Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Meithrinfa Gymraeg Derwen Deg

Derwen Deg, Broad Street, Llandudno Junction, LL31 9HL

01492203398

https://derwendeg.cymru/

The inspection visits for this service took place between 08/07/2026 and 17/07/2026

Service Information:

Operated by:	Meithrinfa Gymraeg Derwen Deg
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	Welsh
Flying Start service:	Yes
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	Adequate
Environment	Adequate
Leadership & Management	Poor

Summary:

Children are happy, settled and confident within the setting. They make choices, express their needs effectively and develop positive relationships with staff and peers. Children enjoy a range of stimulating experiences, feel a strong sense of belonging, and are developing independence through everyday routines and responsibilities.

Staff effectively promote safeguarding, behaviour and Welsh language development. They have appropriate progress tracking and support for children with Additional Learning Needs (ALN). However, children's dignity and privacy during nappy changing and toileting are not consistently respected. Staff are caring, responsive and communicate warmly with children. The quality of activities and experiences varies across the setting.

Leaders provide a safe, secure and welcoming environment. There are effective risk assessments, attendance monitoring and fire safety procedures. Indoor spaces and resources are suitable in

most rooms. Outdoor play opportunities are limited due to the building layout and timetabled access. The consistency of stimulating resources and authentic play materials varies across the setting.

Leaders demonstrate commitment to improvement through effective recruitment, staff support and quality assurance. They maintain positive relationships with parents, professionals and the community. However, weaknesses in medication and food allergy management place children at risk and require immediate action.

Findings:

Well-being — Good

Children have a voice and can make choices about the experiences they take part in. They move confidently around the environment, freely accessing resources and activities that interest them. Children communicate their needs effectively, both verbally and non-verbally, and are confident that staff will listen and respond appropriately. For example, they ask for additional food at lunchtime or indicate when they need toothpaste to brush their teeth. Children's individual needs and routines are supported well. They enjoy a variety of snack options and can request more food if they wish.

Children are happy and settle comfortably. They separate well from their parents and show enjoyment in attending the setting. Children who need additional support receive comfort and reassurance from staff, helping them to feel secure. Familiar routines contribute to their sense of safety and belonging. For example, children happily gather to wash their hands before lunch and sit at the table while waiting for their food. They form positive relationships with consistent staff and confidently seek support when needed. Children have a good sense of belonging and pride as their photos and artwork are displayed on the walls. They are developing positive friendships with their peers and happily invite others, including visitors, to join their play.

Children benefit from warm, nurturing relationships with staff. They interact and communicate appropriately for their age and stage of development and show increasing awareness of others. They respect resources, using them appropriately and helping to keep the environment tidy by returning items when they have finished playing.

Children enjoy the range of experiences available to them. They freely and safely explore their environment, choosing activities that reflect their interests and support imaginative play. For example, children combined digger trucks, stones and water to extend their play and explore different textures and materials.

Children are developing independence effectively. They access the toilet facilities independently, wash their hands and feed themselves. They also take responsibility for simple tasks, such as helping to tidy away after meals by taking their plates to the recycling caddy.

Care & Development — Adequate

Staff demonstrate a suitable understanding of their responsibilities for safeguarding children's health, safety and well-being. They have completed relevant safeguarding training however, not all staff are confident of the action to take if concerns arise about a child. Accidents and incidents are recorded appropriately and shared with parents, and regular fire drills help ensure staff and children are familiar with evacuation procedures.

Staff generally follow the setting's nappy changing procedures, maintain appropriate records and share information with parents. However, more than one child of differing age is often changed at the same time, and the nappy changing area does not provide adequate privacy meaning staff are unable to consistently protect children's dignity. In addition, due to the layout of the setting, staff deployment is not always effective in supporting pre-school children when accessing the toilet independently. Outcomes for children require improvement because their dignity and privacy are not always promoted during personal care routines and we expect the provider to make improvements. Leaders have acted promptly to address this issue and have installed a curtain to enhance children's privacy and dignity during nappy changing and toileting routines.

Staff are caring, responsive and communicate warmly with children. They develop positive relationships and act as good role models. Positive behaviour management strategies are used effectively, with staff offering praise and encouragement to support children's confidence and self-esteem. For example, children are praised for their efforts when counting blocks during play.

Welsh language development is a strong feature of practice. Staff consistently use Welsh throughout the day and naturally introduce vocabulary during activities and routines. Children respond positively, developing their understanding and confidence in using the language.

The quality of activities and experiences varies across the setting. In the baby and toddler rooms, staff provide a suitable range of resources and experiences that support children's play, learning and interests. For example, babies enjoyed exploring sand and painting activities, while toddlers enjoyed playing with water, diggers and stones. However, practice is not consistent throughout the setting. In the pre-school room we found a limited choice of activities and experiences for children, restricting opportunities for children to direct their own play and to enjoy inspiring activities. Some activities are not always appropriate to children's ages and stages of development, resulting in them sitting for extended periods. Staff have appropriate systems to track children's progress and identify ALN, working effectively with parents and relevant professionals to support children's development.

Environment — Adequate

Leaders have suitable measures in place to ensure the environment is safe, secure and well maintained. Access to the setting is controlled through locked external doors, and visitors can only enter after ringing the bell and are required to sign in and out. Accurate records are maintained of children's and staff attendance. Effective risk assessments and daily visual checks help identify and manage potential hazards. Leaders ensure fire safety equipment is serviced regularly and conduct routine fire drills so that staff and children are familiar with evacuation procedures. Maintenance of the premises is generally managed appropriately and, although the electrical installation inspection had expired, leaders acted promptly to arrange a renewal following the inspection visit.

Leaders provide a welcoming and homely environment where children have sufficient space to move around comfortably. Playrooms have appropriate furniture for the needs of the different age groups attending. In some rooms there are clearly defined areas that support play, learning and independence. For example, children access construction, role-play and book areas independently. Indoor spaces are bright and furnished with suitable equipment. Appropriate facilities are available to meet children's care needs, including toilet, nappy changing and sleeping facilities. Babies benefit from a dedicated sleep room where they are monitored regularly. Sleep areas are also provided for older children when required, while staff ensure children who do not wish to sleep continue to access meaningful play opportunities. There are sufficient toilet facilities for older children; however, the number of child-height sinks does not fully support independent handwashing for all children. Leaders have acted promptly to address this issue and have purchased portable sinks for the setting.

The outdoor area is secure and offers some opportunities for children to play and enjoy fresh air. However, the environment is not organised effectively enough to maximise children's access to outdoor play. Children cannot freely access the outdoor area due to the layout of the building, and its use is restricted through a timetable. As a result, opportunities for outdoor experiences are not always fully promoted. During the inspection, only a small number of children accessed the outdoor environment. Leaders told us they have plans to further develop this area to enhance children's play opportunities and to provide regular visits to the local playing field and park.

In the majority of rooms, leaders provide a suitable range of toys and resources that are generally accessible and appropriate for children's ages and stages of development, however this is not consistent throughout the setting. In these rooms children can access natural, sustainable and recycled materials that encourage curiosity and exploration. Resources promoting diversity and inclusion, such as books and dolls, are available in all rooms. However, the range of authentic,

loose parts play and real-life resources varies across the setting.

Leadership & Management — Poor

Leaders are committed to providing a quality service and respond positively to recommendations for improvement. There is a clear statement of purpose which provides parents with the relevant information about the setting, so they can make an informed choice, and they have submitted an updated version to Care Inspectorate Wales (CIW). Leaders provide staff with a beneficial range of policies, procedures, and documentation to support the operation of the setting. The medication policy and administration procedures do not reflect current Welsh Government guidance in relation to administration and management of liquid paracetamol. Information about children's health, allergy and medical needs is available to staff, and alternative meals are provided where required. However, allergy management procedures are not sufficiently robust, which places children at risk of exposure to contaminated food. Outcomes for children are poor because their health, safety and well-being needs are not fully met, and we have therefore issued a priority action notice. The provider must take immediate action to address these issues. Leaders have acted promptly to address this issue and have since updated their medication policy and have provided evidence that they are reviewing their allergy procedure.

Leaders ensure paperwork is well organised and information is kept up to date. For example, they have records of contracts, personal information, individual needs, accidents and incidents. However, they do not always keep CIW informed about changes to contact details.

Leaders complete a quality-of-care review annually, which includes feedback from children and parents. They produce an appropriate quality of care report which reflects on what they do well and identifies some priorities for improvement. Leaders have good, consistent processes when dealing with any concerns and implement improvements in a timely manner.

Leaders follow effective recruitment procedures and maintain appropriate systems to ensure staff remain suitable to work with children. Required records, qualifications and suitability checks are in place and kept up to date. Staff are suitably qualified, undertake regular training and receive ongoing support through supervision and appraisal processes. Staff told us they feel valued, supported and enjoy working as part of the team. Induction arrangements help ensure staff understand their roles and responsibilities, and leadership arrangements support the effective day-to-day running of the setting.

Leaders develop good relationships with parents. They gather all relevant information before children start at the setting to enable them to support individual needs effectively. Leaders keep parents well informed about their children’s daily activities through a variety of methods including an electronic app and verbal feedback. Leaders have good links with a range of professionals, the

community and other stakeholders. They make good use of their community to help children gain a sense of belonging. For instance, children have visited the local train station and supermarket.

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
Staff must ensure that they consistently protect and promote children's dignity and privacy when intimate care is being provided.	08/07/26

Summary of areas for Priority Action	Date identified
The provider must ensure that children's health is protected and promoted and that any particular health or developmental needs are supported.	08/07/26

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	To further enhance the environment and resources provided to support imaginative and meaningful play.
Standard 20 - Safeguarding	Staff need to become more familiar with the safeguarding policy and who to contact if they have a concern.
Standard 4 - Meeting individual needs	Staff should ensure activity planning is informed by children's individual interests, preferences, and developmental stages to provide experiences that inspire curiosity, enjoyment, and active participation.
Standard 7 - Opportunities for play and learning	Children should have regular opportunities to be active, play, and learn outdoors, with access to a range of resources, activities, and first-hand experiences that support their development and build on their natural curiosity and interests.
Standard 21 - Notifications of significant events	Leaders must ensure they inform CIW of any changes to the setting's contact details.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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