Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Glangwili Day Nursery

Glangwili General Hospital, Dolgwili Road, Carmarthen, SA31 2AF

07375023731

The inspection visit took place on 03/02/2026

Service Information:

Operated by:	Willow Daycare Limited
Care Type:	Children's Day Care
Registered places:	53
Main language(s):	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 have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from an interesting range of opportunities for play and learning and develop good independence skills.

Staff promote children's health, safety and wellbeing effectively through secure safeguarding knowledge, clear routines, and consistent hygiene and sleep practices. Interactions are calm, positive and nurturing. Staff use praise, guidance and teamwork to support children's social and emotional development. Children benefit from a wide range of engaging learning experiences linked to the Curriculum for Wales. Staff monitor progress through regular observations and respond appropriately to individual needs, including additional learning needs (ALN.) Staff use the Welsh language naturally throughout the day.

Leaders ensure the nursery is welcoming, safe and secure. Furniture, equipment and resources are of good quality, clean and accessible to children. There are outdoor play areas suitable for the age ranges, however, this is not always fully utilised, and leaders are currently developing this aspect of the provision.

Leadership is effective, with the new manager providing clear direction and supportive guidance for staff. Records, staff files and training are well maintained, and improvements have been made through ongoing self-evaluation. Partnerships with parents, external agencies and the local community are positive.

Findings:

Well-being — Good

Children feel safe and secure. Nearly all children are content, settled and show enjoyment. Children have a strong voice and make choices and decisions about what they do and how they spend their time. For example, a young child stood by the door and stated they wanted to go outdoors. Babies have plenty of time to explore their environment and the range of stimulating resources available to them. For example, a tuff tray with spaghetti and items of different textures. Older children make purposeful choices from a good selection of toys, resources and activities. For example, using the train track as a path for the toy vehicles. Children's needs and preferences are considered and respected. Those who are new to the nursery and are still settling in, seek comfort and reassurance from staff who respond with warmth and kindness. Children make decisions about their play, moving freely between activities which capture their interest. Babies follow their individual sleep and feeding routines. Children know the routines well, allowing for smooth transitions throughout the day. For example, they know to wash their hands before eating.

Children interact well for their ages and stages of development. They are learning to share and take turns when playing with toys. We heard one child tell others, *'Children, we are sharing, okay?'* as they took part in a role play situation pretending to eat ice cream. We saw older children taking turns playing with the swing in the outdoor area. Interactions between children and their peers and staff are positive. Children confidently explore the environment and engage in child led activities, for example, some choose to look at books, whilst others run around clutching dinosaurs. There are a wide range of resources and activities available to them, and they freely decide which activities they would like to play with. Children feel confident approaching staff and expressing their views. For example, a child told staff they found using the serving spoons to serve food *'tricky.'* Children interacted positively with the inspector, chatting happily and showing their toys and resources.

Children are interested and enjoy their play and learning activities. There are a variety of resources on offer which promote their development. We saw children improving their fine motor skills by peeling the back of stickers during an activity. Outdoors, children develop their physical skills by jumping from one stepping stone to another, climbing the ship structure and filling / emptying containers with water in the tuff tray. Children freely choose which activities they engage with and take part in structured activities with staff. For example, singing and dancing. Children remain engaged in activities for an appropriate amount of time for their ages and stages of development.

Children are learning to strengthen their independence skills. Older children wash their hands, access the toilet, wipe their nose and put on their wet weather gear and wellingtons independently or with some support. The younger children try to feed themselves as well as access resources independently from open shelves and tuff trays. During snack time, staff encourage children to serve themselves and choose how much they want to eat, as well as pour their own drinks. When they have finished, children are encouraged to clear their plates away. Water is available

throughout the day from bottles and beakers that children can access independently.

Care & Development — Good

Staff show a clear commitment to keeping children safe and healthy. They demonstrate a positive understanding of safeguarding procedures. All staff spoken to explained what actions they would take to escalate safeguarding concerns, and several went into further detail about the process. Staff feel supported by management and noted ongoing improvements during the last year. Ratios were appropriate throughout the visit, and registers and key worker lists are clearly displayed. Daily routines promote children's hygiene and independence well. Staff encourage children to blow their noses and wash their hands independently.

Staff maintain good hygiene by cleaning food areas and using appropriate personal protective equipment (PPE). They use different coloured aprons for meals and toileting. Children can access their water bottles throughout the day. Staff manage sleep routines safely. Children sleep in cots or pods. Staff monitor room temperatures and check babies in line with their sleep policy. Soothers were observed in cots during the inspection, which does not align with safe sleep guidance. Staff removed them immediately. Since the inspection, staff have completed The Lullaby Trust safe sleep training to strengthen consistency and improve overall understanding of safe sleep practices. During the inspection, we identified that toileting arrangements required some improvement. We observed limited privacy, inconsistent PPE changes and incomplete handwashing. However, following the inspection, the setting added new signage in the toilet area to support children's independence and remind staff of current procedures. These changes aim to improve hygiene, privacy and promote consistent practice.

Staff manage interactions warmly and positively. They engage fully with children across a range of activities, including clay, chalk drawing, stickers and crafts. Children readily share their experiences with staff and visitors. Staff support smooth transitions by encouraging children to tidy up before moving to a new activity. They manage behaviour sensitively. For example, in a disagreement between two children, staff redirect the situation calmly and guide both children to alternative resources. Outdoors, staff supervise effectively. They interact with children individually and in small groups. They join singing games and offer gentle assistance when needed. In the baby room, staff remain patient even when the room becomes busy or noisy. They use singing, physical comfort and one-to-one support to settle children and maintain a nurturing environment.

Staff promote children's play, learning and development well. Children choose activities freely, and staff respond flexibly to their interests. Planning and observation systems are clearly displayed. Staff use Welsh naturally throughout the environment. Observations link to the Curriculum for Wales pathways and include identified next steps. Children with ALN receive extra monitoring and support. Staff encourage independence throughout the day. Children wipe their faces, move confidently between areas and feed themselves. Staff in the baby room respond sensitively to individual needs; for example, they recognise cues for sleep and early signs of interest in potty

training.

Environment — Good

Leaders have effective measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play spaces both indoors and outdoors. The environment is secure and well maintained. The external doors are always locked, and children, staff and visitors are routinely and accurately signed in and out of the building. Leaders complete detailed risk assessments and take appropriate action if needed. Leaders have created a comfortable and suitable sleep room with cots as well as pods for younger babies. Older children can sleep in low-level pods or on sleep mats if they wish. 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 complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

The environment provides homely and stimulating areas for children to explore and develop their skills. Calming neutral décor creates a cosy home from home atmosphere. For example, wicker baskets, artificial plants and fairy lights. Leaders supply a variety of resources, including real life and natural items, which are stored at child height to ensure accessibility for children of different ages. For example, stainless steel pots, pans and utensils along with a case of clothes and accessories for role play. Within the main entrance there are notice boards available to parents and visitors, which include general information and updates.

Leaders ensure the indoor environment is organised to provide children with space to freely move within their rooms. They have two base rooms as well as two separate outdoor areas which are suitable for their age and stage of development. The outside area for the younger children is well organised and includes a sheltered area offering sensory activities as well as an area with artificial grass to explore the open outdoors when weather is favourable. The area accessible to older children includes a natural garden area with bark, along with a sheltered area for stories and discussions, an outdoor classroom, undercover swing and wooden ship structure. During the visit, the outdoor area for older children was not fully utilised to provide full access to the resources on offer. For example, the water tray was empty, and the outdoor classroom was not organised effectively to fully promote children's curiosity and exploration. Leaders told us they are planning to further develop the provision on offer outdoors. Children have access to wet weather clothing, allowing them to access outdoor play in all weathers.

There is a good range of furniture, resources and equipment that are of sound quality and suitable for the children using them. Overall, they are clean and well maintained. Furniture and many resources are made of natural materials such as wood which creates a neutral and calm environment. Leaders provide open-ended and authentic resources which children can use flexibly and with imagination to effectively support their curiosity and exploratory play. For example, wooden tree blocks alongside animals, vehicles, sensory resources, real items in the home corner

and craft materials. Some resources and activities promote cultural awareness and diversity, for example books, dolls and dressing up clothes. This helps children gain an appropriate understanding of the world they live in.

Leadership & Management — Good

Leadership at the setting is effective. Leaders provide a clear vision and continue to develop systems that support staff and children. Policies and procedures are in place. The Statement of Purpose was updated following the inspection to include all current staffing information. The new manager provides clear direction and places a strong focus on staff wellbeing. The Responsible Individual (RI) gathers parents' feedback and responds to it. Room leaders and experienced staff take on additional responsibilities, creating a reflective, supportive and consistent team structure.

Self-evaluation processes are effective. Staff discuss improvements and provide clear examples of their vision for the coming year. The setting has made progress since the last inspection and remains open to further development. Leaders place consistent emphasis on promoting equality, diversity and multicultural experiences. They have purchased a range of new resources to support this work. Leaders have also reviewed the layout of some play areas to promote free-flow play.

Management ensures all paperwork is neat and well-organised. Children's records are thorough, and all files checked contained the required documents, including contracts, permissions, emergency consent and "all about me" forms. Staff files are well maintained and include required checks such as identification, references and health declarations. Newer staff have completed reviews, and established staff have evidence of supervision and annual appraisals. Staff training is up to date, and newer team members are supported to work towards relevant qualifications. Registers and rotas are clear and easy to follow. They show when staff are not counted in ratios, including during lunch cover and school runs.

Staff build positive partnerships with parents and the wider community. They keep families informed through the online app, social media updates and twice-yearly parents' evenings. Staff work closely with external agencies, including Flying Start, to support children's needs. They also engage with the community through regular visits to the local fruit and vegetable shop. Staff organise donations to the food bank and participate in charity events such as Macmillan fundraisers. Leaders aim to further strengthen parental involvement and plan to offer play-and-stay sessions and additional information events.

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 22 - Environment	Further utilise the outdoor environment to provide a rich environment for play.

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 staff follow all policies and procedures

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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