A report on

Meithrinfa Cae'r Ffair Ltd

2 Church Street
Gorslas
Llanelli
SA14 7NF

Date of inspection:October 2025

by

Care Inspectorate Wales (CIW)

and

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

About Meithrinfa Cae'r Ffair Ltd

Name of setting	Meithrinfa Cae'r Ffair Ltd
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Sharon James
Person in charge	Charlette Richards, Stephanie Davies, Ceri Davies
Number of places	45
Age range of children	0 – 11 years old
Number of 3 and 4 year old children	39
Number of children funded for early education	30
Opening days / times	Monday – Friday 8.00am – 6.00pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Childcare 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	13 November 2019 (Joint Inspection)
Date of previous Estyn inspection	13 November 2019 (Joint Inspection)
Date(s) of this/these inspection visit(s)	14/10/2025
Additional information	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Continue to disseminate the excellent practice across all aspects of the setting's work.

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to 'the effect of the innovative leadership to include dedicated practitioners, supportive parents and a close community in the children's learning experiences'.

Main findings

Well-being: Excellent

Nearly all the children are happy, and enjoy the company of their friends and practitioners when they socialise warmly together. They make choices confidently and enjoy the freedom to explore their surroundings. For example, the older children can choose whether they want to play indoors or outdoors. Nearly all of the children join a group of friends enthusiastically according to their preferences. They help themselves skilfully to resources as they have time and freedom to access the play areas. For example, they enjoy the 'Dewch i...' ('*Come and...*') areas where they experiment with soil, feathers and twigs to create a badger, an owl and a cave. They are excited to work together, such as building using a variety of bricks, and are very comfortable asking questions. For example, what is the story today, and where can they get more conkers to experiment further.

Nearly all of the children settle quickly, and on arrival, proceed to their play work enthusiastically. They are very familiar with the daily routines and calmly leave their play to register and to sing happily, knowing that they can soon return to play. The children, including the youngest babies, cope well and feel safe and comfortable. For example, they enjoy being close to the practitioners and their friends when making marks with chalks or listening to a story. They are confident to call the practitioners by their name when needed, that shows they have a sense of belonging. For example, during role play, they use the phone to speak to their parents. Nearly all the children thoroughly enjoy developing their understanding of their identity. For example, they thoroughly enjoy studying family books that include pictures of their family as well as the practitioners' families.

Nearly all the children interact extremely well and develop their social skills excellently. They learn to develop happy relationships and enjoy the company of their friends. They have opportunities to understand how to share and take turns. For example, during the ‘beth sydd yn y bocs’ (*'what's in the box'*) activity, the children thoroughly enjoy sharing the experience and wait in mature manner understanding that everyone will have a turn. At breakfast and lunch time, they observe each other and chat happily about their favourite foods. They work together happily and smile as they undertake tasks such as feeding the dolls. They interact well with visitors, inviting them to play and excitedly sharing their discoveries, for example, when they see a bird in the tree and draw others attention to it.

Nearly all the children are enthusiastic and persevere with their learning showing eagerness and enjoyment. For example, they take great interest when creating hedgehogs from twigs and dough, and prepare ice cream using resources such as cones, buttons and scoops. They show excitement and confidence when experimenting in their surroundings and enjoy mastering equipment such as the obstacle course, a climbing trail and slide, and when they succeed, are keen to try again. They enjoy innovative opportunities to experiment, such as hiding autumnal animals under loose parts, with others creating a fox out of leaves on a light table. They have endless opportunities to learn and nearly all of the children are given extensive and exciting experiences to enjoy their play.

Nearly all the children are developing excellent independence skills. For example. the older children are confident in going to the toilet, washing and drying their hands independently,

tidying and brushing their teeth. They take pride in their individual achievements when chosen to be 'Helpwr y Dydd' ('*Helper of the Day*'), and solve, create and succeed in their activities. They pour water to drink independently and take great pride in using real plates.

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

Nearly all the children are making very good progress from their starting points and are developing their skills successfully across all learning areas. They listen and communicate well while playing and interacting with practitioners and their friends, and say 'diolch' ('*thank you*') naturally when playing. They show perseverance and resilience and are engrossed in their play, for example when making soup to feed the babies in the kitchen, pouring, mixing and moving ingredients from one container to another.

Most of the children's pre-reading skills are developing very effectively. For example, the children follow the print with their finger when reading a story. Nearly all the children are developing strong oral skills and have well-developed language skills and an extensive vocabulary. They respond confidently in Welsh and are keen to participate in language games and singing.

The majority of children enjoy mark-making using a range of large and small mark-making tools successfully. For example, they make marks on a magnetic board, and duplicate Welsh symbols on a large piece of paper to celebrate Shwmae Day.

The children's numeracy skills are developing very well, with most able to count to ten successfully. Most are able to match numbers and a number of objects correctly, including outdoors. For example, when putting the correct number of acorns on the squirrels in the mathematics area. They experiment skilfully with shape when using natural resources, such as putting the characters from a book they enjoy together on wooden logs.

Nearly all the children's Information and Communication Technology (ICT) skills are developing very effectively. They show confidence when using a range of equipment independently to enrich their play and learning. For example, the children thoroughly enjoy exploring the environment with torches, observing the shadows they create.

Nearly all the children explore the outdoor area confidently and develop their physical skills very well. For example, they load the pumpkins onto the wheelbarrow, move them, and work together to unload them. They persevere with physical activity tasks, in line with their development stage.

Nearly all the children enjoy beneficial opportunities to learn about other cultures and beliefs, through discussions, stories and activities. For example, they read a wide variety of stories containing characters from different cultures, and play with a range of toys that celebrate diversity, including a variety of dolls and small world characters.

The vast majority of children's creative skills are developing effectively. They make sensible decisions and choices about what to use when working creatively. They roll, pull and press the dough and add natural materials, such as twigs, to make hedgehogs. Most can express themselves very well when undertaking role-play activities in a real-life context. They play together using their imagination, and are engrossed for a period of time, rolling pumpkins to the den and using them as furniture as they play house.

Care and development: Excellent

All the practitioners understand their responsibilities to keep children safe and prioritise their health and safety successfully. They implement sound policies and procedures effectively. All the practitioners have a sound understanding of the safeguarding policy and the correct procedures to follow and have completed appropriate child safeguarding training. They have attended appropriate first aid training and keep accurate records of accidents and incidents and follow sound procedures when administering medication. Practitioners ensure that sound and effective procedures are followed during eating time and encourage the children to wash their hands regularly, whether indoors or at the outdoor sink. They are passionate about ensuring that the children have nutritious home-cooked food and follow healthy eating plans. They understand their responsibilities to protect children with allergies. Practitioners ensure total privacy and dignity when following the nappy changing policy and keep daily records of these practices. Practitioners have a thorough and well-organised registration system and records of consent are in place. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

All the practitioners know the children very well and treat them with care and respect. They have an extremely kind and warm relationship with the children and consistently model natural and gentle interactions. Practitioners provide the highest standard of care and recognise when children need support, such as wiping their noses, assistance to get dressed or offering encouragement when required. They are passionate about their work and work together successfully to reinforce kind values, such as sharing, taking turns and showing care towards everyone and everything. Practitioners give the children genuine praise and encourage them to think for themselves and to try and solve problems themselves, such as using longer wooden pieces to create a track, or adding water to make a muddy potion. All practitioners are excellent role models and promote the Welsh language consistently by chatting, singing regularly and introducing language patterns in an effective manner. This is a key strength.

Practitioners have an excellent understanding of the children's individual development, needs and wishes. They understand their responsibilities to support children with additional learning needs, and have effective networks and purposeful procedures in place. Practitioners are more than willing to support the children, and offer extremely creative opportunities to expand their learning experiences during free play. They all recognise each child's individual needs and observe them skilfully, including listening thoughtfully to their ideas and requirements. They are on hand to provide support when required, for example, to explain a picture or a word or to suggest using other resources. They work continuously to expand the children's variety of experiences and use a method that focuses on books whether the children are given time to engross themselves in the characters and messages of the stories. Practitioners keep detailed records of the children's learning process on an 'Eiliadau Cofiadwy' ('*Memorable Moments*') board that celebrates the children's pictures and spontaneous phrases.

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

Practitioners form a close and caring relationship with the children, creating a homely, family atmosphere in the setting. Their passion towards their work is obvious, and they have a thorough understanding of child development and individual needs. They provide a wide and balanced curriculum that responds very successfully to the children's interests, planning play and learning experiences that develop all aspects of their skills. Practitioners have an excellent understanding of how children learn through play and exploration.

They make excellent use of the indoor and outdoor learning areas to offer a wide variety of learning experiences for the children.

Practitioners plan challenging opportunities to develop children's literacy, numeracy and ICT skills very effectively. They promote responsive planning methods skilfully, encouraging the children to be curious. Practitioners encourage the children to develop effective numeracy skills through a variety of purposeful opportunities, such as counting the number of spikes on the hedgehog in the dough. They promote the children's problem solving and communication skills well, encouraging the children to ask and answer questions and by offering comments that help the children to think about what they are doing. For example, they ask the children how to pull the leaves and the acorns out of the ice blocks.

Practitioners ensure that the children are ready to take risks and develop their physical skills successfully by planning worthwhile activities. A range of challenging indoor and outdoor play and learning experiences have a positive effect on children's development. Practitioners play skilfully alongside the children, supporting their learning successfully. For example, they repeat vocabulary when reading a picture book with sounds, and encourage the children to repeat and emulate the language. They plan very effectively to develop the children's independence, including offering them opportunities to expand the resources that they are using independently in the creative area.

There is very solid provision for developing children's social, moral, cultural and spiritual skills. The environment is comprehensive and nurtures a sense of belonging, with books and displays showing the children's work. Children develop strong social skills by learning about the importance of respect and kindness. Practitioners are extremely good role models for them.

Practitioners' extremely effective teaching methods succeed in encouraging the children to firmly develop a wide range of skills. They undertake valuable and regular observations focussing on children's progress, and there are detailed and thorough systems in place to record these observations. As a result, practitioners plan skilfully in a way that responds to children's needs and moves the learning forward. Practitioners successfully share information about children with each other, modifying the provision as required. They reflect in an extremely effective manner to ensure that the provision always meets the children's requirements.

Environment: Excellent

Leaders ensure a safe and clean environment. There are robust processes in place to ensure that nobody can gain access to the premises. The setting's maintenance records are

organised and up to date and leaders ensure that fire drills are conducted regularly. Leaders ensure that the equipment to protect the environment is serviced regularly, for example, fire and electrical equipment. They conduct effective and purposeful risk assessments which are reviewed effectively. Leaders keep detailed registers of children and practitioners, and ensure that the practitioner:children ratios are correct at all times. As a result of these arrangements, leaders have effective control over any dangers and can minimise any risks to the children.

Leaders provide an environment of the highest quality, that has been purposefully planned and is welcoming and warm for children of all ages. They provide excellent facilities that facilitate the children's experiences, such as suitable toilet units and private and purposeful nappy changing areas. They make effective use of the setting and the premises' facilities such as the open reception for the children's coats and bags, an excellent kitchen to prepare food, and doors to the outdoor area that enable continuous and safe free flow play opportunities for the children. In each unit, leaders offer an excellent environment where small furniture and resource units promote children's independence. Leaders also ensure an enclosed and safe environment outdoors, that offers extremely exciting experiences and adventures. For example, there are covered areas, soft surfaces and artificial grass areas that offer significant challenges and opportunities for children to take risks, to discover, and to develop their physical and creative skills. Leaders ensure opportunities to develop curiosity. For example, outdoors the children have access to a mud kitchen, social areas, building activities, as well as a planting area and a place to make music. Indoors, leaders offer exciting learning experiences such as role play areas, a mathematics area and an art and mark-making area. They ensure a good balance between promoting children's safety and supporting them to take risks. For example, they have opportunities to plant cress, to take care of a fish and to enjoy stories in the outdoor *cwtsh* whatever the weather.

Leaders offer a variety of resources of the highest standard so that the children are given excellent experiences of awe and wonder. They are presented on low levels, with respect and creative imagination, that invites the children to discover and follow their interests. Leaders provide numerous opportunities to experience innovative activities, such as gloop and chocolate powder, and to use their imagination by experimenting with loose parts and real-life tools. In the role play area, children thoroughly enjoy feeding the dolls with real-life baby bottles, and in the outdoor area, there are discovery boxes that contain natural resources such as stones, grass and leaves. They encourage children's personal and social development excellently, by offering them valuable experiences within their community, in relation to diversity and the multicultural world. For example, they produce books about their experiences, such as the time when a dog came to visit the setting, as well as visits to the local community. These books are special treasures and greatly enrich the lives of the children and their families.

Leadership and management: Excellent

Leaders are passionate with regard to their focus on ensuring that the provision maintains the highest standards. The sound procedures that are maintained in order to manage the setting are excellent and place a particular focus on developing the provision and children's outcomes. They have high expectations of themselves and of the whole team. They have a consistent focus on supporting and challenging everyone to do their best. By planning and

managing the staff exceptionally well, they ensure that the setting's vision is successfully realised.

Leaders are extremely successful in maintaining the welfare and confidence of practitioners by holding regular supervision meetings. As a result, practitioners take pride in all aspects of life at the setting. Daily routines are maintained very effectively, and practitioners have a firm understanding of their roles. For example, leaders include practitioners in the process of planning learning and play experiences for the children by holding departmental meetings and keeping notes in record books.

Leaders prioritise the issues they wish to improve and act on them promptly and effectively. They create excellent links with a range of partners to improve children's health, learning and well-being. The setting addresses concerns effectively, by referring purposefully to the correct agencies to support individuals.

Leaders form extremely effective connections with the wider community to nurture a strong sense of belonging amongst the children. For example, they visit the local primary and secondary schools and a local old people's home, and welcome visitors such as the police on a regular basis.

Leaders follow safe, sound and timely recruitment processes and suitability checks are completed appropriately. The performance management process is well-established. The self-appraisal document and the development plan are extremely detailed, and reflect parents' views and feedback, and are used masterfully to reflect on the children's progress and the strengths of the provision. As a result, the setting has a firm understanding of its strengths and areas for development with regard to the education and care of the children.

The use made of the budget and grant funding prioritises expenditure against the setting's targets effectively. Leaders allocate resources wisely and fund useful equipment in line with the current improvement targets. As a result, the provision provides meaningful opportunities with a real life context for children to develop their information and skills.

Leaders and practitioners have a special relationship with parents and carers. They communicate very effectively with them so that they can work effectively to improve children's day to day well-being and learning. Masterful use is made of apps and social media to share information about daily activities and occasional events, and to convey information about individual children very effectively.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (https://www.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

This document has been translated by Prysg (Welsh to English).

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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.

CIW has no areas for improvement identified following this inspection.

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

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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