Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Twts Y Castell

Ysgol Y Castell, Priory Street,  Kidwelly, SA17 4TR

07735643089

**Date(s) of inspection visit(s):**

12/05/2025, 16/05/2025

## Service Information:

| | |
|---|---|
| Operated by: | CYLCH MEITHRIN MYNYDDYGARREG |
| Care Type: | Children's Day Care |
| Registered places: | 16 |
| 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: | This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service. |

## Ratings:

| | |
|---|---|
| Well-being | Good |
| Care & Development | Good |
| Environment | Good |
| Leadership & Management | Good |

## Summary:

Children feel very happy and settled at the setting. They have a strong voice and make choices about what they want to do and how they spend their time at the setting. Children feel safe and valued, which enables them to engage in purposeful play-based activities. They have formed positive relationships with staff and interact confidently with them.

Staff follow policies and procedures well to promote well-being, safety and healthy lifestyles. They encourage children to express themselves and interact with them in a very caring and positive manner. Staff are qualified, experienced and knowledgeable. They show genuine passion and enjoyment in their roles.

Staff care for children in an environment that is welcoming and friendly and promotes their play and learning. Staff have set up a variety of play spaces with a good range of resources to encourage children to play and learn. Overall, the resources and equipment meet the needs of the children

well. Staff identify any unnecessary risks to children and eliminate them as much as possible. The outdoor environment is secure and offers play areas as an extension of the indoor environment.

People running the setting are committed to providing high quality care. They strive to develop the provision and are committed to ongoing improvements. People running the setting ensure the setting's policies meet the regulations and national minimum standards. They have strong partnerships with parents, carers and the school on site.

# Findings:

## Well-being — Good

Children feel very happy and safe in the setting. They are settled and enjoy playing and communicating with familiar staff and each other. They are confident in making their own decisions about what they want to do and where they want to play. We observed children smiling when praised for playing well and for joining in with singing during the sing and dance session. Children enjoy their play and learning opportunities and the resources at the setting.

Children have a strong sense of belonging and they are forming positive attachments with each other and staff. They interact well for their ages and stages of development and are learning to behave appropriately. They are learning to share, take turns and co-operate well. The interactions between children and their peers are very positive, for example *'Can I help you?'* as they collect shredded paper from the floor using a dustpan and brush. Children are generally confident as they express themselves. For example, during snack time, they share their experiences from the weekend. Children show good listening skills and can take turns as they communicate. Children show enjoyment as they play and learn. Some children play together whilst others play independently, and others engage with a member of staff in their play. They focus for appropriate lengths of time for their ages and stages of development. For example, children enjoy completing a colouring activity as well as creating people who help us crowns alongside a member of staff, whilst others play in pairs with the role play outfits and the role play kitchen. Children listen well to requests. For example, when it's time to tidy the resources and sit for story time.

Children have many opportunities to develop their independence skills. They show a sense of achievement as they succeed in doing things for themselves. For example, we heard a child proudly state *'I've got this'* as they successfully used the tongs to select their fruit during snack time. Children are also provided opportunities to pour their own drinks and clear their plates when they have finished their snack. During lunchtime children choose where they want to sit and make attempts to open packaging from their lunch bags.

## Care & Development — Good

People running the setting keep children safe and healthy and ensure staff understand and implement policies and procedures to promote the safety and wellbeing of children. Staff are aware of their roles and responsibilities to protect children and have completed mandatory training including first aid, food hygiene and safeguarding. Staff are confident about the appropriate procedures to follow should they have any concerns about a child. Nearly all staff have completed safeguarding training in line with the National Minimum Standards. Detailed records are kept of any incidents and accidents, as well as existing injuries to children. Parents do sign the accidents and incidents records to demonstrate that they have been informed, however existing injuries records are not always signed for by parents.Staff encourage children to eat healthily and to drink plenty. They follow effective procedures to ensure the needs of children with allergies are always met. Staff follow effective hygiene procedures. For example, they encourage children to wash their hands as required and follow the appropriate procedures when changing nappies. Staff ensure the children are given regular opportunities to spend time outdoors, ensuring they develop their physical skills.

Staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. They use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable, *'Let's take turns and share. You let your friend go first, then you can have a go.'* Staff also model good social skills effectively when sitting alongside the children during snack and activity time, saying 'please' and 'thank you', as well as praising each other. Staff use both Welsh and English throughout the day and encourage and promote bilingualism.

Staff work well as a team and are committed to provide a variety of fun-filled activities they know the children will enjoy. They ensure children are supported to follow their interests and ideas and record these on mind maps which are on display. Staff observe children's progress and development and promote children's developmental next steps through play. They keep a written record of observations as well as samples of work and photographs. However, not all records are dated. Staff are aware of children's additional learning needs and support children effectively. They support children's language and development by asking questions and promote Welsh language skills through singing, counting and colour recognition. They ensure children's understanding is developed within activities, for example, discussing the role of the fire service as they look for different emergency vehicles in the tuff tray. Staff ensure they collect plenty of information about preferences, needs and any other relevant information before children start at the setting through the 'All about me' profile. This enables the staff to plan effectively for the children's individual needs.

## Environment — Good

People running the setting ensure the environment is safe, inviting and well maintained. There is a secure system to enter the setting and staff and visitors sign in. People running the setting complete risk assessments for the premises and activities, which are regularly reviewed. They ensure daily safety checks of the environment are also in place to identify and eliminate risks to children. The setting is clean, tidy and well maintained. Effective cleaning routines are in place, which ensure the environment is well managed in terms of infection prevention and control. People running the setting also ensure that regular fire drills are practiced so children and staff know how to leave the premises quickly and safely in an emergency. Maintenance safety checks are conducted regularly. All areas accessible to children are free of harmful chemicals and first aid kits are readily available.

People running the setting ensure the environment has a good indoor play space, which children freely explore. The setting is bright, welcoming and accessible. Children's photographs and artwork are displayed throughout the setting, which celebrates children's achievements. There are suitable and well-maintained furniture and resources to support children's independence. For example, tables, chairs, and plenty of low-level storage which allows children to access and choose their own resources. The room is divided into interesting areas, which support children in their play and learning. For example, role-play, construction, and small world play. The setting does have its own dedicated outdoor area which includes a large playground and opportunities for water and sand play, painting and mark making, physical development using balls and ride on toys as well as small world play with bark and small vehicles. We saw children thoroughly enjoying playing in the outdoor area. People running setting also ensure regular visits to the community, including the park and local supermarket.

Overall, people running the setting provide an appropriate range of resources for all ages and stages of development, allowing children a variety of choice. For example, through sensory activities, craft activities, and role-play activities. However, sustainable and loose parts resources are very limited. The service promotes diversity, equality, and a variety of celebrations. For example, children engage in activities related to the Chinese New Year and Santes Dwynwen.

## Leadership & Management — Good

People running the setting have a strong vision for the future of the setting and are passionate about providing positive outcomes for children and families. They are organised and ensure records are easily accessible. There are a range of policies and procedures in place and the statement of purpose is detailed and a good reflection of the setting and service provided. Children's contracts and permissions are mostly in place, however some children's permissions were not fully completed from the sample viewed. This was rectified immediately following the visit. The records of attendance for staff and children show that ratios are consistently met. During the course of inspection, the setting has implemented an updated record to clearly evidence which staff are looking after children at all times and reflect when staff leave the room for their breaks. People running the setting have worked positively with Care Inspectorate Wales (CIW) during this inspection.

People running the setting ensure staff files are in place and Disclosure and Barring Service (DBS) checks are current. During the visit, not all staff files included all necessary staff suitability documentation. However, this was rectified immediately following the visit. People running the setting provided CIW with copies evidencing proof of identification, employment history and job descriptions. They ensure staff have opportunities to attend mandatory training and have regular supervisions and appraisals. Staff express they feel supported at the setting and enjoy working there.

People running the setting have self-evaluation systems in place. They have completed the Self-Assessment of Service Statement (SASS) and we were provided with a completed quality of care report following the visit. People running the setting seek the views of children, parents, carers and staff. They devise and implement targets and improvements to the setting from the feedback obtained. People running the setting form strong relationships with a variety of partners including parents, carers, teachers and health visitors and they have regular communication with them. They also have a very close working relationship with the school in which they are based. Parents and carers praised the setting, explaining that the communication between staff and parents is *'Fab.'* One parent expressed, *'I'm really happy with everything.'* Parents are kept informed of their children's day through verbal discussions.

# 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 7 - Opportunities for play and learning | Further develop the range of loose parts and sustainable resources on offer to children. |

# 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 observations are dated to track progression and regression. |
| Ensure existing injury records are signed for by parent/carer. |

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

**This report is also available in Welsh**

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