



Miri Meithrin (Llysfasi)



Bryn Mair Farm, Bryn Mair, Llanfair Dyffryn Clwyd, Ruthin, LL15 2EF



01824704155

Date(s) of inspection visit(s):

14/07/2025, 18/07/2025

Service Information:

Operated by:	Mari Roberts
Care Type:	Children's Day Care
Registered places:	27
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 service provider anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Adequate



Leadership & Management

Adequate

Summary:

Children are happy and explore the resources available to them confidently. They make appropriate choices and interact positively together. They have developed warm relationships with staff and feel secure at the setting. Children enjoy the activities available to them and are learning to be independent.

Staff are appropriately qualified and implement the setting's policies and procedures well, using their experience to support children in their play and learning. They follow appropriate hygiene procedures and promote healthy lifestyles. However, they need to ensure all children have access to drinking water throughout the day rather than just at mealtimes. Most staff respond well to the individual needs of children and are aware of the importance of skills-based planning and recording evidence to improve developmental outcomes for children. They share some information about children's individual development with parents, but this could be developed further.

Leaders ensure the premises are secure and in good condition. They have appropriate systems in place to monitor and manage risks. Leaders ensure the environment is welcoming to children. However, there are less opportunities for younger children to choose resources independently due to the way the playrooms are currently organised. Leaders provide a suitable selection of toys and equipment. However, the range of opportunities to explore natural, real-life materials and resources which promote cultural awareness and diversity is more limited.

Leaders understand their responsibilities. They have a suitable range of policies in place to ensure the setting runs smoothly and staff understand their roles. However, they do not ensure staff supervision and appraisals are conducted regularly. Leaders have established positive partnerships with parents and have good systems in place to review the quality of the service and plan for improvements.

Findings:



Well-being

Good

Children have opportunities to make some choices about their play and learning. They choose which friends they want to play with and move freely around the activities which have already been selected by staff. Children are listened to, and their opinions are taken into consideration. For example, they choose which bib and highchair they would like at mealtimes and ask for water when they want it.

Children feel safe and secure at the setting. They happily explore the activities available to them and are familiar with the day-to-day routines. For example, children independently reach for their hat and sun cream when it is time to play outside. When needed, children approach staff for comfort and support. They also invite staff to join in with their play. For example, they hand toys to staff from the sensory box to spin for them and hand them ice creams they have made in the role play shop. Children have formed positive relationships with staff, and the setting has a warm, relaxed atmosphere. For example, some children return from their transition morning at school and are excited to tell staff about their experiences.

Most children are building friendships and are understanding how to be good friends to each other. They show care and concern, for example, giving hugs when others are sad and helping to put each other's socks and shoes on. Interactions are appropriate for children's ages and stages of development. Younger children are praised for gesturing and attempting to use their words, and older children are learning to use good manners with some gentle reminders.

Children are showing good levels of engagement. They enjoy toys and resources that are familiar to them within the current theme, 'summer'. For example, one child enjoys building sandcastles in the sand pit and is eager to show us how they use their bucket and spade. There are a few opportunities for more open-ended play. For example, older children take part in imaginative play and create an obstacle course with planks, crates and stepping stones. They cheer as their friends complete the course successfully.

Most children are given access to experiences to develop their independence in line with their ages and stages of development. For example, older children put their own coats and belongings away by placing them on pegs which are at their height. Younger children are encouraged to feed themselves and are praised for trying their best. Most children are given time to wash their hands as independently as possible and older children are encouraged to pour their own drinks at mealtimes.



Care & Development

Good

Staff successfully follow the setting's policies and procedures to keep children safe and healthy. They have completed appropriate safeguarding training and are confident in the correct steps to follow should they have any concerns about a child. Staff have completed appropriate food hygiene training and follow effective hygiene routines. They wear personal protective equipment (PPE) where appropriate and follow good nappy changing practices. Staff have completed the required paediatric first aid training and record accident and incident records appropriately, ensuring they are signed by parents. All staff communicate well with each other to ensure they are positioned appropriately to supervise and meet the needs of the children. Staff are aware of individual children's needs and allergies, and healthy food and drinks are provided for children. Older children have access to water jugs throughout the day and can pour their own drinks as they wish. However, drinks were provided to younger children mostly at mealtimes and they were unable to access their drinks independently throughout the day.

Staff implement the setting's behaviour policy effectively and are good role models to children. They use gentle tones and positive body language, to help children understand their decisions and feelings. For example, they remind children about the importance of sharing utensils when watering the flowers. Staff give lots of encouragement and praise for achievements and understand the benefits of doing so to promote positive behaviour and learning. For example, one staff member gives lots of praise to a young child for turning the pages of a book carefully and making animal noises for those they can identify, resulting in the child smiling proudly. All staff show kindness towards the children and nurture their development. They listen to the children and provide them with resources to support their play and learning.

Staff know the children well, and offer distractions, comfort and reassurance to individual children when needed. They have appropriate understanding of children with additional learning needs (ALN) and have worked with specialists on providing further support to ensure all children make progress. Most staff have a good understanding of when to stand back and let play unfold or interact and grasp opportunities to teach. Staff told us this is an area they are developing and are creating more skills-based planning for activities and provision. They are currently developing a more detailed method of planning, which will help to record and track children's progress efficiently. Staff keep images and examples of children's work and short observations in individual scrapbooks. They fill out daily sheets with basic information about children's time at the setting, which are shared with parents each day. However, there is currently no system for staff to retain this information should they need to refer to it at a later date and there are limited opportunities for staff to share information regarding children's progress and development with parents.



Environment

Adequate

Leaders have appropriate measures in place to ensure children's safety. Staff follow the setting's policies and procedures well to safeguard children. For example, staff ask visitors to sign in on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Daily safety checks are completed by staff. Leaders have comprehensive written risk assessments in place, which are reviewed regularly. These outline most potential risks to the children's safety and the action taken to manage or eliminate these risks. During the inspection visit, these risk assessments did not include all potential hazards to children. However, leaders have since submitted an amended copy to CIW, which now outlines all hazards and how they are managed.

Leaders ensure all play areas are comfortable and welcoming. They ensure children have a sense of belonging by displaying photographs and examples of children's work on notice boards throughout the setting. The rooms used by older children have plenty of space to allow children to move around freely. The resources in these rooms are all stored at low level so children can access them and choose independently. However, the rooms used by younger children are smaller, offering less space for children to move around and for resources to be stored at low level. As a result, there are less opportunities for younger children to access resources independently. Playrooms are well organised, with a suitable range of toys and resources chosen by staff and set out for children. For example, building blocks, craft materials, interactive electronic toys, dolls, and a play kitchen. Staff plan some sensory and messy play activities each day in the outdoor play areas. However, the opportunities for children to explore natural, recycled, or real-life materials in the indoor areas are more limited as most of the toys and resources available are made from plastic. The number of toys and resources promoting cultural awareness and diversity are also limited.

Leaders have developed the outdoor play areas at the setting to ensure all ages have access to these throughout the year. These areas provide a good range of opportunities for children to develop their physical skills. For example, a variety of ride on toys, climbing apparatus, slides and sports equipment enable children to practice balancing, climbing, jumping and sliding. There are also opportunities for children to explore different materials such as water play and sand whilst using the outdoor areas.

Leaders provide a suitable range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They are well-maintained and cleaned regularly. However, cleaning tasks are not recorded. Furniture and equipment are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.



Leadership & Management

Adequate

Leaders have appropriate policies and procedures in place, which contribute effectively to the smooth running of the setting. These policies are reviewed annually, ensuring they contain up to date information and the date on which they are reviewed is accurately recorded. Leaders ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether or not the setting meets theirs and their child's needs.

Leaders have robust arrangements for identifying strengths and areas for improvements. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. Leaders create a quality of care report in response to the feedback received, identifying any improvements made to date and those planned for the future.

Leaders ensure staff have regular training to fulfil their roles effectively and enable them to support children's individual needs. Safe recruitment checks are in place and staff files contain most of the required information. However, leaders should include evidence that they have viewed staff identification documents on each individual staff file. Staff told us that they can approach leaders at any time to discuss any problems or training needs. However, records showed staff supervision meetings are not completed regularly and there are no records of any annual appraisals having taken place. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

Leaders have appropriate systems in place for communicating with parents, keeping them informed about their child's time at the setting. They share information via daily contact sheets and there is also a closed page on social media to share photographs and information. Leaders have developed suitable links with the school, helping children to feel settled and secure.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Leaders cannot be sure staff training needs have been met and that staff are confident in the setting's policies and procedures as they do not conduct regular supervision and appraisal meetings.	14/07/25

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 12 - Food and drink	Ensure fresh drinking water is available for children throughout the day, and not just at mealtimes.
Standard 22 - Environment	Review the layout of the indoor play areas to ensure all children have plenty of space to move around freely and access and choose resources independently.

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)

Improve the system of recording information on individual children's learning and development, to share more information with parents.

Ensure accurate records are kept of when toys and resources are cleaned.

Increase the opportunities for children to access natural resources and loose parts in the indoor environment.

Provide more opportunities for children to explore multicultural resources to promote their understanding of the world around them.

Leader should include a written declaration of having checked staff identification documents on each individual staff file.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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