



Inspection Report

Ty Enfys



St Clements Church Hall, Neath Road, Briton Ferry, Neath, SA11 2BX



07377404978

The inspection visit took place on 21/08/2026

Service Information:

Operated by:	Ty Enfys Limited
Care Type:	Children's Day Care
Registered places:	25
Main language(s):	Welsh and 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 are very happy and relaxed at Ty Enfys. They grow and develop well as they follow their own interests and confidently explore their play environments. Children interact positively with their friends and staff and have a strong sense of belonging. They have extensive opportunities to develop their independence skills.

Staff implement a range of policies and procedures to ensure children are safe and healthy. They consistently apply positive behaviour strategies and model good behaviour. Staff provide a range of opportunities and experiences for the children which allow them to follow their own interests.

Leaders have efficient measures in place to ensure the environment is safe and secure. They create a warm and welcoming environment where children feel relaxed and at home. Leaders organise the setting well and make good use of the space available both indoors and outdoors.

Leaders manage the setting successfully and are committed to providing a good quality service. They have appropriate systems in place for seeking feedback and listening to the views of others. Leaders support staff effectively and they work well together as a team. They build strong partnerships with parents and carers, as well as the local schools and outside agencies.

Findings:



Well-being

Good

Children are happy, settled, and thoroughly enjoy their time at Ty Enfys. They confidently communicate their thoughts and ideas as they know staff will show an interest and listen to them. Children have good opportunities to make choices and decisions about how they spend their time at the setting. For example, they confidently explore the setting when they arrive and freely choose from a wide range of resources. For instance, some children play with the building blocks or role play items, whilst some children decide to read a story and others play with small world figures.

Children feel safe, secure and valued. They cope well with separation from their parents and carers and seek reassurance and comfort from staff who respond immediately. Children have developed affectionate relationships with staff who know them very well. One child expressed their love for the nursery and staff, whilst another child told us they really enjoy coming to the setting. Children are extremely content and consistently show enjoyment; they did not stop smiling and giggling throughout our visit.

Children interact well for their ages and stages of development. They are developing lovely friendships and clearly enjoy being in the company of other children. For example, when children arrive at the setting, they are greeted with cheers and smiles. They also chat together during activities and enjoy social interactions at mealtimes. Children play happily alongside each other or together and they are learning to share and take turns. We saw a group of children engrossed in their play, working collaboratively on the mats and playing with resources carefully and responsibly.

Children show enthusiasm and curiosity and are completely absorbed in their play and learning. They are motivated to follow their own interests and benefit from a range of engaging, child-led experiences that encourage exploration and discovery. Children have the freedom to independently access both indoor and outdoor learning environments, where they can safely investigate and develop new skills. Children demonstrate good levels of concentration and engage in activities for extended periods of time.

Children have very good opportunities to develop their independence skills. They benefit from a range of experiences that enable them to do things for themselves. For example, they confidently wash their hands before snack, make their own choices about the foods they eat, and independently put away their belongings. During mealtimes, children serve themselves with tongs and serving spoons and help to scrape their plates and clear them away when they have finished. These opportunities help to build children's confidence, self-care skills, and sense of responsibility.



Care & Development

Good

Staff consistently implement procedures to a very good standard, and effectively promote children's safety, development and well-being. They demonstrate a clear understanding of safeguarding procedures, and they are aware of their responsibilities to protect children and report any concerns promptly. Staff maintain accurate attendance records for children and visitors to the setting and have effective visitor monitoring systems in place. They have a good knowledge of children's allergies, dietary requirements, and medical needs. Staff confidently record accidents, incidents and existing injuries. They maintain good standards of hygiene by encouraging children to wash their hands regularly, routinely cleaning surfaces and following nappy changing and toileting procedures effectively. Staff wear personal protective equipment (PPE) when appropriate.

Staff interact with children in a calm, kind and caring way and are great role models to the children. They successfully implement the behaviour management policy throughout the setting and consistently apply positive behaviour management strategies. For example, they use calm, gentle tones, praise and encouragement to support children's emotional well-being. Staff are consistently responsive and listen carefully to the children. They are patient and provide children with the time and space they need when they become upset. Staff have a strong knowledge of children's individual personalities and stages of development, and this informs how they respond to children's behaviour. They work collaboratively and regularly discuss children's needs to provide consistent support. Staff communicate effectively with one another and build warm, trusting relationships with children. They offer praise and reassurance throughout the day. For example, we saw children being praised for helping others and for tidying up. Staff engage in meaningful conversations and value their views. This means their interactions are warm, fun and respectful which enables children to feel safe.

Staff are committed to providing a range of engaging play and learning experiences. They support children to follow their own interests and ideas and skilfully extend children's learning through purposeful interactions during play. Staff spend quality time with the children, encouraging them to engage and participate in the activities that interest them. They observe children's progress and use their observations to identify their next steps in learning. Staff track children's development and record their next steps. They naturally use incidental Welsh throughout the day to further enhance children's language development. They quickly identify when children may require additional support and take appropriate action. For example, staff liaise with other professionals and external agencies to meet children's individual needs.



Environment

Good

Leaders implement robust procedures to ensure the premises are safe and secure. They regularly complete routine checks and consistently follow their policies, procedures, and safety measures. Leaders carry out appropriate risk assessments and act promptly to minimise any risks they identify. For example, when a radiator cover panel broke, leaders took action to organise the repair. Leaders undertake fire marshal training and conduct regular fire drills to help children become familiar with emergency procedures. They routinely check fire safety equipment to ensure it remains effective and they implement a fire risk assessment throughout the premises. Leaders follow thorough cleaning schedules and maintain good standards of hygiene to support effective infection prevention and control.

Leaders create a warm, welcoming, and inclusive environment where they encourage children to feel relaxed and at home. For example, some children choose to take their shoes off and move around the setting throughout the day in just their socks. Leaders thoughtfully organise the setting and create clearly defined areas which support children's play, exploration, and learning. The spacious indoor play areas enable children to investigate and engage independently, while the outdoor area successfully extends the indoor learning environment. The different spaces offer children plenty of room to explore and enjoy freedom in their play. There is a good range of appropriately sized furniture which allows children to comfortably participate in activities, enjoy snack times and engage in table-top activities. The setting features bright and engaging displays that provide useful information for families and showcases a range of children's artwork. This means children have a strong sense of belonging as they take pride in their achievements.

Leaders offer a good selection of high-quality, age-appropriate resources that encourage creativity, imagination, and purposeful play. The resources and activities reflect their knowledge of the children's interests and developmental needs. They are of good quality, and many resources are made from natural materials such as wood. This enables children to engage in meaningful play, and it allows them to investigate and develop their learning across different areas. Leaders ensure children have access to a variety of craft materials, books, puzzles, games, vehicles, construction resources, role-play accessories, and a well-equipped home-corner areas. Resources are available in sufficient quantities to encourage sharing and reduce potential disagreements. Leaders store toys and materials on low-level shelves to make sure they are within easy reach to support children's independence.



Leadership & Management

Good

Leaders effectively manage the day-to-day operation of the service and demonstrate a commitment to providing a positive experience for children and their families. They implement a range of policies and procedures in the setting which they review regularly to ensure they are current and accurately reflect the service. Leaders have a detailed statement of purpose which provides families with up-to-date information about the setting and the care they can expect their children to receive. They ensure their paperwork is organised and they maintain their records to a high standard. They hold the relevant certificates for public liability insurance; and they are registered with the Information Commissioner's Office (ICO).

Leaders have sufficient systems in place to support the monitoring and evaluation of the service. For example, they send questionnaires out to parents and carers to seek their views on the service they provide. Leaders complete a suitable quality of care review which considers the views of parents and carers from the questionnaires in detail. It recognises the strengths of the setting and where parents and carers would like to see improvements. However, it does not include an evaluation of the service by the leaders or identify the areas they would like to develop.

Leaders implement successful recruitment processes and have good systems in place to ensure Disclosure and Barring Service (DBS) checks remain current. They promote a culture of continuous professional development by ensuring mandatory training is up to date. Leaders encourage staff to access additional learning opportunities to enhance their knowledge and practice. They hold regular staff meetings which provide opportunities to share information and address any issues that may arise. In addition, regular supervision and appraisal meetings allow staff to discuss performance, reflect on their practice and identify any ongoing professional development needs. This contributes to the effective running of the setting and ensures staff feel valued.

Leaders recognise the importance of working in partnership with parents, carers and other professionals to support children's well-being and development. They use effective systems to keep parents and carers up to date. For example, they use a digital communication app to share general information about the setting. They also send individual messages and observations relating to children's care and development. This means parents are well informed as leaders involve them in their child's experiences. Parents are extremely happy with the service and the care their children receive. They highlight the good communication, wide range of activities and recognise staff are approachable and friendly. Leaders work collaboratively with a range of professionals to promote positive outcomes for children and support their individual needs.

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 18 - Quality assurance	Develop the quality of care review to reflect on the service and plan for improvement.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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