



## Inspection Report on

**Y Cam Cynta**

**Y Cam Cynta  
Peniel  
Carmarthen  
SA32 7AB**



**Date Inspection Completed**

14/10/2022

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## About Y Cam Cynta

Type of care provided	Children's Day Care Full Day Care
Registered Person	Jennifer Jones
Maximum number of registered places	30
Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	<a href="#">3 December 2019</a>
Is this a Flying Start service?	<a href="#">No</a>
Does this service provide the Welsh Language 'Active Offer'?	The service provides the Welsh Language 'Active Offer'. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Excellent</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

Go to the end of this report for further information on ratings.

## Summary

The children have a very strong voice and communicate confidently with each other and with staff. They develop strong relationships and express their views openly, knowing they will be listened to. The children are extremely happy and make purposeful choices and decisions independently.

Staff understand policies and implement them consistently. They promote healthy lifestyles and the children's personal safety to successfully secure their well-being. Staff are knowledgeable, kind and caring and fully aware of children's individual development. They plan and promote their pedagogical philosophy effectively to develop the children's interests and curiosity successfully.

Those responsible for running the setting have excellent measures in place to ensure the environment is safe and well maintained. They ensure the children have access to a wide and exciting range of resources to foster their developmental skills and offer fantastic opportunities to play and learn in a variety of outdoor spaces.

Those responsible for running the setting ensure that they consistently comply with all relevant regulations and exceed the National Minimum Standards. They have a strong vision for the future and ensure staff have ongoing opportunities to develop professionally. They are passionate about ensuring they offer very high quality care. They have developed strong relationships across the community and with link teachers to provide innovative opportunities for the children.

Children communicate very confidently as their wishes and needs are fully considered. They are given exciting opportunities to make choices and decisions that affect them, and delight in expressing enthusiasm and enjoyment. Children were observed choosing indoor or outdoor play, selecting their activities and moving around freely. The children clearly have a strong sense of belonging, form close relationships and are very familiar with the daily routines. The children's feelings are very much acknowledged and valued. Children approach the care staff for hugs, or are happy to be with other children.

There is a lovely feel to every room, and it is clear that the children feel safe and very happy. Evidence was seen of enjoyment, chatting and laughter throughout the day. In the baby room, some were content to wander around, whilst others were more comfortable sitting on the laps of staff and clearly felt safe and happy. Children cope very well with being separated from their parents due to the carefully considered transition periods that are effectively implemented.

Interaction between the children themselves and with staff is consistent, with everyone communicating happily and enthusiastically. Children, including babies, manage to express themselves very well and the level of interaction between the staff and children demonstrates evidence that the children are very comfortable. Children across the play areas are lively and excited to play with others, suggesting ideas, discussing and communicating. Children are sensitive to the needs of others and an example of this was seen when there was one small child on a bike and an older child stood on the back of the bike. The small child asked him to move, and the older boy got off the bike without a fuss. Children are given considerable freedom to explore the indoor and outdoor environment safely, which ensures free flow of movement and enjoyment in making decisions of their own volition. They are fully immersed in their activities and show respect towards property and towards each other on a consistent basis. An example of this was when a group of children were sat at the table writing cards and posting them, supporting each other, taking turns, sharing and helping others.

Children show self-motivation to prompt their own play and influence their tasks and activities. They have excellent opportunities for their age/development, with the setting carefully planned to meet the children's age-related requirements. Inside, there are distinct corners offering provision and resources that are not filled to excess, and outside there are all kinds of landscapes offering challenging play opportunities to develop physical skills. Children are independent and confident doing things for themselves. During snack time, children were seen independently using a knife to cut toast. They are given opportunities to solve problems, develop creatively and experiment.

Staff understand policies and implement them consistently. They promote healthy lifestyles, physical activities, safety and the children's personal well-being. Staff manage risks on an ongoing and effective basis and are conscious of their own safety and children's safety. Safeguarding is prioritised and almost all practitioners have a thorough understanding of their responsibilities to protect children. They are confident they are part of a team that cooperates carefully to ensure that the children's health and safety are a priority. There are robust cleaning and hygiene procedures and practices in place, where everyone takes responsibility and is very aware of rotas, but also identify and complete tasks as and when required.

Staff complete child development records in record books for babies and older children. The books contain information and photographs that are also kept in the children's individual files on the Book Creator app, to create reports for parents. Staff complete comprehensive work plans in addition to the process of cooperating with external organisations and a link teacher to offer additional experiences. Those responsible for running the setting and staff consider and introduce new and innovative ideas constantly, by visiting other settings and attending training, for example, on introducing whiteboards into the rooms to record observations rather than recording everything in the record books.

An excellent example of how staff identify the children's individual needs was the relationship between the cook, the staff and the children. They have built an understanding through record-keeping on eating patterns and identifying other ways of introducing different foods in collaboration with parents. There is clear evidence that the safety of children with allergies is protected, and there are posters containing up-to-date information in the kitchen and staff room.

Staff demonstrate further skills supporting children who feel frustrated in communicating their needs. They allow time to discuss, offer other play options, organise the group carefully, and manage the situation carefully considering the children throughout. Staff support children as they use the toilet independently, and have a clear awareness of their responsibility to ensure the children's safety and well-being. Staff respect for the children's voice is apparent and staff were constantly heard asking, '*ti ishe mwy?*' '*Ble wyt ti ishe chwarae?*' ('would you like some more?' 'Where do you want to play?')

Those responsible for running the setting offer a clean, welcoming, warm and safe environment. The site offers an excellent level of security and the setting is locked at all times, giving children the freedom to move independently around their indoor areas and sections, as well as the outdoor areas.

Those responsible for running the setting have developed the environment since the last inspection. A large shelter has been built behind the setting within a secure fence, and allows the children to move freely into and out of the building. They have also undertaken major developments in the outdoor area. For example, they have created a bark floored area with a mud kitchen, a covered outdoor classroom, an area for under-2s offering opportunities for babies to go outside on the grass and a sheltered area for parking cars and tractors. Those running the setting advised us that additional provision had been ordered to support children with additional learning needs, and resources to develop the physical skills of all children. In addition, areas in front of the setting are contained within secure gates, offering a planting area where children can see the process of planting, growing and eating onions, peas, carrots and potatoes.

There are excellent and purposeful risk assessments in place as well as detailed fire risk assessments. Procedures are reviewed regularly, in addition to ensuring that provision and resources are available. There is an excellent system with regard to safety paperwork and testing, and all certificates and records are in order. Those running the setting ensure that the ratio of care staff to children is correct and that staff supervise children very well. They keep accurate documentation including a visitors' book, rotas, children's register and staff sign-in record, ensuring the children's safety.

The indoor and outdoor spaces offer a rich environment for play and learning. Both the indoor and outdoor areas promote children's independence and the resources and equipment are within reach for all children. The environment also offers purposeful areas for storing paperwork confidentially and an office, where private discussions can be conducted with parents, carers and visitors. The kitchen has been purposefully planned, allowing staff to offer and prepare a healthy menu.

The setting offers sensory rooms for babies and for older children, as well as stimulating play rooms. There is a range of high quality resources, to arouse the children's curiosity and allow them to see and touch freely. On the day of the visit, the new 'wooded area' on the grounds of a nearby school was seen, that offers excellent new experiences for outdoor learning.

Those running the setting are experienced and have a clear vision for the service. They share this, along with any successes, with the team of staff, parents and service users by providing clear policies and a statement of purpose which reflect the service. Those running the setting comply fully with all relevant regulations and consistently exceed the National Minimum Standards. They are knowledgeable with regard to their regulatory responsibilities and are well organised in reviewing policies, certificates, information and records. For example, peer observation among the team was seen in action, with a new theme being chosen every month, supporting the continuous professional development of staff. The practice has identified individual skills leading to high quality role models, and the benefit of joint experiences is clearly apparent and respect is evident.

The children's individual additional learning needs files were seen along with systems of collaborating in partnership with medical professionals. An example of excellent practice was seen where the 'Family App' was used to share information about safety with parents, for example, when sharing information and photographs about small resources like acorns. Those running the service have excellent practices and an understanding of their responsibilities to promote the Welsh language. Welsh culture is also promoted in all aspects of the service.

There are robust systems in place for sharing and discussing all aspects of good practice, planning and reflection for future improvement. These procedures are completed collectively, as a team, through effective staff meetings and daily communication. On the day of the visit, evidence was seen of planning to glean all team members' views, to complete this process together. The vision for development is ongoing, excellent and purposeful. For example, we were told of new ideas relating to introducing snack time in a different way following staff training at a Froebel setting in London. The service has been successful in winning a number of awards and continues to work to raise the standard higher.

Those running the setting have strong links with a variety of users, families and professionals, with parents also committed to helping and creating resources. The partnership with the nearby school is strong and the new 'wooded area' was seen, offering a safe and exciting site for new nature experiences. On the day of the visit, parents said they were delighted with the service and that their children were very happy. They praised the clear and consistent communication and ongoing support, particularly during lockdown, where they felt safe whilst ensuring their children's physical and mental well-being. Staff said they loved working at the setting and enjoyed each other's company and the opportunities to develop further.



## **Recommendations for compliance with the National Minimum Standards**

Add R1. R2 etc and the required wording manually These are not regulations but national minimum standards.

There are no recommendations.

### Summary of non-compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection.	N/A
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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published 22/12/2022**