



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Y Cam Cynta
Y Cam Cynta Day Nursery
Peniel
Carmarthen
Carmarthenshire
SA32 7AB

Date of inspection: December 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Y Cam Cynta

Name of setting	Y Cam Cynta
Category of care provided	Full day care
Registered person(s)	Jennifer Jones
Responsible individual (if applicable)	
Person in charge	Llinos Evans
Number of places	30
Age range of children	0 – 6 years old
Number of children funded for up to two terms	7
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 8:00 to 18:00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the Welsh language “active offer”. It provides a service that anticipates, identifies and meets the needs of people who use the service
Date of previous CIW inspection	13/12/2017
Date of previous Estyn inspection	30/06/2014
Dates of this inspection visit	04/12/2019
Additional information	Most children speak Welsh at home.

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	N/A
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No areas of non-compliance were identified during this inspection.

Recommendations

- R1 Provide more opportunities to develop children's independence skills
- R2 Ensure the learning environment allows children to access the outdoor area as they wish
- R3 Ensure that progress against targets in the development plan is evaluated by someone who is not involved in the activity

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Most children make appropriate and confident choices and decisions about their play and learning. For example, they choose what they would like to play with by pointing to a picture of the activity on the wall of the room. Many children are able to get resources independently from low shelves, and take out boxes containing equipment of their choice and put them on the floor. At the end of circle time, many children choose their story and their songs with complete confidence.

Nearly all children are happy, relaxed and settle quickly into activities. They arrive at the setting with a sense of anticipation and cope well when separated from their parents or carers. They have positive relationships with their key workers, and they smile at one another and enjoy cuddles. Almost every child is resilient and copes well, even if they are uncertain or upset. They resume their play immediately after being comforted.

Nearly all children behave well and interact purposefully. They play well together, taking turns and playing together successfully. For example, during an early rugby skills activity, children patiently wait their turn against the wall, and then wait for instructions to run and collect a ball and put it into the big sack. Most children communicate positively during mealtimes, and many of the older children say 'plîs' and 'diolch' (thank-you) without being prompted.

Almost all children show an interest in activities, persevere appropriately for their age and exhibit curiosity as they play confidently with toys. For example, they enjoy sitting in the ball pit and finding animals hidden in it. They laugh happily when they find the animals and smile as they share their success with practitioners. Many of the younger children show their enjoyment and confidence as they move to the music and express happiness and excitement.

Nearly all children are motivated and take part happily in a range of activities which develop their independence successfully. For example, they tidy away resources, pour their own drinks and spread butter on their toast during snack time. Almost all children are developing skills which are appropriate for their age. For example, many of the younger children count to three with confidence. Most children can say what day it is and can successfully identify the weather.

Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting): N/A

There is no report on children's learning. This is because there were too few three- or four-year-old children who do not receive funded education elsewhere present at the time of the inspection to report on this without identifying individual children.

Care and development: Good

The setting has effective procedures to keep children healthy and safe. For example, all practitioners have completed food safety training and follow infection control

guidelines well. They ensure that children are safe and complete accurate accident and incident logs. Every practitioner has had up-to-date first aid training. Practitioners fully understand the child protection policy, and they implement the policy when necessary. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners provide children with beneficial daily opportunities for physical play both indoors and outdoors. They provide children with healthy and nutritious food and drinks, and the cook prepares fresh meals daily.

Practitioners use successful strategies to manage children's behaviour. They speak in a caring tone, and use praise effectively to encourage children when completing activities. Practitioners explain their expectations for behaviour clearly. For example, they gently remind children not to climb on the high chair in case they fall and hurt themselves.

Practitioners are qualified and experienced. They plan a good variety of interesting learning experiences which successfully promote children's curiosity. For example, they encourage younger children and support them to use their senses while playing with red and green jelly. Practitioners observe and track children's progress successfully, and they use observations to plan and make provision for the next steps in their learning. There are effective arrangements for fostering children's individual needs. For example, practitioners consider children's wishes carefully when choosing key workers. Practitioners encourage children's independence skills appropriately. However, there are limited opportunities for children to develop these during snack time, as not every practitioner gives children the chance to set the tables and prepare the fruit.

The setting has effective procedures to support children with additional needs. For example, practitioners draw up care plans in close partnership with parents, and work well with specialist agencies as needed. They meet children's individual needs well, which results in children making appropriate progress against their targets.

Teaching and assessment (only applies to three- and four-year-old children who do not receive education in a maintained setting): Good

Practitioners plan valuable learning experiences for children which are of interest to them, and which meet their needs well. Plans have been carefully coordinated to ensure that children make good progress in their communication, literacy, numeracy and ITC skills. Plans provide for activities and learning experiences that are flexible, responsive to children's specific ideas and needs, and build on their knowledge, understanding and skills systematically as they move from one stage to the next. As a result, almost all children listen attentively, make careful marks, discuss storybooks appropriately, recognise numbers and use various electronic devices to a standard at least equal to their age and ability.

Practitioners promote children's awareness of the traditions, celebrations and cultures of Wales appropriately, such as St. David's Day and St. Dwynwen's Day. Arrangements are made for them to go for walks in the village and visit the local primary school on a regular basis, which effectively raises their awareness of their neighbourhood. Other opportunities encourage them to show respect and tolerance towards people of all cultural backgrounds. For example, they celebrate the festival of Diwali and Chinese New Year every year.

Children's physical, intellectual and creative skills are developed consistently through a variety of specific activities, such as sessions to learn simple rugby skills, dance and music. Children develop an understanding of the importance of treating living things with care and respect by feeding and caring for the class goldfish. In the same way, practitioners raise children's awareness of the importance of acting sustainably in an appropriate manner by encouraging them to recycle water to water the plants.

The setting promotes children's spiritual, ethical, cultural and social development successfully by encouraging them to think of others, be kind to one another and appreciate the beauty of the natural world. They are encouraged to be honest, fair and respectful, and to become ethical individuals who understand the principles of being good rather than bad.

Practitioners have up-to-date and detailed knowledge of children's development and understand the principles of the foundation phase well. They arrange suitable opportunities for children to choose their activities in the indoor learning area. However, although practitioners organise appropriate sessions for children to learn in the outdoor area, the opportunities to make independent choices about when they wish to do so are limited. All practitioners have high expectations of themselves and the children, and they encourage them to always try their best. Most of them are good language role models, and encourage children to communicate in Welsh at all times. They encourage children to expand their responses completely naturally by asking them further questions, and they translate any English word a child uses and repeat it in Welsh. This has a positive impact on children's Welsh-language oral skills.

Practitioners have very good knowledge of children's needs. They observe them regularly and record any notable developments in their progress in specific areas. This helps them plan suitable follow-up activities which meet children's needs well and are of interest to them.

Environment: Good

The outdoor area provides children with an enormous amount of space including a grassed area and tarmac. Children are given opportunities to go out to play at least twice a day, but cannot access the outdoor area whenever they wish.

Children are cared for in a pleasant building, which is arranged sensibly to promote their independence and encourage their learning and development. The learning environment is well resourced and welcoming and contains a colourful display of children's creative ideas, which gives them a sense of belonging. Displays are deployed effectively to celebrate children's achievements. For example, pictures show the children enjoying a variety of activities with visitors to the setting.

The environment is extremely safe and clean, which has a positive impact on children's safety and welfare. The setting has robust arrangements in place for receiving visitors, and practitioners follow effective safety procedures for children's arrival and departure. Fire drills are conducted on a regular basis, and practitioners have a good awareness of the procedures to follow to keep children safe. Leaders ensure that any unnecessary risks to children are managed or removed effectively.

Resources are suitable for children's age and stage of development. There is a wide range of good quality toys and equipment, which offer children variety and choice and support their learning successfully. Resources comply with safety standards and most are stored at low level to enable children to access them independently. Natural and sustainable resources, such as a mud kitchen, wood, porridge and rice, enrich children's play effectively. The setting provides a wide range of resources to promote cultural awareness, which successfully helps children learn about the varied world around them. Furniture of different heights and sizes enables children to play and eat comfortably.

Leadership and management: Good

The registered person sets high expectations for herself, the staff and the children. She has a clear vision for the setting's development, which is based on high standards for children's welfare and education within a safe environment, and she has succeeded in communicating these values clearly to staff and parents.

The setting's recruitment procedures are in good order and fully comply with requirements. Every practitioner has a detailed job description, and the staffing structure and lines of accountability are clear. This enables all staff to understand their roles clearly and to undertake them conscientiously. As a result, there is a positive and appreciative ethos, and practitioners feel valued and supported.

Self-evaluation procedures include consideration of direct evidence about the quality of care, teaching and learning. They are based on discussions with children, scrutiny of planning, session observation and garnering parent and staff views. Self-evaluation procedures are used effectively to identify the setting's strengths and areas for improvement.

Outcomes of the self-evaluation report contribute directly to the improvement targets in the sensible development plan. This plan sets out clear targets and detailed actions, and identifies the individuals responsible for taking action, the resources needed and the impact on standards. However, progress against targets is often evaluated by the person who is also responsible for the action. This makes it difficult for them to be objective enough in measuring progress against priorities. Since the plan is relevant to the cohort of children attending at any one time, it is evaluated continually and is added to when needed.

Specific funding is allocated to the plan. A notable example of the impact of improvement planning on the quality of children's learning and welfare is the way in which the need to develop the outdoor area was identified. Leaders have responded well to the need to develop this area, although its current use does not develop children's independence enough at present.

The setting's partnership with parents is strong. Practitioners discuss children's individual needs and preferences with parents before they begin at the setting, and during their time there. They regularly listen to them, garner their views and take appropriate action, for example in responding to the idea of introducing a uniform for children, or the need to revamp the outdoor area. Practitioners work closely with parents to help them improve their child's welfare and learning on a day-to-day basis. For example, they share 'Bagiau Chi a Fi' (You and Me Bags) and 'Tedi Dwyieithog' (Bilingual Teddy-bear) with them, and encourage them to borrow books from the library to encourage them to read to their children. Practitioners regularly inform

parents about their children's care, development and progress. They invite them to open evenings, or discuss with them at the door on a daily basis. Parents are informed about the setting's events, policies and procedures through social media and a newsletter. Parents appreciate this greatly.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysg Cyf (Welsh to English).

© Crown Copyright 2020: This report may be re-used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 07/02/2020