A report on

Meithrinfa Garth Olwg

Garth Olwg Community Campus
St Illtuds Road
Church Village
Pontypridd
CF38 1RQ

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

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Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Meithrinfa Garth Olwg

Name of setting	Meithrinfa Garth Olwg
Category of care provided	Full daycare
Registered person(s)	Mudiad Meithrin Cyf
Responsible individual (if applicable)	Leanne Marsh; Gwenllian Lansdown Davies
Person in charge	Demileigh Sweeney; Ellie Harrison; Bethan Davies; Hannah Doggett
Number of places	60
Age range of children	6 weeks to 4 years old
Number of 3 and 4-year-old children	22
Number of children who receive funding for early education	18
Opening days / times	Monday to Friday 7.30am to 5.00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.
Date of previous CIW inspection	17 April 2024
Date of previous Estyn inspection	22/03/2017
Dates of this inspection visit(s)	03/06/2025

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Adequate**
Teaching and assessment **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Adequate**
Environment	**Adequate**
Leadership and management	**Adequate**

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the registered person/responsible individual.

Recommendations

R1 Adress the areas of non-compliance identified during the inspection

R2 Ensure that risk assessments are reviewed annually and implemented regularly

R3 Develop the use of observations and assessment opportunities further and use them to support children more effectively in their play and learning

R4 Ensure consistency in procedures across the provision

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Children communicate confidently and, on the whole, their wishes and needs are taken into account. Children are given suitable opportunities to make choices and decisions about what affects them; for example, they choose where to sit at snack time and are free to leave the table independently. Children's interests are considered and respected. They make decisions and express opinions when choosing where to play in the indoor areas and are free to complete tasks in their own time.

Many children settle well on arrival and their individual needs are supported. Those children who show insecurity are comforted and supported until they calm down and go to play when they are ready to do so. Most children feel safe and are comfortable in seeking reassurance, when necessary. They are familiar with the daily arrangements and older children show a good awareness by placing their bag and coat on a peg on arrival and putting on rain boots independently to go outside.

Most children work well together in line with their age and stage of development. Younger children and babies play together appropriately. As the children grow older, they begin to form relationships and play more purposefully with each other. They talk to each other excitedly while crawling through a cardboard tunnel and discuss enthusiastically while playing with the dinosaurs. Most children develop a positive relationship with practitioners and respond appropriately to their questions and suggestions.

Most children enjoy long periods of uninterrupted play and learn well from each other. They show a natural interest in their relevant areas and engage well with most of the experiences available to them. Many of the babies and toddlers enjoy the freedom to explore their environment and benefit from the activities provided. A majority of the older children concentrate for extended periods when immersing themselves in activities of their choice, for example when playing in the sand or holding flower petals in the water. A majority of children are happy to join group activities, such as singing or story time. However, a minority tend to lose interest and disrupt the enjoyment of others.

Many children develop to be caring and respectful. They show empathy for others and can sense when peers want quiet time to be alone or to reflect. A majority of the younger children develop their self-help skills well as they learn to manage their personal care and feed themselves. As they develop throughout the setting, they build on these skills and show good independence when serving cereal at breakfast time and pouring water to drink.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Many children make appropriate progress from their starting points and develop a range of skills effectively during learning and play. They listen and respond to adults' instructions appropriately and are willing to follow an adult's instructions to tidy up for circle time. A majority of children develop early reading skills appropriately. They recognise their names by their pegs and choose books from the reading basket, pointing to pictures and creating their

own story aloud to a friend. Most children develop their early writing skills successfully and enjoy marking for a purpose. They use clipboards and paper confidently to make a shopping list or draw a picture of Mistar Urdd to record a visit to the Eisteddfod. Although the Welsh language is new to most children, many develop a sound understanding of a range of Welsh vocabulary and join in appropriately when singing songs and nursery rhymes during circle time. However, they rarely try to experiment and use key vocabulary such as *'ga' i'* ('can I')... and *'diolch'* ('thank you') in conversations with adults.

Many children develop sound numeracy skills and use mathematical language with increasing accuracy. They begin to name simple 2D shapes correctly when matching square and triangular shapes and show an increasing grasp of mathematical language when discussing full and empty while playing with containers in the water tray. However, they do not always take a natural interest in activities that have been planned purposefully to improve their understanding of number, which limits their ability to apply their skills while playing.

Most children's physical skills develop effectively. They handle small objects such as pom-poms and flower petals with precision. They make marks carefully by controlling paint brushes and crayons purposefully and effectively. Many children also develop their gross motor skills by riding bicycles confidently in the outdoor area.

Nearly all children develop their digital skills successfully and understand that digital equipment has an effect on their everyday lives. They use digital scales when cooking in the role-play kitchen and play purposefully with digital telephones. Many children develop their creative skills skilfully, for example while playing imaginatively in the dressing-up area. They are confident when fetching creative equipment independently and use them purposefully in the indoor and outdoor area. Many children enjoy using percussion and wind instruments in the musical area and find pleasure in using them in several areas across the provision. A majority of children work together maturely and show persistence in solving problems, for example by helping each other to build a tall tower from magnetic blocks.

Children develop good personal, moral and social skills. Nearly all are very caring towards each other, listen to their peers and are very willing to solve difficulties independently when conflicts arise. They play well together, share resources naturally and are willing to search for a resource that a friend needs. A good example of this is children sharing resources in the water tray and helping each other to pour liquid from one container to another and offering more when a child states that their container is not full, but respecting their wishes when no support is needed.

Care and development: Adequate

Practitioners have an appropriate understanding of their responsibilities in terms of how to keep children safe and healthy. On the whole, they work towards implementing most of their policies and procedures to promote healthy lifestyles, physical activities and well-being. Most practitioners conduct daily visual risk assessments and respond appropriately to risks as they arise. They encourage children to follow hygiene practices, for example as they wash their hands before food or wipe their nose. Posters about food needs are displayed clearly and practitioners are aware of their duties to safeguard children during eating periods. Most

practitioners keep suitable records of medication, accidents, incidents and current injuries which are acknowledged by parents. However, they do not always update information in a timely enough manner, for example food requirements and sleeping patterns. There is a suitable system in place for practitioners to register children's attendance and who is in charge of them.

Overall, practitioners encourage children to tidy up when they move from one activity to another. However, they do not follow hygiene procedures consistently enough across the setting, including nappy changing arrangements. On the whole, leaders organise an appropriate staff ratio to meet most children's needs. However, at times of the day, the arrangement in certain areas is not suitable enough and this leads to periods when there are not enough staff to provide the appropriate care for the number of children. The setting's arrangements for safeguarding do not meet requirements and are cause for concern.

Practitioners interact in a warm and kind manner. They speak clearly and build children's confidence in understanding language and giving it a try. Practitioners work hard to promote an ethos of sharing and taking turns. They share a positive attitude towards managing children's behaviour and follow the setting's policy effectively. They praise children for being kind or for sharing resources and this has a beneficial effect on children's behaviour and self-esteem.

Most practitioners provide suitable play activities that develop children's skills and pursue their interests appropriately. On the whole, they are aware of each child's individual development and keep adequate records. While observing children, they are beginning to record their achievements and share information about daily activities with parents through pictures on electronic media. Practitioners know the children well and work hard to meet their individual requirements. They have a clear understanding of the actions to take when they are concerned about a child's development. Leaders ensure that information is shared and they follow appropriate steps to support children with additional learning needs.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Adequate

Practitioners plan interesting learning experiences that encourage children's general development appropriately. They are beginning to plan activities that meet the requirements of Curriculum for Wales by ensuring purposeful opportunities for children to make choices about their play. They organise the environment in a way that ensures that all resources are within reach, which contributes to the children's success in developing as independent learners. Practitioners are aware of the importance of allowing children to learn through play and provide beneficial opportunities for them to explore, experiment and solve problems. As a result, most children develop as confident independent learners who are very willing to try new experiences. Practitioners provide a wide range of appealing learning experiences in the indoor area which have a positive effect on children's outcomes. However, they do not make full use of purposeful opportunities to learn in the outdoor area.

Practitioners plan a range of experiences that align with children's interests effectively. For example, following a class discussion, a play activity was planned in the small world area to develop children's understanding of a day at the seaside. Children are given regular

opportunities to immerse themselves in their play and develop their physical, creative and social skills. They are given opportunities to role-play and use their imagination and enthusiasm to re-live real-life experiences, for example by playing purposefully with puppets and emulating a conversation between a mother and child. Practitioners ensure that children have freedom and choice to access equipment and toys in the indoor area that enable them to have long periods of uninterrupted play. This appealing provision gives each child an opportunity to play and concentrate for extended periods.

Following training and guidance from the local authority, practitioners are developing their ability to record observations and children's achievements. On the whole, they gather information about children's interests and what they are doing appropriately. However, they do not observe children regularly enough and their observations do not focus in sufficient detail on the individual child's development. As a result, their assessments are not robust enough to identify the next step in learning, nor effective enough to be of practical use when planning. They show a purposeful awareness to intervene in children's play and support their learning; however, their uncertainty and lack of understanding limit their willingness to do so. As a result, practitioners do not take advantage of regular opportunities to develop and deepen children's understanding of key aspects of their development, such as the Welsh language and mathematics. Practitioners engage effectively with parents and carers by sharing pictures and a record of the child's achievements through digital media.

Practitioners promote children's language development by being good language models and ensure that Welsh songs and nursery rhymes are heard regularly throughout the day. However, their expectations are low in terms of encouraging children to respond and use their understanding of Welsh vocabulary. They plan suitable opportunities for children to learn about Wales by looking at castles in the area and develop a sense of belonging by visiting local shops and religious buildings. Overall, practitioners plan learning experiences to develop children's spiritual, moral, social and cultural skills appropriately. They ensure that children develop empathy towards other people and children, for example by wearing purple to raise awareness of epilepsy.

Environment: Adequate

Practitioners have created a welcoming environment which contributes successfully to ensuring that most children are happy on arrival. On the whole, they provide a safe and clean environment that cannot be accessed unless a member of staff opens the main entrance. Leaders keep a record of visitors effectively, follow clear arrangements in relation to fire risk and administer correct registration processes for staff and children. Regulatory requirements in terms of the security of the building are correct and they work closely with the caretaker of the campus to ensure robust procedures. Leaders keep a range of risk assessments which raise staff's awareness of the need to keep children safe. However, they are not reviewed regularly or followed by staff consistently correctly. For example, although a risk assessment has stated that children are not to walk freely from one care room to another, there are times when practitioners allow this to happen.

Practitioners provide a welcoming and rich environment that supports children to learn and play successfully in each room. They have worked together to organise similar equipment, which creates consistency in provision. As a result, children feel comfortable as they develop

and move around the setting. The environment is organised in a way that enables children to have easy access to all of the play areas and purposeful facilities. Leaders provide appropriate arrangements for children to sleep or rest safely and comfortably. Older children have access to toilets directly from their playrooms, which supports their independence and develops their personal care well.

Indoor resources and provision are of a good standard and are organised to provide interesting and exciting play areas for children, such as sand, art, mark-making, experimenting, reading and relaxation areas. The rooms are light and airy and the resources, toys and play equipment are clean and well maintained. The low furniture is set out in a way that ensures that resources are within reach at children's level. Open shelves and boxes enable children to access a variety of images and prompts that are suitable for their age. The resources in the outdoor area promote gross motor skills appropriately by providing climbing equipment and bicycles.

Leadership and management: Adequate

The leader has high expectations of herself and knows the setting well. She takes an active role in the setting and promotes a positive, inclusive and hard-working ethos. Together, leaders implement their vision to provide opportunities for all children to learn through play in a happy and homely atmosphere. They discuss management elements regularly and make good use of funding and grant money to develop the setting further. For example, a recent investment in small world resources has enriched the learning areas and improved children's creativity while playing.

When children start at the setting, practitioners contact parents and carers to ascertain their children's needs and interests. They share general information, photographs of children during their activities and any updates regularly electronically. This keeps parents informed of the setting's daily events. However, they do not always ensure that parents receive regular information about their child's development over time.

The setting shares beneficial information with the local primary school, which means that arrangements for children to transition from the setting to the school are successful. Nearly all children transfer together, which supports them to settle quickly and continue their education through the medium of Welsh. Practitioners work effectively with the local authority advisory teacher and act on the useful advice of officers of support organisations.

The setting has suitable self-evaluation arrangements. It gathers information from parents and staff and identifies the areas of provision that are in need of improvement. It uses this information to organise suitable training that strengthens the ability of individuals to offer suitable provision. However, regular changes in staffing at the setting have led to inconsistency in a number of procedures, which affects their ability to ensure the best care.

The statement of purpose is up-to-date and ensures that parents and carers are able to make an informed choice about their child's care. Leaders follow safe recruitment policies and all practitioners have an appropriate qualification and relevant experience of working with children. Overall, leaders ensure that they meet staffing ratios, although these arrangements are not always correct and therefore do not always meet children's requirements and needs. Leaders conduct annual appraisals with staff which ensure that

they discuss their practice, share ideas and ensure that staff have access to core training. However, leaders do not ensure that they conduct regular supervision with staff.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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
Mae risg bosibl i les plant os nad oes gan y staff y cyfle i drafod eu rôl, eu harfer a lles neu diogelwch plant mewn cyfarfodydd goruchwylio ffurfiol, cofrestredig.	03/06/25
Mae risg bosibl i blant oherwydd diffyg staff yn y lleoliad i gefnogi swyddogaeth a chyfrifoldebau dyddiol yn ddiogel ac yn effeithiol.	03/06/25

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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