Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Medra

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The inspection visit took place on 30/03/2026

Service Information:

Operated by:	Meithrinfeydd Cymru Cyfyngedig
Care Type:	Children's Day Care
Registered places:	119
Main language(s):	Welsh
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	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have a strong voice and know that their attempts at communication are recognised by staff. They are happy and enjoy their time at the setting, engaging meaningfully in the opportunities for play and learning. Children develop important skills within a nurturing setting. Children interact well and form close bonds with their peers and staff.

Staff are experienced and professional, and work seamlessly together as part of a team. They are knowledgeable about individual children and their families, and how to keep children safe and promote their health and development. They provide a variety of interesting and fun activities to support children's learning. Staff are confident in their roles.

The environment is clean, welcoming, and well organised, with best use made of the space available. Staff make good use of the outside area which is accessible from all rooms. There is a good selection of well-maintained resources both inside and outside. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks consistently.

The leadership and management of the setting is effective. Leaders at this service are committed to providing high quality childcare and working in line with the Regulations. They have thorough processes in place to ensure that staff are involved in working together to provide good care for the children. There is a clear culture of continuous improvement and building strong partnerships with parents and the local community to support children to reach their full potential.

Findings:

Well-being — Good

Children have opportunities to express themselves and make effective choices. Their thoughts and views are considered when decision making. For example, children choose to play outside and return inside when they are feeling cold. Most children sit with staff for song time, whilst others continue to play in the home corner but also singing along happily. Most activities are child-led and there are good levels of engagement and concentration. Children move around confidently following their own interests and often inviting others and us, Care Inspectorate Wales (CIW), into their play.

Children form warm, positive relationships with friends and staff and clearly trust the adults who care for them. They transition confidently from their parents / carers, show strong bonds with familiar staff and seek reassurance, comfort and cuddles if needed. Children are very familiar with routines such as mealtimes, handwashing and putting on wellies.

Children are learning to understand their own and others' emotions. Children's behaviour is encouraging because they respond well to gentle guidance, such as lining up for their turn to go on the slide. They enjoy the social aspect of chatting together at the table during mealtimes, discussing their birthdays and how old they are now.

Children are curious about their space and resources, and confidently take risks such as climbing on boxes, before responding to gentle reminders from staff to be careful when coming back down. They persevere with activities for lengths of time appropriate for their ages and stages of development. For example, one child patiently and carefully rocks a baby to sleep in their arms whilst also chatting on the telephone about what they need to get from the shop. A child excitedly shows us a missing piece of a jigsaw discovered on the floor and smiles as she fits it into the completed puzzle.

Children have many opportunities to build their independence skills. Older children confidently take off their shoes and put on wellies and coats before going outside. Some children help others who are unable to do this themselves. Most children use the toilet independently, washing and drying their hands afterwards, and after playing outside.

Care & Development — Good

Staff have a good understanding of how to keep children safe and healthy. They have sound knowledge of safeguarding and their responsibilities to follow the setting's procedures. Staff have attended relevant mandatory training including safeguarding and first aid, as well as some additional training to enhance their practice. Hygiene routines are well established, and staff wear full personal protective equipment (PPE) when nappy changing and serving food. Staff consistently support children with dietary needs and confidently explain the procedures at mealtimes. Staff prepare and serve meals that children bring in from home, including meals that need to be heated up and cooled down. However, this results in some children waiting longer than others for their food, with a few getting impatient and restless. Effective communication between staff is consistent, and they work together well to ensure they are meeting the children's needs and appropriately supervising them.

Staff are respectful towards children and give lots of praise and encouragement, following the setting's behaviour management policy. They know the children well and give gentle reminders or prompts when needed. Staff consistently give children explanations as to why things are happening, or why things are important. For example, they remind children not to climb onto furniture, and climbing is for outside play on appropriate apparatus. Staff sit with the children at mealtimes and encourage social conversations about what they have for food and what their favourite meals are.

Staff effectively plan from children's interests and ensure activities are inviting and interesting. They work together effectively to record observations and assessments, ensuring these are used to inform future planning of activities and tasks. There are clear procedures in place to support children with additional needs at the setting if needed. Staff know the children well and proudly share with us how well children have settled and are developing. Parents reinforced this and spoke highly of the care their children receive. All staff speak Welsh with the children and each other.

Environment — Good

Leaders provide a safe, well-maintained, and very welcoming environment. They have risk assessments for all areas of the environment and many activities, and these are reviewed on a regular basis. They ensure that annual safety and maintenance checks are completed in a timely manner. There is a secure system for entry to the building and playrooms, and staff ensure that all visitors are signed into the service. Effective hygiene procedures are followed, and staff complete daily checklists to identify any matters that need addressing such as health, safety, and hygiene. Leaders complete regular fire drills and maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency.

The environment is welcoming and child-friendly and there is plenty of space for children to play. The setting is decorated in calming, neutral colours. Staff effectively organise playrooms, promoting all areas of children's development. Many of the playrooms are not currently in use, and during our visit leaders had arranged for younger children to be cared for in a quiet area of a room used by the older children. This allowed all children to see each other throughout the day, while remaining in a safe environment. All playrooms have access to a secure outdoor play area, which always allows free flow access between indoor and outdoor play. Separate rooms are available for children to sleep or have quiet times.

Leaders create a stimulating play environment for the children with plenty of resources available to enhance their curiosity and extend their skills. They ensure children can easily access a broad variety of resources and equipment to stimulate them and maintain their interest. For example, there are 'real life' resources in the home corner, and a good selection of arts and crafts materials. Younger children have access to sensory toys and staff ensure everything is within reach to allow children to become independent. Leaders ensure the furniture and resources are suitable for the developmental needs of all the children.

Leadership & Management — Good

Leaders ensure staff have a good understanding of their roles and responsibilities within the setting. An updated statement of purpose accurately reflects the service and allows parents to make a fully informed decision about sending their child to the setting. Leaders maintain good communication with CIW, notifying of any changes or events at the setting. All recommendations and an Area for Improvement from the previous inspection have been met. Leaders maintain all correct records in relation to children's contracts and their preferences, and they have all the appropriate parental permissions in place.

Leaders have submitted the annual self-assessment of service statement (SASS) this year, along with an updated quality of care report. They receive feedback from children, parents, staff, and other professionals to inform their report. Leaders produce a thorough report of their annual service review, including their plans for future improvements.

Leaders have effective systems in place to recruit, induct and employ staff. They keep organised records that show all checks are completed and required information is obtained prior to staff being employed at the setting. Daily records such as registers and staff rotas show that a suitable number of staff are employed for the numbers of children attending. Leaders deploy staff appropriately to ensure they meet the staffing ratios. Leaders promote a strong culture of continuous development. Staff have opportunities to complete a range of training that supports them to fulfil their roles. New staff receive an induction process, including detailed role-specific guidance relevant to the age of children cared for. For example, procedures on how to keep younger children safe during mealtimes. Nearly all staff hold a childcare qualification. Nearly all staff have current certificates in first aid, safeguarding and food hygiene. Staff told us they felt supported to do their jobs to a high standard and they receive regular one-to-one supervisions and annual appraisals. Staff have pride in their roles and work well as a team.

Leaders have good partnerships with parents and carers and keep them informed about their child's progress at the setting. Parents told us they have good relationships with leaders and staff. Leaders have established strong links within the community with regular walks to the local shops or the local woodland. The setting can also access the local school grounds for outside play opportunities during the school holidays. Leaders also have close links with their other care setting nearby, which children access when they are older.

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)
	No NMS Recommendations were identified at this inspection

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 mealtimes are planned suitably so children are not sat waiting for long periods at the table for their food.

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