Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Trysor Bach

Betws County Primary School, 32 Betws Road, Ammanford, SA18 2HE

01554742447

Date(s) of inspection visit(s): The inspection visit took place on 26/11/2025

Service Information:

Operated by:	Carmarthenshire County Council Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	12
Main language(s):	Welsh
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 communicate confidently as their wishes are considered. They feel happy and are given consistently good opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently.

Staff understand the setting’s policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, and they build the confidence and self-esteem of the children in their care.

Leaders implement clear and effective measures to ensure children's safety. They are aware of their responsibilities and maintain clear risk assessments. Leaders provide a stimulating environment and quality resources and ensure children can access these throughout their time in the setting.

Leaders provide clear policies and procedures, in line with regulations and the National Minimum

Standards. They ensure staff are supported well and are given appropriate training for their roles. They have strong partnerships with the school, health professionals and parents who are all supportive of the setting.

Findings:

Well-being — Good

The child's voice is a strong aspect of the setting, where children are consistently given opportunities to make choices and decisions which affect them, such as, where they play and with whom. Children are happy and confident to move around the areas such as developing their skills using scissors or moving to the role play area to make cups of tea. Children are confident to follow their own interests and choose when they wish to leave one area to begin another task. For example, we saw one child who was serving tea, then moving to sit close to a staff member to brush their hair, demonstrating confidence and contentment.

Children are clearly settled because they are relaxed and feel safe. They arrive and are supported to settle in. For example, on the day of our visit, children were welcomed into the setting to see the decorations on the Christmas tree and were encouraged to help themselves to more decorations from a basket to continue decorating the tree. Children are familiar with the routine of the session and feel reassured as they enjoy aspects of the session's structure, such as the timer before tidying up and washing their hands before snack.

Children are confident to interact with each other and with staff. They call staff by their names and are confident to ask for help. During a table activity, where the children could look at Christmas catalogues, children chatted openly about which toys they liked. Children laugh, chat, sing songs and are sociable during their play.

Children enjoy their opportunities to play and learn and consistently follow their own interests. For example, whilst exploring the mud, bugs and dinosaurs at the wood table, children took an interest in carrying the mud to the carpet area. This led to children spontaneously going to look for pans and brushes in the home corner and they continued to immerse themselves for an extended period of time, brushing and clearing the mud from this area. Children enjoy the opportunity to explore daily activities such as mark making as they write their own Christmas cards. Nearly all children enjoy the responsibility of collecting resources for circle time such as scarves from a basket and are enthusiastic to join in adult and child led activities.

Children at this setting are developing their independence skills well. For example, children enjoy taking part in 'Amser Cylch' and focus as they decide in which fishbowl they place their fish. They enjoy the independence of dressing up themselves and looking in the mirror. They are confident to wipe their own noses and put tissues in the bin. Children decide for themselves when they wish to go to the toilet and understand they need to wash and dry their hands afterwards. During snack times, they independently pour their own drinks and tidy up competently. Similarly, whilst preparing for outdoor play, they put on their coats and have a go at the zips on their clothing.

Care & Development — Good

Staff are experienced and knowledgeable and they understand the setting's policies and procedures, implementing these consistently. They promote healthy lifestyles and children's personal well-being. Staff understand the setting's safeguarding procedures and know how to raise concerns, confidently explaining the setting's procedures. They are developing their safeguarding posters further to include the setting's designated safeguarding officers. Staff have completed appropriate safeguarding training in line with requirements. They manage risks effectively and keep children safe. For example, they practice clear hygiene practices such as encouraging children to wash their hands after toileting routines and wiping down surfaces before snack times. Staff carry out nappy changing procedures with dignity and privacy, chatting warmly during these routines. They follow effective practices as they prepare snacks, and we saw this working effectively. They offer foods which are varied, healthy and nutritious and are aware of children's individual needs. Staff safeguard children with allergies and intolerances, and we saw posters in the kitchen area to support safe practices. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and work closely with external professionals to support children's individual needs. We saw this working effectively on the day of our visit. Staff ensure accident and incident records are completed in line with requirements and keep the necessary documents should they need to administer medication.

Staff work well together and are kind as they consider children's needs carefully. Staff are good and effective role models and promote manners, turn taking and extend the children's thinking. They communicate with each other respectfully, so children hear this communication. Staff interact consistently with the children and demonstrate care and patience as they support them in their tasks. For example, during an activity where children used scissors to cut their chosen resources from catalogues, staff responded effectively. "*It doesn't work? Show me. I'll hold the paper, and you can cut."* Staff know children well and support them to settle in, as well as with their individual needs and in their development. They praise children and promote their confidence such as, *"good sticking, you need to put this in your bag for later."* Staff offer gentle guidance as they teach children to consider risks and to think about their actions. For example, they support children to understand how to hold a scissors and chat effectively with them about being careful, and to put these back, before playing somewhere else.

Staff provide a range of opportunities for children to learn new skills. They are continuing to develop their Welsh language skills to enhance their provision. Staff consistently support children to develop and progress in their development. They prepare visual and detailed documents around their planning and work with the children to choose what they would like to do around their chosen themes. We saw how children and staff explore different ideas as these are displayed around the environment. Staff keep detailed planning books which demonstrate activities throughout the year as well as preparing children's individual files of their crafts and the children's learning journeys.

Environment — Good

Leaders ensure the building is secure with clear processes in place for the safety of children, staff and visitors. Leaders and staff greet children at the main entrance and ensure arrival and departure procedures are clear and safe. They ensure all visitors sign in at the main school as well as the visitors book at the setting. Leaders respond effectively to requirements from the previous inspection and keep effective fire drills in place for the setting. They ensure fire evacuation plans and procedures are firmly embedded and ensure fire equipment is serviced. Leaders keep a range of risk assessments which are reviewed annually and include indoor and outdoor activities such as visits to the local park. They keep an effective health and safety file which includes annual service and maintenance certificates. Leaders ensure children and staff are always signed in and out of the premises. We saw first aid kits in designated areas of the setting and information boards for parents and visitors which displayed staff posters, policies and procedures,

Leaders offer a welcoming indoor environment which provides an open space with plenty of natural light. The space is used effectively to create stimulating and interesting areas for play. For instance, a carpeted Christmas area where children enjoy circle time, an exploratory area with a wooden table which is filled with weekly activities such as earth, dinosaurs and magnifying glasses. Other areas include crafts; role play and a cosy corner where children can relax on cushions to look at story books. Leaders ensure children can develop their sense of identity and belonging here as they display framed and hanging photographs of the children's families. Other areas include, dressing up, a sensory area and a further mark making area where children can decorate their own Christmas cards. Leaders offer an open plan and fully equipped kitchen within the main play area, designed to ensure staff do not need to leave other staff to prepare snacks. The toilet area is close by and accessible from the main playroom enabling children to be independent with their toileting and handwashing. They offer a fully stocked storeroom where the setting's documents are securely stored. In the enclosed outdoor area, leaders offer a safe space for children to play under sheltered areas as well as using resources such as the climbing apparatus, and a pirate ship. However, this area is limited and continues to be under development.

Leaders offer resources which are age appropriate and of the highest quality and these are used effectively to offer exciting, stimulating and interesting activities. Resources are stored in low storage areas, offering open shelving so children can help themselves. Leaders keep a stocked store cupboard, and children are familiar with its contents as we heard one child asking if they could have the frog from the cupboard. Leaders and staff prepare meaningful displays, such as a birthday board, a board which displays photographs of children enjoying activities, children's voices and rights, a Wal Waw, and a themed 'Dinosoriaid' board where children fill this week by week with their own work. Leaders ensure children experience other cultures and significant events such as Diwali, Remembrance Day and Children in Need.

Leadership & Management — Good

Leaders have a clear vision for their setting and work well together to ensure children receive consistently good levels of care and safety. They understand their regulatory responsibilities and keep records in line with the National Minimum Standards. Leaders offer comprehensive policies and procedures which they review at least annually and keep the relevant documentation such as insurances. The setting's statement of purpose reflects current practices and arrangements and children's files include all the required signatures including consent for all aspects of children's individual needs, care and activities.

Leaders prepare a quality of care review which reflects their service. We saw evidence that their actions for improvements, such as including real life objects, photographs, including children in the planning process, and continuing to support children with ALN have already been actioned and embedded successfully.

Leaders support staff effectively and have created a happy working team and ethos. Staff are experienced, knowledgeable and enthusiastic. They work well together and welcome relief staff effectively. Staff use their skills and strengths to ensure children benefit from their individual contributions. Leaders keep staff files which are up to date and ensure processes such as annual appraisals and regular supervisions are meaningful. Staff mandatory training is up to date such as Paediatric First Aid and Food Safety, and certificates are displayed including additional training such as food allergy and intolerance.

Leaders have established a strong partnership with the school community, and as they are based on the school site are included in many aspects of school life and events which supports effective transition processes. In addition, leaders and staff work closely with external professional partners to enhance practices, resulting in a higher level of support, care and early education to children as well as supporting families. Leaders and staff take opportunities to be part of the community and plan additional experiences for the children such as walks to the park.

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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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