Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Ffalabalam Cyf

Hafod Elfyn, Penrhosgarnedd, Bangor, LL57 2BX

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www.ffalabalam.co.uk

The inspection visit took place on 27/10/2025

Service Information:

Operated by:	Meithrinfa Ffalabalam Cyf
Care type:	Children's Day Care Full Day Care
Registered places:	116
Main language/languages:	Welsh
Flying Start service:	Yes
Do you 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	Adequate
Care and Development	Adequate
Environment	Adequate
Leadership and Management	Adequate

Summary:

Children are happy and comfortable at the setting. Children develop sound relationships and feel safe in the company of their friends and staff. They are starting to make appropriate decisions. However, the children expect the staff to lead at times to support these decisions and to support experiences.

On the whole, staff understand their responsibilities to keep children safe and healthy and most staff have the necessary training. They know the children well and are friendly towards them. However, improvements are needed with regard to the opportunities for children to play and learn.

Leaders ensure that the environment is safe for children, and that risk assessments are completed and detailed. There is enough space both indoors and outdoors for the children to play and relax. However, improvements are required to ensure that the environment and quality of resources are appropriate.

Leaders understand their responsibilities as a whole and ensure that most of the management systems are in place, however these are not always effective. Some improvements are needed to ensure compliance with the regulations and standards.

Findings:

Well-being — Adequate

Children are given opportunities to choose how to spend their time and with who. They learn how to make choices and how to communicate their wishes and needs. For example, we saw a child jumping and pointing towards a water tub suggesting that they would enjoy jumping in it, and before long a group of children were jumping and laughing in the tub.

The children feel safe and comfortable in the company of staff. The majority of children settle quickly, and others are given plenty of time to settle if needed. For example, we saw a child was able to go and see their 'favourite staff member' in another room, and returned with a big smile. Children are confident in following regular practices. For example, they sit to sing before going to wash their hands and before lunchtime. However, some children were waiting for a long time between activities. For example, whilst they waited to go outside or sat by the table after finishing their meal.

Children start taking interest in each other and communicate appropriately in accordance with their age and developmental steps. For example, some children start to participate in role-play and imagine they are selling ice cream to their friends and staff. Children are kind towards each other, especially if someone has hurt themselves or if they need help. They also learn positive behaviour and respect others. For example, they repeat the word 'bendith' (bless you) when others sneeze.

Children enjoy the activities available and learn new skills. For example, a group of younger children persevere to learn how to climb a ladder to use the slide, and are very proud of their achievement. There was excitement in the baby room when pumpkins were delivered for an activity for the following day, and all the children were obviously looking forward to it. Children learn how to participate in activities and concentrate, however they wait for the staff to lead at times to support their play or the skill that is practised.

Children are given opportunities to develop their independence skills by completing tasks for themselves. For example, children practice pouring their own water and manage risks effectively by using glass drinking mugs. They are also happy to help staff keep their toys and tidy up at the end of their time in the outdoor area.

Care and Development — Adequate

Staff are caring towards the children's care and welfare needs. They have an appropriate understanding of what is expected of them to keep children safe and healthy. They are confident with regards to the correct steps to take if they have any concerns regarding a child's welfare, however they would benefit from knowing how to contact specific agencies to address any concern effectively if needed. Any events or accidents are recorded effectively. Half the staff have completed up to date paediatric first aid training. However, all staff have not completed the required training. There is a register system in place, however this does not always note the arrival and departure time of staff, nor their break times, therefore is does not show who cares for the children at all times. Staff encourage healthy lifestyles by ensuring children are able to spend enough time outdoors, promoting hygiene procedures and providing healthy food. The cook has efficient systems in place to inform staff of children's individual dietary requirements. Staff prepare healthy snacks for the children, but not all members of staff have a food hygiene certificate.

The staff form positive relationships with the children, and treat them with respect and warmth. They use effective and consistent strategies to promote positive behaviour and follow the setting's policy. For example, they carefully encourage children to share toys or to apologise if they have hurt somebody's feelings, and offer a clear explanation if their behaviour is not acceptable.

Staff use a digital app to document the children's activities and to share pictures, as well as information about their personal care. There is no system in place to record the children's developmental progress or a plan for their individual next steps. Staff offer children opportunities to follow their own interests and join in during activities from time to time. For example, staff help the children to roll dough and reach for a basket of resources for them. However, staff miss opportunities to encourage activities and conversations to support the children at times. Staff provide appropriate opportunities to support and provide for children with additional needs, and work as a team to ensure that opportunities are available to all children in their care.

Environment — Adequate

Leaders provide a safe environment with more than enough space for children to play and develop in an appropriate way. Access to the setting's reception is controlled, with external and internal doors which are kept locked. Visitors are asked to sign in when they arrive and leave the site. Thorough risk assessments have been created for different parts of the setting and for trips and walking to School. They note possible hazards and what measures are in place to manage these risks, which have been revised recently. An outdoor fire risk assessment was held during the inspection process which referred to the appropriate steps to take. There was no record to show that these had been shared with staff. Leaders have ensured that these appropriate steps have been taken immediately. However, there is no specific process for staff to follow to complete daily safety checks to remove possible hazards to children's safety. There is no sound system to ensure that children's resources and toys cleaned regularly.

There are different rooms for children to play, sleep and relax. Leaders support staff to ensure that children are given regular opportunities to play outside. There is a variety of different areas and children develop their physical skills by using different climbing equipment or scooters and bikes. It is clear that children are used to playing outside in all weather, and we saw children turning around happily on a swing and making footprints in the mud. There are very few photographs and children's work displayed, which does not take the opportunity to create a sense of ownership and belonging. Toys and resources are stored at a low level to enable the children to have easy access to them and there are furniture of appropriate size, but there was only a limited number available for children. The toilet area for children includes suitable facilities and low level sinks to promote the children's independence.

Leaders provide appropriate toys and resources for the children's age and developmental steps, and the majority are in an appropriate condition. Leaders noted that there are more toys and resources available for children but that they were kept in a storage room, and that there were plans to rotate the resources soon, as well as to remove old resources. We saw some examples of children using resources to enhance their curiosity and problem solving skills. However, the suitability of the environment and quality of resources is an area that requires attention from the leaders to enhance the outcomes for children. While no immediate action is required this is an area for improvement and we expect the provider to take action. Leaders have begun their journey to provide more resources and play equipment that have been made from sustainable and natural materials and are continuing to develop this area.

Leadership & Management — Adequate

Leaders have a clear vision but do not always meet regulatory requirements. They have addressed the recommendations made during the previous inspection, and have worked with us effectively during this inspection. The necessary policies are in place and are revised annually, but leaders do not ensure that the required procedures are in place. The statement of purpose gives a clear picture of what the setting has to offer, which enables parents to make an informed decision on their child's care. Leaders ensure that they provide the recent copies of the statement of purpose to Care Inspectorate Wales (CIW). However, they do not inform CIW of changes to the settings or give details of important events, and this is an area for improvement and we expect the provider to take action.

Leaders conduct an annual quality management review and consult with parents, staff and children. They consider every piece of information and reflect on it, and hold meetings to discuss their priorities. However, the priorities are not accomplished at the moment. Leaders acknowledge the need to enhance the system to monitor necessary improvements to ensure effective and positive progress is made to children's experiences.

Leaders ensure there are opportunities for staff to attend further training to fulfil their roles effectively. Leaders ensure that all staff hold a current certificate from the Disclosure and Barring Service (DBS). Staff told us that they are given opportunities to complete further courses, and that they feel comfortable approaching leaders with questions or to discuss any problems. However, leaders' attention need to be drawn to the appropriate steps to take to support staff to enrich the opportunities and play and learning activities available to children. While no immediate action is required this is an area for improvement and we expect the provider to take action. We saw thorough written records of annual appraisals, but leaders noted that not every member of staff receives supervision meetings regularly.

Leaders have a sound understanding of how to work with external agencies when needed. Staff and leaders also communicate effectively and regularly with parents, but leaders would like to continue to strengthen their relationship with parents further. The parents said they appreciate the daily detailed conversations, as well as the flexibility to arrange a place. One parent said, *“mae’r staff yn ymddangos yn frwdfrydig iawn, ac yn adnabod y plant yn dda.* (staff seem very enthusiastic and know the children well.) *Maent yn hyrwyddo arferion iach, ac yn treulio llawer o amser tu allan.”* (They promote healthy habits and spend a great deal of time outdoors.) The setting's main strength is the value of the Welsh language, and the opportunities available for children to learn about the community they live in.

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
We found poor outcomes for children as several areas of the setting were not well maintained to a good standard meaning children are not consistently being cared for in a welcoming and adequately heated environment.	27/10/25
We found poor outcomes for children as the leaders at the service are not fully aware of their regulatory responsibilities in relation to notifying CIW of changes and significant events at the setting.	27/10/25
Children are not always receiving appropriate play and learning opportunities tailored to their individual needs as National Minimum Standard 7 is not always fully regarded.	27/10/25

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 10 - Healthcare	All staff members should complete emergency first aid training, in line with the requirements.
Standard 10 - Healthcare	All staff members who prepare food for children should complete training in food hygiene.
Standard 5 - Records	The daily registers should include staff members times in and out of the setting, and include staff breaks to ensure accurate information is held in relation to who is responsible for caring for children's care at all times.
Standard 13 (Day Care) - Suitable Person	All staff should receive regular supervision to support their development, making use of Social Care Wales guidance on supervising and appraising well.

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)
Safeguarding procedure should be displayed and made available to staff, to include relevant names and phone numbers to improve staff's confidence in keeping children safe.

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