Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Towy Toddlers

Richmond Park Primary School
Priory Street
Carmarthen
SA31 1NB



Date Inspection Completed

11/02/2025

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About Little Towy Toddlers

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are settled and happy and clearly enjoy their time at Towy Toddlers. They develop a sense of belonging and make strong relationships with staff and each other. Children have good opportunities to learn and develop from the experiences provided for them and are completely absorbed in their play. They have excellent opportunities to develop their independence.

Staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently implement positive behaviour strategies and model good behaviour. They ensure that there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

People who run the setting have effective measures to ensure the environment is safe and secure. However, not all safety certificates were readily available for inspection. The nursery is equipped with a wide range of age appropriate and good quality resources that meet the needs of the children. The environment has yet to fully developed to provide enriching opportunities to promote the children's learning and development.

People who run the service have efficient and clear policies and procedures in place. They monitor and review their service regularly and implement improvements following their reviews. People who run the service ensure staff are suitable to work with children and carry out meaningful professional development. They have developed positive relationships with parents.

Well-being — Good

Children have numerous choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with and decide which activities they want to take part in. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest. Their ideas are consistently gathered and used as part of the planning process, which ensures their interests and needs are always considered.

Children are especially settled and happy. The children know the staff very well and have developed secure and positive relationships with them. These strong relationships support children to confidently make choices and participate positively in their play. Children clearly have a strong sense of belonging and are very familiar with routines. For example, they confidently help with tasks during snack time and independently wash their hands after outdoor play.

Children develop friendships and clearly enjoy being in the company of other children. They play happily alongside each other or together. We saw a few children engrossed in a story while others played with sensory resources, and helped each other to switch off the lights to fully appreciate their patterns. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, one child helped his friend to find his coat to go out and play. They are encouraged to make healthy, rewarding and meaningful connections by building friendships and being kind.

Children thoroughly enjoy and are absorbed in their play. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For example, children concentrate on filling pots of pasta using spoons, telling their friends it is nearly full.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and mealtimes children efficiently serve themselves food. They pour their own milk and clear away after eating. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development Good

People who run the setting have developed a good range of policies and procedures to keep children safe and healthy which staff understand and implement. There is a suitable safeguarding policy in place. All staff spoken to demonstrated a thorough understanding of their responsibilities to protect children. They are confident in answering safeguarding scenarios and have a good knowledge of safeguarding procedures. Staff supervise children effectively. They record the attendance of children and staff including the times they arrive and depart. Staff follow good hygiene practice in relation to nappy changing and food hygiene. There are suitable systems in place to manage and record accidents and incidents. All staff have suitable first aid training, which more than meets requirements, and a well-stocked first aid kit is available. Staff ensure children can spend time outside every day.

Staff interact with children in a calm, kind and caring way. There is a suitable behaviour management policy in place which staff follow. They build very positive relationships with children and offer encouragement and praise when children share, take turns and follow instructions. Staff know the children very well. They are respectful in the way they speak to children and each other and always promote independence wherever possible, a clear strength of the staff at this setting.

Staff successfully meet the needs of all children, including those who may have additional learning needs. They support children well to learn and develop through their interactions and the activities they provide. They engage effectively with children in both group activities and individually and during their chosen play activities. Staff plan some activities to support children's next steps in learning and always consider their individual interests. Staff identify and support children who may have additional learning needs and access external support when needed. They record children's progress and identify next steps in learning. However, progress and next steps are not always communicated with the parents. Some staff use a good amount of incidental Welsh throughout the sessions.

Environment — Good

People who run the setting ensure the environment is safe, secure and well maintained. They organise regular cleaning routines and their good infection control practices minimise risks to children's health and safety. People who run the setting ensure they now conduct regular fire drills, which are recorded and analysed. They keep records of fire safety equipment tests and evacuation procedures are reviewed annually or when required. People who run the service complete effective and accurate general risk assessments, which are regularly reviewed to ensure measures are in place to keep children safe. However, not all safety certificates were readily available on the day of inspection.

People who run the setting ensure the environment has good indoor play space for children to move freely. Children move confidently around the main playroom and they also have access to a second room, which is not fully utilised. People who run the setting organise the environment appropriately so that it provides a satisfactory range of play opportunities suitable for the age range cared for. However, the environment has not been fully developed to provide enriching opportunities for children to develop their skills. People who run the setting ensure the outdoor play space is regularly used. The outdoors is accessible via the main exit, yet free flow is not possible due to the fire doors. The children's toilet is accessible directly from the main room, promoting their independence in managing their own personal needs.

People who run the setting ensure children can access a variety of satisfactory age-appropriate furniture, toys and equipment both indoors and outdoors. Children's independence is promoted as most resources are stored at low levels and are accessible. Where resources are stored higher up, there are child friendly systems in place for children to communicate which resource they wish to play with. People who run the setting provide resources to promote children's curiosity about the wider society, celebrating multicultural events and raising cultural awareness.

Leadership and Management — Good

People who run the setting have a strong vision that they share with their staff. They maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They have a wide range of clear, worthwhile policies which they review annually to support the safe and efficient running of the setting. Paperwork is thorough and organised and they accurately maintain all required records. People who run the setting keep all regulatory information about the children including contracts, personal details, and permissions securely. They regularly engage with Care Inspectorate Wales and take responsibility to notify CIW of most significant events in a timely manner.

The self-evaluation process is good. People who run the setting seek the views and suggestions of children, parents/carers, staff and external agencies. They produce a quality of care report which reflects upon the service provided and identifies areas for improvement. People who run the setting set and evaluate appropriate priorities, accurately identifying targets for the setting in the improvement plan. An example of one of these priorities is to strengthen links with parents and relevant agencies.

People who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. The performance management process is good and encourages staff to attend a wide range of training. Regular good supervision and appraisals are carried out with a focus on safeguarding and children and staff's wellbeing. Staff we spoke to were positive and said they felt very supported.

People who run the setting ensure that communication and engagement systems with parents are satisfactory. They keep parents informed of daily routines via messages and verbal feedback at the end of the session. Feedback from parents was very good, saying that they would recommend the service to others. People who run the setting have good links with a range of professionals. They make good use of the local community and environment engaging in interesting and stimulating visits, which benefit the children's development and learning. For example, they go on frequent walks to local parks, museums, festivals and events at the family centre. They respond positively to information and advice given to improve the service, children's well-being and identified needs.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 6 - Working in partnership with parents	To communicate children's progress and next steps with parents.
Standard 24 - Safety	To ensure all safety certificates are readily available for inspection.

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.

Best Practice
Recommendation(s)
To develop the environment to provide more enriching opportunities for children to develop their skills.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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