Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Miri Meithrin (Pwllglas) Welsh Day Nursery

Gronant, Ruthin, LL15 2PH

01824702542

Date(s) of inspection visit(s): The inspection visits for this service took place between 25/09/2025 and 02/10/2025

Service Information:

Operated by:	Mari Roberts
Care Type:	Children's Day Care
Registered places:	22
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 provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

Summary:

Children feel happy, safe, and valued at the setting. They make choices about their play and confidently express their needs, knowing staff will listen and respond. Children form positive relationships with staff and each other. They have opportunities to develop independence such as helping with tidy up time and managing personal care.

Staff understand their roles in keeping children safe and healthy. They follow safeguarding procedures and encourage good hygiene, but some inconsistencies remain in cleaning routines. Staff act as positive role models, praise good behaviour, and use gentle strategies to support children who are upset. They plan activities based on children's interests.

Leaders ensure the environment is safe and welcoming. They maintain secure premises, keep risk assessments up to date, and provide a range of well-maintained resources indoors and outdoors. Leaders provide multicultural and natural resources to support curiosity and creativity.

Leaders have a clear vision for the setting and are committed to improvement. They review policies and gather feedback from families and staff. Leaders manage staff and resources to an adequate standard, with recent improvements in staff records and supervision. They value partnerships with families, local schools, and the community.

Findings:

Well-being — Good

Children have good opportunities to make choices and decisions about things that affect them. Babies move freely around their playroom, choosing resources and bringing them to staff to play with. Outdoors, children access resources and take their play in any direction. Younger children confidently express themselves. For example, after snack, a child raised their hand for staff to wipe their hands so they could return to play. Children are confident to ask for support as they know staff will respond to their requests. For example, a child asked for help to update the visual timetable and staff supported them. This helps children feel their voices are valued.

Children feel safe, happy, and valued at the setting. When children are unsettled, they seek comfort from staff, who respond with warmth and reassurance. For example, when a child was reluctant to take part in an activity, staff allowed them to sit nearby until they felt comfortable. Children form positive emotional attachments with staff and each other. We saw children laughing together in the playhouse and enjoying games with staff. Children know the daily routines, such as washing hands before meals and lining up to go outside, which helps them feel secure and confident.

Children interact well with each other and with staff. For example, when one child said they would like to wear the policeman's helmet in the role play area, another child gave it up readily. Children play contentedly alongside each other, both indoors and outdoors. We saw children of all ages sharing play around the playhouse, with the autumn treasure baskets, and taking turns on the balance beam. Older children are beginning to take responsibility for their actions, such as listening when asked to stop a behaviour.

Children enjoy their play and learning. All children are engaged in activities and play, both indoors and outdoors. There is a good balance of freely chosen and adult-led play opportunities. Children are eager to share what they are doing with staff and are supported to try new things. For example, staff join in with singing games and support children to collect and sort autumn themed resources.

Children have suitable opportunities to be independent. Many children access the toilet facilities themselves and wash their own hands. Babies and toddlers are encouraged to feed themselves, with support as needed. Children are encouraged to help with tidy up time.

Care & Development — Adequate

Staff have an appropriate understanding of their roles and responsibilities to keep children safe and healthy. There is a clear safeguarding policy in place, and staff spoken to during the inspection were confident in the procedures and their duty to report concerns, including whistleblowing if necessary. During mealtimes, staff follow hygiene routines such as encouraging children to wash their hands and using personal protective equipment for food preparation. However, there are inconsistencies in practices around cleaning surfaces. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff record children's daily hours of attendance consistently and record their own time of arrival and departure. They accurately record accidents and incidents, and these are acknowledged by parents / carers to evidence they have been kept informed.

Staff manage interactions appropriately and act as positive role models for the children. They engage in children's play and learning, encouraging participation and supporting children to try new activities. Staff praise and celebrate good behaviour, thank children for helping to tidy up, and support sharing and turn-taking. They work in line with the setting's behaviour management policy, which is reviewed regularly. Staff use positive language and gentle distraction to support children who are upset or reluctant to join in. They create sociable mealtimes and encourage children to communicate, including supporting those with developing language. Staff interactions are warm and responsive, and they use both English and Welsh to support children's understanding and language development.

Staff provide a caring and nurturing environment and are developing their ability to meet children's individual needs. They respond to children's needs, such as offering more toast at snack time or removing potential hazards when noticed. Staff plan activities that reflect children's interests and developmental stages. They record observations of what children do. However, staff are still in the process of developing their system to use this information to help them plan for the next steps in children's play, learning and development. Staff are developing their ability to support children with additional learning needs, with all staff having recently undertaken training. They carry out regular sleep checks and have made adjustments to the environment to keep children safe.

Environment — Good

Leaders ensure the environment is safe and secure for children, staff, and visitors. They have addressed previous issues, such as repainting the ceiling in the upstairs baby room and moving cots to reduce risks. Leaders maintain a secure premises, with a locked front door and an enclosed outdoor play area. Staff supervise children closely as they move around the setting, reminding them to be careful on the stairs and ensuring gates are closed behind them. Leaders ensure risk assessments are up to date including for heating and electrical safety and keep all required certificates and insurance documents in place. They also ensure fire drills are carried out regularly, so everyone knows what to do in an emergency.

Leaders provide a welcoming and well-organised environment that meets the needs of all children. The toilets are suitable for children, with partitions for privacy. Indoors, the rooms are bright and inviting, with clearly defined areas for different types of play and learning. Children's work is displayed, giving them a sense of belonging and pride in their achievements. The layout allows children to move freely and choose where they want to play, supporting their independence and confidence.

Leaders ensure children have access to a wide range of good quality resources and equipment, both indoors and outdoors. Leaders have provided low-level storage for resources making it easy for children to choose toys and materials, including vehicles, building blocks, stacking toys, puzzles, and small world figures that reflect wider society. Staff provide multicultural resources, such as dolls and books, and use natural materials like leaves, acorns, and straw to enhance sensory play. Leaders make sure resources are well maintained and accessible, supporting children's curiosity, creativity, and physical development.

Leadership & Management — Adequate

Leaders have made significant improvements since the last CIW inspection. They have developed a clear vision for the setting, reflected in the statement of purpose. Leaders have a range of policies and procedures in place however they do not always reflect practice at the setting. Children's records include all regulatory information. Leaders have a good understanding of their role and responsibilities to actively promote the Welsh language and culture.

People who run the setting present an annual quality of care review, showing evidence of how they respond to feedback. They have arrangements in place for identifying strengths and areas for improvement and all staff are committed to improving the quality of provision and outcomes for children. People who run the setting distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service.

Leaders manage staff and resources to an adequate standard. Since the last inspection, they have gathered all the required information in the staff employment files to ascertain the person's suitability for their role in caring for children. Leaders have started to undertake supervision and appraisal with staff however this practice is not yet embedded. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff confirmed they enjoy working at the setting. They feel supported, knowing they can approach the people who run the service for help or support if needed.

Leaders have established good partnerships that improve the quality of provision and outcomes for children. They have good links with the local schools where they provide school collection and drop off services. Staff and managers told us they value the relationships they have built with parents and are keen to ensure parents feel they can approach them at any time.

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
The Registered Person must ensure staff follow thorough and consistent hygiene routines to eliminate as far as possible all unnecessary risks to children's safety.	25/09/25
The registered person has to ensure staff receiving regular and meaningful supervision and appraisal to be able to discuss the quality of their practice and raise any safeguarding concerns order to create better outcomes for children.	19/02/25

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 1 - Information	Ensure all policies are fully reflective of what the setting offers in order that parents / carers have all the information they need to make an informed choice about the childcare service they require.
Standard 7 - Opportunities for play and learning	Consider the recorded observations about children's development to help plan for the next steps in their play and learning.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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