Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Miri Melyd

Ysgol Melyd, Ffordd Pennant, Meliden, LL19 8PE

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The inspection visit took place on 06/05/2026

Service Information:

Operated by:	Clare Dyche
Care Type:	Children's Day Care
Registered places:	48
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy, and their voices are central to decision-making and play experiences. They confidently express their opinions, and play is child-led, promoting curiosity and imagination. Children are forming supportive friendships and are learning how to show empathy and consideration towards others. Routines are purposeful, and children display positive behaviour and growing independence skills.

Staff follow appropriate procedures effectively to support children's health, safety and well-being. However, not all registers are accurately completed to reflect all adults present at the setting at any given time. Staff interact positively and consistently with children, which helps to develop their social skills. They know children well and respond to individual needs effectively.

Leaders provide a safe and suitable environment for children. Effective systems are in place to manage risks, and the setting is secure, clean and well maintained. The space is welcoming both

indoors and outdoors, providing a range of different play and learning opportunities. Leaders ensure resources are of good quality and promote creativity and curiosity.

Leaders maintain well-organised systems that work effectively to ensure children experience positive outcomes. They use various self-evaluation processes to identify strengths and areas for development. Leaders create a supportive atmosphere where staff work together, with parents and the community to support children's experiences and well-being.

Findings:

Well-being — Excellent

Children have a very strong voice and make meaningful choices throughout their time at the setting. They choose how and where to play and contribute ideas that shape their learning experiences, knowing their feelings and ideas are valued. For example, children choose what to photograph during play and are supported to print and include these in their books to reflect on experiences. Children's preferences are respected, including when they choose not to join activities, and they are supported to find suitable alternatives.

Children feel safe, happy and settle quickly into familiar routines with minimal support. Well-established routines, including group times, handwashing and transitions between activities, help children to understand expectations and feel secure. Children form positive relationships with staff and friends and are confident in seeking support when needed, for example, asking for help to refill empty paint pots so they can continue creative activities.

Children interact very well and show kindness and consideration towards one another. For example, they offer to share resources with friends who are unsure or unsettled to help them feel included. Children are developing good social skills, such as taking turns, thanking each other and sharing responsibilities during play. They communicate confidently with staff using both speech and non-verbal communication such as signing. For example, some children sign to communicate when they would like more or have finished their snack.

Children clearly enjoy their play and learning and show enthusiasm and curiosity about the opportunities available to them. They take part in a wide range of activities, including imaginative play where they begin to develop simple storylines and role-play scenarios with their friends. Children are beginning to make connections in their learning, for example, recognising and confidently discussing similarities between a worm they found in the soil and a snake they had previously seen during a visit to the setting.

Children develop strong independence skills and manage their own needs well. They are confident in completing personal care tasks such as toileting and nose wiping, appropriate to their age and stage of development. Children independently help themselves to crockery, pour drinks and select foods during snack time with support where needed. They also take responsibility for tidying resources after use. Some children take on additional responsibilities enthusiastically, such as helping staff to set up resources and feeling a strong sense of belonging and achievement.

Care & Development — Good

Staff understand their responsibilities to keep children safe and healthy. They follow appropriate procedures for hygiene, such as using personal protective equipment during nappy changing and food preparation and encourage regular handwashing. Staff ensure children benefit from healthy meals and snacks, with menus providing a balanced diet and accommodating individual dietary needs. They accurately complete children's registers, and staff registers show names and times of attendance for staff caring for children. However, outcomes for children require improvement because records do not accurately reflect all staff and adults present on the premises at any given time, and we expect the provider to make improvements. Sufficient numbers of staff are paediatric first aid trained, and they use systems to ensure records of accidents, incidents and medication are completed effectively. Staff are appropriately trained in safeguarding and demonstrate a good understanding of procedures to follow if concerns arise. They ensure children are supervised well both indoors and out throughout sessions.

Staff create a calm, positive atmosphere. They are good role models, consistently promoting positive behaviour through praise, encouragement and gentle reminders of expectations. As a result, children demonstrate good manners and are developing an understanding of sharing, turn-taking and kindness. Staff engage effectively with children, using eye contact, clear communication and questioning to support engagement and understanding. They ensure mealtimes are sociable and inclusive and encourage children to practise social skills.

Staff promote children's play, learning and development well and have a good understanding of children's individual needs. They plan a range of engaging activities based on children's interests and involve all staff in contributing ideas, ensuring provision remains relevant and stimulating. Staff show a good awareness of how to balance adult interactions to extend children's learning, and when to allow play to continue independently. For example, they use spontaneous mathematical language on a scavenger hunt and encourage children to speak in Welsh and English. Staff use a range of systems to observe and record children's progress, including digital platforms and planning documents. However, systems for identifying and reviewing next steps are not always consistent for all children or shared with parents to support children's development. Staff support children with additional needs appropriately and adapt activities to meet sensory and developmental requirements, while working in partnership with parents and carers to promote consistency.

Environment — Good

Leaders ensure the environment is safe and secure. Access to the setting is well managed, with gates and entry systems preventing unauthorised access. A range of risk assessments and daily checks support staff to identify and minimise potential hazards effectively. Leaders and staff demonstrate an awareness of risks and take appropriate action in the moment to reduce these. For example, a minor risk was identified during the inspection, and leaders responded appropriately and quickly to ensure this was addressed and reflected upon. Leaders arrange and record regular fire drills appropriately. Staff understand the difference between acceptable and unacceptable risk for the ages of the children and are growing in confidence to encourage them to take appropriate, supervised risks during play.

Leaders ensure the environment is suitable and welcoming for children. Indoors, the space is thoughtfully organised into clearly defined areas that support a wide range of play and learning experiences. For example, children have access to areas for creative and messy play, construction and small world activities, role play and relaxation, including a cosy corner for quiet time. The environment is well maintained, clean and allows children to move freely and safely between activities. Wall displays feature children's work and photographs of experiences, which create a sense of belonging and pride, with children recognising and talking about their achievements. Outdoors, there is plenty of space for physical play and exploration, which staff say children benefit from in all weathers. There is a variety of opportunities including bike tracks, climbing equipment and a developing forest school.

Leaders provide a good range of quality resources and equipment. Resources are well maintained and appropriate for children's age and stage of development. Leaders place a strong emphasis on open-ended and natural materials to support children's creativity and problem-solving skills. For example, children use loose parts, sand and water to explore and extend their play. However, resources to promote Welsh language, culture and local heritage, and reflect diversity and equal opportunities, are not yet fully embedded within continuous provision. Leaders also provide some authentic materials, such as empty household containers to enhance role-play experiences. Resources are organised effectively and are accessible to children, encouraging independence and choice.

Leadership & Management — Good

Leaders demonstrate a clear vision for the setting, working collaboratively to ensure it runs smoothly. They understand their roles and responsibilities well and have a good awareness of regulations and the National Minimum Standards (NMS). The statement of purpose and parent information pack provide a clear overview of the setting for parents to make informed decisions. Leaders ensure paperwork is stored securely and maintain a broad range of policies and procedures to support practice. These are reviewed regularly; however, some do not always reflect current practice.

Leaders have a proactive approach to self-evaluation and planning for improvement. They complete a detailed quality-of-care review and self-assessment, alongside additional evaluations to monitor progress against identified priorities. Leaders respond well to feedback from external agencies and use this to inform improvements, including developing the use of the Welsh language and forest school provision. Leaders keep Care Inspectorate Wales (CIW) appropriately informed of significant events and updates as required.

Leaders work closely with staff to support their professional development and provide opportunities for training. They allocate dedicated time for joint working and regular team discussions. Leaders complete supervisions and appraisals consistently to provide staff with opportunities for reflection and development. Staff benefit from a range of mandatory and additional training, which supports their practice and confidence. They say they are happy at the setting and describe a strong team ethos where their skills and strengths are recognised and utilised well. Leaders follow robust recruitment procedures, with evidence of appropriate checks and documents completed to ensure staff suitability.

Leaders provide a range of experiences to enhance children's learning. For example, they arrange trips and events and invite visitors into the setting, particularly during holiday provision. However, they recognise the benefits of this and acknowledge that relationships with the local community could be further strengthened to enhance children's experiences. Leaders communicate with parents through regular newsletters, digital platforms and face-to-face discussions. Parents are complimentary about the setting, highlighting how staff are approachable and provide a good range of activities.

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 outcomes for children require improvement because records do not consistently provide an accurate account of all adults present at the setting at any given time.	06/05/26

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 7 - Opportunities for play and learning	Strengthen systems to ensure observations are used consistently to identify, plan and review next steps for all children.
Standard 23 - Equipment	Further develop and extend resources that promote Welsh language, culture and local heritage, and reflect diversity and equal opportunities.

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)
Review all policies to reflect current procedures at the setting.
Further strengthen partnerships with the local community to enhance children's experiences and awareness of their local area.

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