A report on

Y Cam Cynta

Y Cam Cynta
Carmarthen
Carmarthenshire
SA32 7AB

Date of inspection: November 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Y Cam Cynta

Name of setting	Y Cam Cynta
Category of care provided	Full Day Care
Registered person(s)	Jennifer Jones
Responsible individual (if applicable)	
Person in charge	Llinos Evans
Number of places	30
Age range of children	6 months to 5 years old
Number of 3 and 4 year old children	10
Number of children funded for early education	10
Opening days / times	Monday to Friday 8am – 6pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Date of previous CIW inspection	18 October 2022
Date of previous Estyn inspection	4 December 2019
Date(s) of this/these inspection visit(s)	25/11/2025
Additional information	

Summary

Theme	Rating
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

We informed the provider of Areas for Improvement where there was non-compliance with the regulations. No notice was issued but this was identified as an area for improvement which the Registered Person must address. Information about all instances of non-compliance will be included in a Summary of Improvement Action which will be published on the CIW website only.

Recommendations

R1 Develop formal supervision processes.

R2 Address the areas of non-compliance identified during the inspection.

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Excellent

Nearly all children are very confident communicators. They make decisions confidently, follow their interests independently and make choices successfully. For example, they choose songs to sing, whether to play indoors or outdoors and share views on their favourite things. Nearly all children move around the learning areas easily and confidently, choosing from the wide range of activities independently.

Most children settle successfully and feel safe in their environment. They develop a close relationship with the practitioners and many of them are happy to chat informally with visitors. For example, children are eager for visitors to sit on a chair by the table to share their activity. They greet each other amicably and play together happily in the learning areas. Almost all are familiar with the daily routines, and comply with procedures with ease, which gives them assurance as they cope with new experiences.

Nearly all children interact extremely well with their peers and the practitioners in line with their age. They develop a kind, respectful relationship with others. For example, the younger children thoroughly enjoy waving to the practitioners in the morning or smiling in a friendly manner at their friends who arrive to play. They show respect and share resources with friends extremely well when playing and during snack time.

Nearly all children choose their play areas confidently and join in activities they enjoy. They get excited when they hear the ‘Mr Hapus’ (Mr Happy) song and join in with the singing enthusiastically. Nearly all children listen to instructions from practitioners to keep them safe, for example when practitioners ask them to sit at the table. Children are inquisitive and are eager to show what they have learnt to an adult. One child was eager to show the different colours to a practitioner, and name his best friend's favourite colour. The rest of the children join in confidently to name their favourite colours.

Nearly all children lead their play in a mature way by choosing play resources to complete their personal tasks successfully. Nearly all children develop good independence when undertaking self-care skills, such as wearing coats and washing their hands. They put equipment away in the appropriate places at the end of activities successfully without any adult intervention. Almost all move around confidently and independently from one area to another, including the outdoor area.

Learning (only applies to three and four year old children who do not receive education in a maintained setting): Good

Most children make good progress from their starting points and are successfully developing their skills across all learning areas. They listen and communicate well while playing and interacting with practitioners and friends. They demonstrate perseverance and resilience and immerse themselves in their play, for example, when caring for the baby in the house.

Nearly all the children are developing good oral skills and have well-developed language skills and an extensive vocabulary. For example, when discussing how Santa Clause gets

inside the house during Christmas, some offer reasoning for their responses. They respond confidently in Welsh and join in during circle time enthusiastically. The majority of children enjoy mark-making using a range of large and small mark-making tools successfully, for example, when marking with chalk outside, and when decorating paper plates.

Nearly all the children enjoy beneficial opportunities to learn about other cultures and beliefs, through discussions, stories and activities. For example, they read a wide range of books that include characters from different cultures to promote their cultural awareness effectively.

Most children's numeracy skills are developing strongly, with the majority able to discuss colours and numbers in Welsh. They experiment skilfully with shape while building blocks and use accurate mathematical vocabulary when describing position whilst creating a path for the truck on the carpet. The majority count to 10 confidently, for example when counting up to the date together.

Most children's digital skills are developing purposefully. They use a range of equipment independently to enrich their play and learning, such as role-play with computers and take pictures with a digital camera.

The majority of children's creative skills are developing effectively. They make sensible decisions and choices about what equipment to use when working creatively. Most children can express themselves well when undertaking role-play activities in a real-life context, for example they roll, press and cut dough when baking cakes.

Nearly all the children explore the outdoor area confidently and develop their physical skills effectively, for example when digging and pushing a wheelbarrow. They are physically active, in line with their development stage. The majority of children develop coordination skills demonstrating increasing control, for example when travelling in various ways to wash their hands, such as crawling and stomping.

Care and development: Good

Most practitioners understand and implement policies regularly and promote healthy lifestyles, physical activities, personal safety and well-being. They use the practices learnt from their training on safeguarding children effectively and understand their duties well. Practitioners maintain correct records of incidents at the setting. For example, they ensure that parents sign to confirm they are aware of any accident or medicine that has been given. Practitioners implement sound processes to prevent the spread of infection. For example, they encourage children to wash their hands as needed and follow effective practices when handling food and changing nappies. Practitioners implement risk assessment systems and complete effective daily checks to identify and remove risks. They promote healthy eating and exercise successfully and ensure children spend time outdoors in the fresh air. Nearly all practitioners have up to date certificates for paediatric first aid training, food hygiene and safeguarding. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

There is a very close relationship between the practitioners and the children. They know the children well and respect them. All practitioners allow children to choose resources and the

play areas that are of interest to them and respond to their needs at all times. Practitioners are excellent role models and speak with children in a gentle and calm manner. They follow the full behaviour management policy and use positive behaviour strategies regularly. For example, they bend down to the children's level when discussing matters calmly, such as sharing, using strategies to attract the children's attention. Most practitioners praise children for being courteous by saying "da iawn!" (well done) and after completing tasks. They listen carefully to children's voices. They are sensitive to children's needs and maximise opportunities to develop their vocabulary as they play.

Practitioners know the children well and have a thorough understanding of their needs and stage of development. They respond to children's individual needs promptly. They immerse the children in the Welsh language successfully in a skilful way through songs, questions, focussed activities such as story time. Leaders follow purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. They follow and maintain any support the children need confidently. For example, they ensure that additional support is provided for children who need more time when changing from one activity to another so they can join in with the play in their own time.

Practitioners collect valuable information about the children's individual needs and preferences before they start at the setting. They assess a range of children's skills and are aware of their next steps in their development. The activities planning process ensures that the voice of the children is strong and develops a range of the children's skills. Practitioners observe and assess the younger children whilst playing and use the information to choose the next steps in the child's development. They share information about their children's development with parents regularly.

Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting): Good

Practitioners have a close relationship with children and understand their needs well. They work together effectively to provide an extensive curriculum which responds to children's needs appropriately. Practitioners plan thoroughly for play and learning experiences in order to develop all the children's skills robustly. As a result, the children are inquisitive, play for extended periods and are fully immersed in their activities. They encourage the children to be independent, for example by getting their coats and pouring their own drinks.

Practitioners plan interesting opportunities to encourage children to develop effective numeracy and literacy skills, such as by counting the number of children present during circle time. They encourage the children to think about what they are doing by asking and answering questions skilfully. They model clear verbal language using suitable vocabulary and syntactic patterns when chatting naturally with children.

Practitioners provide appropriate opportunities to support children's digital skills effectively. There is a wide range of digital resources in all areas, including cameras, speaking spots and a CD player, which encourage children to use them purposefully. They use a range of open-ended resources and small and large loose parts effectively to promote children's problem solving skills and thinking skills effectively

Practitioners ensure that a range of indoor and outdoor play and learning experiences are available that have a positive effect on children's fine and gross motor skills development. They develop their physical skills successfully by planning valuable experiences for children to take risks. They provide valuable opportunities for children to learn in a practical manner and to be creative, such as plan for them to follow a recipe to make hot chocolate in the kitchen and mix paint outdoors.

Practitioners maintain a good understanding of the importance of child development. They work together effectively to ensure that there are robust plans and procedures in place for children with additional learning needs. Practitioners undertake valuable observations, maintain detailed records and share information with each other skilfully. They use this information effectively to plan learning experiences which responds to each child's individual needs successfully.

Environment: Good

Leaders ensure there is a welcoming and safe environment which is effective in stimulating children's play. Leaders ensure that there is a good level of hygiene in place. They maintain a cleaning schedule and good infection control processes which means that the setting is clean, and risk assessments and fire drills are held regularly to ensure children know what to do in an emergency. Leaders complete general risk assessments, that are reviewed regularly. These inform the daily check lists that are completed by practitioners to check the risks to children and eliminate them as much as possible. Leaders ensure that safety checks of the environment are held and respond to any problems promptly. They ensure that policies, records and relevant information on the environment are available to practitioners. For example, they have copies of policies and records by the door on the process for collecting children and what to do if a child has not been collected.

Leaders ensure that the environment is appropriate for children and adults. They have an office used for confidential discussions, and a separate kitchen and staff room. The indoor and outdoor areas have been arranged appropriately with interesting areas to play and learn which are appropriate for the children's age and level of development. The learning and play areas support children's interest and enable them to explore purposefully. Practitioners ensure that the areas provide a range of stimulating experiences that encourage children to go from one activity to another independently. This contributes to developing children's skills and understanding effectively. Leaders and practitioners create a strong sense of belonging. For example, they display photographs of children undertaking activities and during a visit to a local art gallery.

Leaders ensure that children have access to a range of good quality resources and equipment. Items are stored effectively to ensure they are kept clean and in an excellent condition. There are appropriate furniture and facilities, including chairs and tables of appropriate sizes to ensure children are comfortable. This contributes to developing children's independence when collecting and returning equipment to the appropriate places successfully. Their toilet facilities and wash basins encourage children's independence further and their nappy changing processes ensure and respect children's privacy. Leaders ensure children are aware of diversity in the community by visiting the local area and through stories and celebrating different traditions. They provide a number of multicultural

toys and books that support children to develop their early understanding of different cultures successfully.

Leadership and management: Good

Leaders ensure that the setting's leadership strategies are sound and focus on improving provision and children's outcomes effectively. They set high expectations consistently well by supporting and challenging everyone to do their best. They address concerns appropriately by referring children to the correct agencies to support individuals effectively.

Leaders have a good range of policies and procedures to ensure that the service runs smoothly from day to day. Leaders have completed notifications for changes to the service.

Leaders prioritise the issues they wish to improve and act on them promptly and effectively. They take the views of practitioners and parents and carers into account effectively, collecting feedback regularly via questionnaires. They provide opportunities for practitioners to contribute to the setting's self-appraisal purposefully. As a result, leaders improve the provision successfully. For example, they have worked with each other to develop a woodland area on the land of the school, which is nearby, to offer a wider range of experiences for children.

Leaders use documents to reflect on the provision's strengths and the children's progress purposefully. Also, they set meaningful targets to address and appraise their work each term, recognising the way forward to ensure successful development and improvement. However, leaders have not completed the Self Assessment of Service Statement (SASS).

The sound evidence of the use of the Early Years Pupil Deprivation Grant shows an effective use of funding and grants. Leaders have developed an outdoor area that allows children to make choices regarding where to play independently. This has had a positive effect on the children's social and physical skills development.

Leaders create valuable links with a range of partners to improve children's health, learning and well-being. They have sound links with the local authority's support officers and the local library and school. Leaders create valuable links with the wider community and invites local people to speak with the children, including visits from the area's postman. The weekly visits to the library and swimming lessons at the local leisure centre contribute to creating a sense of belonging to the community successfully.

Leaders maintain good recruitment processes. They complete relevant and appropriate checks including Disclosure and Barring Service (DBS) checks before staff start in their role. Leaders arrange staff effectively, ensuring that they are fully aware of their roles and responsibilities. They receive annual appraisals and informal supervision sessions which ensure they are given valuable support and opportunities to discuss matters of concern. This contributes to ensuring that each member of staff is happy and receives valuable professional development opportunities. However, leaders do not formally record the supervision sessions.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point rating scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysg (Welsh to English).

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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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Daethom o hyd i ganlyniadau posibl gwael gan nad yw Arolygiaeth Gofal Cymru wedi cael gwybodaeth am ddatganiad hunanasesiad y gwasanaeth. We found potentially poor results because Care Inspectorate Wales has not received information about the service's self-assessment statement.	25/11/25

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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