Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cywion Bach

Meithrinfa Cywion Bach Nursery, Idole, Carmarthen, SA32 8DG

01267234322

www.cywionbach.co.uk

The inspection visit took place on 08/07/2026

Service Information:

Operated by:	Cywion Bach Cyf
Care Type:	Children's Day Care
Registered places:	54
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	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Good

Summary:

Children feel safe, happy, secure and valued. They demonstrate a strong sense of belonging and form warm, trusting relationships with staff and peers. Children make meaningful choices throughout the day, confidently express their preferences and contribute ideas that directly shape planning. They interact exceptionally well, co-operating, sharing resources and taking turns with minimal support.

Staff provide highly effective care and support that promotes children's safety, health and development. They implement robust safeguarding and risk management procedures, maintain strong communication with families. Staff plan a wide range of engaging learning experiences, support language development and respond well to children's individual needs.

Leaders provide an outstanding environment that provides enriching, fun play experiences where the children thrive. Children benefit from a spacious, welcoming and well-organised environment

with extensive indoor and outdoor play opportunities.

Leaders have a clear vision for the service which supports positive outcomes for children. They promote a positive culture of continuous improvement and use self-evaluation and stakeholder feedback to support service development. Staff are supported and the strong partnerships with parents and external organisations enrich children's experiences.

Findings:

Well-being — Excellent

Children strongly influence how they spend their time at the setting. They make meaningful decisions about what they want to do, and they thoroughly enjoyed exploring the varied and interesting environment. Children of all ages benefited from the varied experiences available, allocated time for each age group meant they could make the most of their time in each play area. Children are highly engaged in their play and learning because their ideas are valued and they influence planning. We saw children fully involved in a range of experiences, including water play, painting and playing tag. For example, children suggested ideas for outdoor water play and staff responded positively by providing additional resources and joining in their play. As a result, children sustain high levels of interest and enthusiasm.

Children feel exceptionally safe, happy and valued. They settle quickly into daily routines and move confidently throughout the setting, demonstrating a strong sense of belonging. We saw children who were relaxed, comfortable and content in their surroundings. For example, babies were comforted during hand overs from parents. They form warm relationships with staff and peers and benefit from consistent care and support that helps them develop confidence and self-esteem. Staff contribute positively to children's experiences by joining in activities and sharing their enjoyment. Children also spoke confidently with staff and inspectors about their wishes and preferences.

Children interact extremely well and show a very strong understanding of how to play and learn alongside others. We saw children co-operate successfully, share resources and take turns throughout the day. For example, children willingly shared equipment and waited their turn when pouring water through wall-mounted pipes. Children move confidently between activities because they are familiar with regular routines, with staff supporting children calmly and consistently.

Children develop very strong independence skills and show confidence in their abilities. They make choices and manage tasks for themselves throughout the day. At lunchtime, children helped themselves to potatoes and vegetables from shared serving bowls using a spoon. Children confidently tried new experiences, including climbing steps and using bicycles while wearing helmets. They also developed important social and independence skills as they shared resources appropriately. Children also demonstrated responsibility and care for their environment. Following a painting activity involving toy tractors and cars being dipped in paint and rolled down a slide, children helped to clean the resources used, and continued cleaning other areas after washing the toys.

Care & Development — Excellent

Staff demonstrate a very strong commitment to keeping children safe and healthy. They follow effective procedures to identify and manage risks. Staff maintain clear safeguarding practices, including the completion of safeguarding documentation. Children benefit from healthy and plentiful meals and snacks, which support their well-being throughout the day. Staff show a secure understanding of accident and incident procedures and are confident in their responsibilities for promoting children's safety. Communication with parents is a particular strength of the setting. Staff use an online application consistently to share information and keep parents informed about their children's experiences. Feedback and information shared by parents demonstrate that staff maintain very effective communication with families. These highly effective practices help ensure children's health, safety and well-being are promoted to a very high standard.

Staff demonstrate excellent practice in managing interactions and create a warm, respectful atmosphere throughout the setting. They engage extensively with children across all parts of the day, not only during planned activities but also while children wait to wash their hands, walk through the corridor and take part in lunch and snack times. Staff sing, talk and show genuine interest in children, helping to maintain positive and meaningful relationships. We saw staff deal with minor disagreements calmly and without unnecessary fuss, responding appropriately to individual situations. Staff are also excellent role models for children. They treat one another with respect and demonstrate positive relationships in their daily practice. As a result, interactions are consistently nurturing, and children benefit from highly effective support that promotes positive behaviour and respectful relationships, helping them thrive and make strong progress.

Staff promote children's play, learning and development and show a strong understanding of children's individual needs. Staff know the children well and use observations and photographs recorded on the setting's online application to monitor and record developmental progress. Staff plan a wide range of engaging experiences that support children's learning and development, including painting, water play, singing using musical instruments, exploring patterns with paint and rolling objects down a slide. They implement the Active Offer effectively, naturally incorporating Welsh language words and colours into daily play experiences. They promote language development by introducing vocabulary such as "next", "then" and "wait" during play activities, supporting babies' emerging communication skills in both English and Welsh.

Children benefit from opportunities to choose between staff-led activities and free play, allowing them to follow their own interests. Staff respond well to children's developing independence, providing guidance when needed, such as supporting children to use cutlery appropriately at lunchtime. Parents speak highly and positively about the varied creative and educational opportunities available and the regular access children have to outdoor experiences.

Environment — Excellent

Leaders place a very high priority on children's safety and maintain a secure environment. We found all areas used by children were well managed and enabled children to remain safely within their designated spaces. Staff communicate effectively using walkie-talkies and provide cover for one another when required, helping to maintain appropriate supervision. Leaders operate robust security arrangements, including the use of an online application to record arrivals and departures, cameras within rooms, a visitors' book and locked gates when specific areas are being used. We saw daily completed and signed risk assessments displayed in each room. Fire safety is promoted through regular fire drills. The environment is clean, tidy and well maintained, and children have access to good quality resources and equipment. These measures contribute to a safe environment where children's well-being is protected effectively.

Leaders provide an environment of very high quality that meets children's needs extremely well. Children benefit from extensive space across the setting, with most rooms being large and offering a wide variety of areas for play. Leaders organise the environment thoughtfully to promote children's independence. We saw resources placed at children's level throughout the setting, enabling children to access materials independently and make their own choices during play. The setting is welcoming and child-centred, with children's work displayed on the walls, helping to create an attractive and engaging environment. Children also benefit from ample outdoor space, which further enhances opportunities for play and exploration. For example, we observed children enjoying their snack outdoors and confidently engaging in positive risk-taking. The combination of spacious accommodation, readily accessible resources and well-presented surroundings creates an inviting environment where children can play and explore with confidence.

Leadership & Management — Good

Leaders provide a meaningful direction for the setting and promote a positive culture for children and staff. The Statement of Purpose and policies give an accurate picture of the service. Policies and risk assessments are reviewed and accessible to staff. However, opportunities remain to further strengthen and embed arrangements for evidencing that all staff have read, understood and acknowledged reviewed and updated policies and risk assessments. Leaders communicate their expectations clearly and ensure staff understand their role in creating a happy and welcoming environment for children. Staff meetings are well organised and follow a clear structure, enabling discussion of important matters relating to the running of the setting.

Leaders have effective arrangements to evaluate the quality of the setting and produce a detailed quality of care report which is used to plan for ongoing improvement. They gather and use feedback from staff, parents and children through questionnaires to help identify priorities for development. Leaders use self-evaluation effectively and demonstrate a commitment to continuous improvement. All staff are qualified with many holding qualifications above those expected for their roles, reflecting leaders' positive approach to staff development. Leaders also seek opportunities to strengthen practice further and are working towards recognised quality standards, including recognised accreditation schemes.

Leaders manage staff and resources effectively to support positive outcomes for children. They ensure sufficient staffing ratios. However, staff do not record their official breaks meaning there isn't an accurate record of who is responsible for always caring for the children. Staff spoke positively about the support they receive from the management team and told us leaders encourage them to undertake training. We saw evidence of supervision sessions, appraisals and staff observations, which help leaders monitor practice and identify targets for development. Although a timetable for supervision and appraisal was in place, it had not been followed consistently. We found a stable staff team, with many staff remaining at the setting for several years, supporting consistency for children and effective teamwork.

Leaders have developed valuable partnerships that enhance children's experiences. These include links with external organisations such as the fire service and they have recently been awarded Mudiad Meithrin's Gold Safonnau Serennog award. We received very positive feedback from parents about communication, community links and the care and support provided to children. For example, *'Staff communicate well with parents. the app is fantastic for sharing all information. They integrate the children fantastically with the local community and services. The care and support my son receives is second to none. Most importantly - my son LOVES attending!'* These partnerships contribute positively to children's experiences and the life of 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 15 - Staffing ratios	To embed staff signing in and out of their base rooms during their official break.
Standard 13 (Day Care) - Suitable Person	Ensure that supervision and appraisal processes are embedded in practice through the implementation of a clear and consistent timetable.
Standard 18 - Quality assurance	Embed effective processes to evidence that all staff have read, understood and acknowledged all reviewed and updated policies and risk assessments.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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