Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Meithrin Bro Allta

Ysgol Bro Allta, Central Street, Ystrad Mynach, CF82 7XQ

07546305773

The inspection visits for this service took place between 11/12/2025 and 17/12/2025

Service Information:

Operated by:	Menter Iaith Sir Caerffili
Care Type:	Children's Day Care
Registered places:	38
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 enjoy their time at the setting and explore the playroom freely. They choose activities independently and move confidently between indoors and outdoors. Most communicate well and enjoy engaging with staff. Children settle quickly, follow routines and form positive friendships.

Staff promote children's well-being appropriately. They understand safeguarding procedures and follow suitable hygiene routines. Staff keep accurate attendance records. They model positive behaviour and support children's interactions sensitively.

Staff running the setting ensure that the environment is safe and secure and set clear guidance to ensure that everyone understands their responsibilities. They follow policies consistently and maintain clean, organised spaces. Staff offer a good range of resources to meet children's individual needs both indoors and outdoors.

People who run the setting provide steady leadership. They maintain core documents, respond to areas for improvement and complete annual quality reviews. Safe recruitment, training, and strong partnerships ensure positive outcomes for children and staff.

Findings:

Well-being — Good

Children enjoy exploring the playroom fully and have free choice of the activities and resources on offer. They move freely around the playroom and choose between playing indoors and outdoors. Children's ideas contribute to the topics and activities on offer, and we saw children enjoying taking part in a craft activity based on their current interests. Most are confident to express themselves verbally, delighting in joining in with action songs. Children are very eager to chat and engage with staff, when choosing friends to help answer questions, and they know that they will be listened to.

Children settle well and enjoy taking part in familiar routines. They enjoy free choice in the playroom. Children feel secure and happy and enjoy good friendships. They have formed close attachments with staff, are relaxed in their company, and were observed interacting positively both in small groups and on a one-to-one basis. Children feel secure in the well-embedded daily routines, which promote a feeling of safety and belonging.

Children are beginning to understand their feelings and are becoming sensitive to the emotions of others. They very kindly share craft materials, help each other, and accept the rules of sharing the bikes outside. Most take good care of toys and resources with support from staff.

Children enjoy their play and learning and engage particularly well when working closely with members of staff. They have easy access to resources in order to take their activities in the direction of their choice and are beginning to develop their ability to play purposefully and independently. Children concentrate well and focus for lengthening periods when the activities are of interest to them, for example when decorating cards. They take pleasure in completing tasks and are eager to share what they are doing with staff and with us.

Children at the setting are growing in confidence. We saw a child role playing as a teacher and demonstrating the considerable progress staff told us they had made in their development. Children have many opportunities to develop their independence, for example washing their hands before snack and putting away coats and bags. They are motivated by their current interests and choose boxes of character toys in order to excitedly act out stories. Children are confident to ask for any other toys they would like for their play.

Care & Development — Good

Staff show a sound understanding of safeguarding procedures and know who to speak to when they have concerns. They follow suitable hygiene routines and maintain a clean environment by tidying as they go, with external cleaners supporting daily. Staff encourage children to wash their hands and organise mealtime routines so that children move through them calmly. They maintain accurate attendance records for children and staff. Staff record accidents, incidents and pre-existing injuries on a digital platform, with parents acknowledging these electronically. However, these records are not reviewed regularly, which limits their ability to identify patterns or safeguarding themes. Staff follow an appropriate approach to medication and keep suitable records. Allergen information is displayed clearly, and staff check it as part of their routine practice.

Staff act as positive role models and support children using a calm, consistent approach. They offer reminders and simple explanations to help children understand expectations. Staff encourage cooperation and fairness, including using visual prompts such as timers outdoors to support turn-taking. They intervene when needed to settle minor disputes and guide children back to their play. Staff take part in children's activities and use everyday moments, including mealtimes, to encourage conversation. They maintain a steady, reassuring presence and help children manage their feelings with gentle guidance. Staff show awareness of the behaviour management policy and apply it in a way that supports positive relationships.

Staff create a settled atmosphere and respond appropriately to children's needs throughout the day. They know the children well and use a key-worker approach to support their planning. Staff record observations on the digital platform and use them to shape future activities, with a particular focus on social and emotional development. They provide a mix of free play and adult-led tasks and encourage children to explore both indoor and outdoor spaces. Staff plan activities and resources which reflect children's interests. However, on the day of inspection, there were limited open-ended resources to help children play for longer and develop more independence. Staff work with the school and specialist agencies to support children with additional learning needs through play and development plans. They effectively promote the use of Welsh within the setting.

Environment — Good

Staff ensure that children are looked after in a safe, clean, and welcoming environment. They ensure that resources and equipment are well maintained and follow robust cleaning procedures to reduce the risk of infection. They follow the policies and procedures of the setting thoroughly. Staff ensure daily checks take place and complete written risk assessment. However, risk assessments do not take into account all areas of the setting. Staff check that doors and gates are secure. The outside door, which leads to a private, enclosed playground, is locked and checked by a member of staff. Visitors to the setting are recorded at the main school office. However, they are not recorded consistently within the setting. Leaders carry out regular fire drills and record them accurately. They ensure that fire safety equipment is tested accordingly and that insurance, gas, and electrical safety certificates are up to date. Staff ensure that the room is kept pleasantly warm and temperatures are checked and recorded. They keep accurate records of fridge temperatures and are registered with the Food Standards Agency. Leaders have chosen furniture that is appropriately sized for the age group, including a step up to the handwashing sink.

Staff work hard as a team to ensure that the playroom and outside areas offer a secure and welcoming environment for play and learning. The playroom is well equipped, with some good quality resources inside and outdoors. The space offers some opportunities for suitable challenge and risk. The layout of the playroom has been thoughtfully planned to help promote children's independence, including low level storage and coat pegs at children's height.

Staff ensure that resources are kept well maintained and are of a suitable design to meet the needs of children. Resources such as multicultural hand puppets support the children's cultural awareness. There is a good selection of outdoor toys and equipment, such as bikes and scooters and staff use Tuff Trays effectively to offer sensory activities. Leaders have taken care to choose sustainable and natural resources, including wooden furniture, a play kitchen and a doll's house. Children's interests influence the purchase of new resources, for example popular character playsets.

Leadership & Management — Good

Leaders are committed to providing a good service for children and their families. They have a clear vision for the setting, which is communicated through the statement of purpose. Leaders maintain core policies and procedures and ensure staff understand them in daily practice. They respond promptly to issues and demonstrate a willingness to address areas for improvement, ensuring the service continues to develop. They keep public liability insurance and children's records compliant and oversee day-to-day processes in a consistent way that supports the smooth running of the setting.

Leaders have established effective self-evaluation processes. They gather parent views through questionnaires and speak with children to understand their preferences and experiences. Leaders seek staff observations about the environment, activities and resources, and they consider this information when planning changes. As a result, they complete an annual Quality of Care review which identifies the areas they want to develop. Leaders complete and submit the Self-Assessment of Service Statement (SASS) as required. They keep Care Inspectorate Wales (CIW) informed of significant events and changes, supporting transparency and accountability.

Leaders manage staff and resources appropriately. They follow recognised recruitment procedures and keep staff files organised. Leaders ensure staff complete the qualifications required for their roles and keep mandatory training up to date. They maintain current DBS checks and keep the associated records in good order. Leaders hold regular supervisions and appraisals, which give staff opportunities to reflect on their practice and ask for support. Staff told us they feel able to approach management and receive the guidance they need.

Leaders maintain positive and supportive partnerships. They work closely with the school and communicate regularly with school staff, which strengthens transitions for children. Leaders work constructively with outside agencies and contact them when they need specialist advice. Staff share relevant information in a timely way and follow the guidance they receive, which helps children access the right support at the right time. Leaders also communicate openly with parents and encourage regular dialogue. Parents who shared feedback described staff as approachable, caring and supportive. They value the clear information about their children's experiences, and the effort staff make to understand individual needs. Parents also commented positively on the range of activities offered and the steady support their children receive. These partnerships help create a joined-up approach that benefits children and supports their well-being.

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)
Standard 24 - Safety	Keep accurate records of visitors to the setting.
Standard 24 - Safety	Include all areas of the setting when assessing risk.

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)
Monitor accident, incident and pre-existing injury records regularly to identify any safeguarding patterns.
Increase opportunities for independent open-ended play for children.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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