Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ysgubor Fach

103 Priory Street, Carmarthen, SA31 1NB

01267232736

https://www.ysguborfach.co.uk/

The inspection visit took place on 12/03/2026

Service Information:

Operated by:	Eleri Thomas
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	Welsh and English
Flying Start service:	No
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	Adequate
Leadership & Management	Good

Summary:

Children are happy, settled and enjoy their time at Ysgubor Fach. They have a strong voice and are supported in their play and learning. Children interact positively with those around them and have opportunities to engage in a range of play and learning experiences. They show enthusiasm in their activities and have some opportunities to develop their independence skills.

Staff implement policies and procedures to keep children safe and healthy. They are kind and caring towards children and interact in ways that help children feel happy and secure. Staff are good role models for children and support them well in their play and learning. They have a clear understanding of children's likes, dislikes and individual needs and support children effectively.

Leaders ensure that the environment is safe, clean and welcoming. They carry out daily visual checks and have clear written risk assessments. However, identified risks are not always consistently addressed. Leaders work positively to review and improve the environment, offering a

wide range of toys, resources and equipment. These are stored appropriately and support children's development.

Leaders manage the setting effectively and respond positively to recommendations. They carry out an annual quality of care review, sharing their findings through a reflective report. Leaders follow safe recruitment procedures and support professional development through regular training and support. They have developed positive partnerships with parents and external agencies, sharing, responding and implementing recommendations to support children.

Findings:

Well-being — Good

Children have good opportunities to make choices in their play and move confidently between activities that reflect their interests. They engage well with both freely chosen and adult-led experiences, including baby-bath play, slime and small world resources. We observed curiosity and creativity, such as a child using a tea set and water to pour pretend cups of tea. Staff support children sensitively, encouraging independence while ensuring everyone feels included. At lunchtime, children were willing to try new foods and expressed their preferences confidently. Babies also make choices about where to play and access resources easily, with warm support from staff to help them communicate their needs.

Children's emotional well-being is good. They are settled, content and comfortable in their environment. They show trusting relationships with staff and seek reassurance when needed. For example, one child approached a member of staff when feeling overwhelmed and was comforted warmly. Children feel secure enough to approach visitors and ask questions. They interact happily with staff and proudly share their achievements, such as stickers they have earned. Babies look to staff for reassurance and respond with smiles, showing secure attachments. They engage confidently with us and take part in familiar routines, such as going to wash their hands before lunch.

Children interact positively and show good social skills for their age. They participate enthusiastically in circle time, using Welsh and English to make animal sounds, name pictures and talk about the weather. Children play cooperatively, sharing water when bathing baby dolls or taking turns with a pushchair. Staff extend learning by asking simple questions that encourage creative thinking, such as exploring ways to use leftover rice from lunch. Children show kindness and awareness of others. For example, saying goodbye to another child who was leaving. Babies also interact positively, offering and exchanging toys during simple turn-taking games.

Children remain engaged in their play and show good concentration and enjoyment. They play independently, collaboratively or alongside staff. We saw children absorbed in bathing dolls, exploring the home corner and building with blocks. They show pride in their achievements and enthusiasm in their learning.

Children are developing independence skills well. They wait patiently to wash their hands and complete hygiene tasks with appropriate support. During meals, they feed themselves confidently and show pride in finishing their food. They participate positively in adult-led activities while confidently choosing their own play.

Care & Development — Good

Staff work positively to keep children safe and healthy. They monitor, support and respond to risks as they arise. For example, staff wiped up spills of water around the play area to reduce the risk of slipping. They regularly remind children about keeping safe, including encouraging them to climb the steps of the slide or to move away from the door as a play space and offering an alternative area. Staff have developed supportive and collaborative relationships with each other. They communicate clearly when moving around the different areas of the setting and share information with each other. Staff have a clear understanding of their responsibilities and process to follow if they had any child protection concerns. They confidently told us the process to report concerns according to the Local Safeguarding Children's Board. Staff fully record accidents, incidents and administered medicine. They ensure these are shared and signed by parents. Staff follow and encourage good hygiene practices at the setting. For instance, they wear appropriate personal protective equipment when nappy changing or serving food. The setting provides a range of healthy foods for the children, ensuring that alternative food or extra is available for children, if needed.

Staff have developed positive relationships with the children. They support children's choices, decisions and respond warmly to their verbal and non-verbal communication. For example, when babies point at the boxes, staff take time to search and present the different options, allowing them to grab what they wanted. Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They sit at children's level to interact and are consistently responsive; they listen and respect children's views. For instance, during lunch children are encouraged to try the food, offering alternatives if needed. Staff act as good role models, talking and supporting other staff and the interactions are positive demonstrating warmth and kindness. Staff are sensitive to the needs and experiences of individual children and adapt their language to suit the age and stage of development.

Staff support children well to learn and develop through the things they provide for them and their interactions. They ensure children have good periods of time to become involved in their play or to take part in planned activities. For example, children played with slime or colouring activities organised by staff or could use the tea pot and cups to pour 'tea' for their friends. Staff are aware of children's individual development and could tell us about their strengths and achievements confidently. There is a strong process in place to support children with Additional Needs. They have appropriate records of children's development and use observations to support this. However, there is no planning that shows progression and which effectively supports the individual needs and next steps of children's development. Staff support and provide for children with additional needs, implementing suitable systems to support children. Staff offer some appropriate opportunities to develop children's independence.

Environment — Adequate

Leaders ensure that the environment is generally safe, secure, and well maintained. There are suitable systems to make sure children cannot leave the premises unsupervised and unauthorised people cannot enter. They record visitors to the setting, and they offer a space for private and confidential discussions to take place. Insurance certificates are up to date, as well as routine safety checks for the building and appliances, such as an annual gas safety check and fire safety equipment. Suitable risk assessments are in place, which are reviewed and updated when emerging risks are identified. However, not all risks are fully addressed consistently. Leaders and staff undertake daily visual risk assessments and respond to any issues. For example, they ensure that toys and resources are picked up to reduce the hazard of tripping. Regular fire drill practices are carried out to ensure staff and children are familiar with the emergency evacuation process.

Leaders ensure the environment has good indoor play space for children to move freely. Children can access a range of resources and equipment to support their development including physical play, creative and imaginative play. Leaders organise the environment appropriately so that it provides a satisfactory range of play opportunities suitable for most of the age ranges cared for. The setting is currently working with Flying Start to further develop their indoor play areas. The premises are in the main welcoming, warm and accessible. Resources are stored at the children's level, enabling them to independently access a wide range of interesting and age-appropriate toys and resources. Children's toilets are accessible from the play space which supports their independence in personal care. There are suitable nappy changing facilities for all children that need them and there are embedded systems in place to support children's privacy and dignity while nappy changing.

Leaders ensure that children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment. They provide the children with sufficient resources to keep the children's interest. For example, following the children's interests they developed their dinosaur collection and have begun bringing 'real world' resources into the home corner. The outdoor area is accessible via the baby room. However, during the inspection visit, the outdoor area was not used due to the adverse weather. We saw pictures of the children using the area including riding bikes, water and sand play and using the parachute. Leaders and staff told us that they ensure that the outdoor play space is regularly used.

Leadership & Management — Good

Leaders at the setting work positively to develop and improve their setting. They have a clear statement of purpose which reflects the service provided. Leaders have a range of policies in place, which they ensure are implemented in practice and review regularly. Following changes the updated versions are shared with staff to ensure consistent implementation. Leaders ensure they keep Care Inspectorate Wales updated and they respond positively to recommendations to support improvements. For example, they have successfully embedded recommendations from the last inspection. Leaders collect, make use of and store information about the children before they start at the setting. This includes parental permissions, emergency medical consent and individual needs to support the children. Records clearly show when children are attending the setting and which staff are working. However, there are no clear records of when staff undertake school runs.

Leaders complete an annual quality of care review. They seek views about the setting from staff, parents, and children. They produce a reflective quality of care report which identify areas of strength and improvements. Leaders have a good process for dealing with complaints. They ensure that full information is kept, respond to the issues raised and implement changes.

Leaders manage staff effectively and follow robust recruitment procedures. They ensure there are enough qualified staff to care for children and the adult to child ratio is maintained. Leaders ensure staff complete mandatory training and all staff hold a current Disclosure and Barring Service (DBS) certificate. Staff have regular opportunities to offer their views at staff meetings, in one-to-one appraisal and supervision, or at any time they feel it necessary. Staff we spoke to feel they have good opportunities for training and development, feel well supported and enjoy working at the setting.

Leaders have developed positive relationships with parents. Staff share regular daily updates with parents via an appropriate communications app. Information includes sleep patterns, nappy changing, and food eaten during the day. Parents told us that their children are very happy at the setting, they are flexible and supportive, and the staff are friendly and communicate clearly with them. Leaders have developed a good relationship with outside agencies. They ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. These are followed consistently and children have benefitted from the action taken.

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)
	No NMS Recommendations were identified at this inspection

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)
Develop and embed a cycle of planning and observation to support children's next steps.
Embed a system which supports the consistent monitoring, intervention and review against risks in the environment.
Embed the system to record and clearly show when staff are undertaking school runs.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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