mud kitchen equipment, construction materials and small world resources, which encourage creativity, problem-solving and investigation. They promote physical development through access to balance bikes, climbing resources, digging areas and outdoor play equipment. Leaders provide books in both Welsh and English and provide resources that promote diversity and inclusion, including multicultural dolls, dressing-up clothes and opportunities to celebrate different cultures and events.

Leadership & Management — Good

Leaders manage the setting well and have a clear focus on achieving positive outcomes for children. They are approachable, reflective and committed to maintaining a positive culture within the setting. Leaders engaged openly and positively throughout the inspection process and demonstrated a willingness to discuss practice and consider areas for improvement. They ensure policies and procedures are regularly reviewed and updated to reflect current practice and requirements. Leaders have established effective communication systems which help keep parents informed through daily discussions and an online application.

Leaders demonstrate a strong commitment to continuous improvement. They evaluate the quality of the service and use their findings to identify strengths and areas for development. Leaders have completed a quality of care review which reflects on practice and helps drive ongoing improvement. They have made positive progress since the previous inspection, including enhancing learning environments, securing grant funding to improve resources and participating in quality assurance programmes. Leaders show a willingness to reflect on the service provided and take appropriate action to improve outcomes for children.

Leaders support staff effectively to develop their knowledge and skills. They provide access to a range of training and professional development opportunities which help staff maintain and enhance their practice. Training records showed staff had completed training in areas including safeguarding, first aid, food hygiene, infection control, language development and fire safety. Leaders promote a supportive working environment and encourage staff development. They have established positive working relationships within the team, and staff spoke positively about the support they receive from managers and colleagues.

Leaders work effectively with a range of partners to support children's care, learning and development. They have developed strong relationships with parents and collaborate successfully with umbrella agencies and professionals. Leaders use these partnerships to help ensure children receive appropriate support when needed. They actively promote Welsh language and culture throughout the setting and have achieved recognition of their commitment. Parents and carers provided highly positive feedback about the service. They described staff as friendly, caring and supportive and valued the high standard of care provided. Parents praised the effective communication systems, the range of learning opportunities available and the strong arrangements in place to keep children safe. They reported that children are happy, settled and thriving at the nursery. One parent told us their child had *"flourished and progressed amazingly well"* since attending the setting.

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 20 - Safeguarding	Ensure all staff have a clear understanding of how to report safeguarding concerns regarding adults working within the service.

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)
Develop a safeguarding display to ensure designated safeguarding leads and reporting information are clearly visible to families and visitors.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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