Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Chwarae Pontardawe

Ysgol Gynradd Pontardawe, Allt-y-cham Drive, Pontardawe, Swansea, SA8 4JX

07375125403

Date(s) of inspection visit(s): 07/07/2025, 11/07/2025

Service Information:

Operated by:	Julie Corry
Care Type:	Children's Day Care
Registered places:	37
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 service provider 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 are confident, happy and enjoy their time at Cylch Chwarae Pontardawe. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make purposeful choices and decisions about what they want to do.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff manage behaviour well and are consistent in their approach. Staff support children well in their play and learning.

People who run the setting have appropriate policies in place and ensure the environment is suitably safe, secure, and well maintained. The environment meets the children's needs. The setting provides a good range of resources, allowing children a variety and choice.
People who run the setting are organised and dedicated in providing good outcomes for all

children. The keeping of records is mostly in place, however improvements are required in relation to staff registers. They manage a team of competent staff well, ensuring they are supported in their role and remain committed to the setting and children's well-being. People who run the setting and staff develop positive relationships with parents/carers and the staff within the school. This benefits the children, parents, carers and the local community.

Findings:

Well-being — Good

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, children are given a choice if they want to join in the planned carpet time activity. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, when choosing what song to sing. Children feel relaxed at the setting as they are familiar with the environment and routines. They enjoy sociable mealtimes, chatting happily with their friends and staff. Children happily approached us to ask questions, showing they feel secure and settled in their surroundings.

Children have a good relationship with staff and happily approach them for comfort or support when needed. They form friendships with other children showing empathy and care, for example, giving one another star stickers as praise. Children interact well for their ages and stages of development. Children learn to cooperate, share, and take turns. For example, they take turns to climb the ladder and access the slide. They respect each other and the resources, using them appropriately and helping to tidy up when asked.

Children thoroughly enjoy their play and learning experiences. For example, there were lots of smiles and laughter as they played with the paint and craft materials in the creative corner. Children engage in their chosen activity for an appropriate length of time for their age and stage of development. They can follow their interests and enjoy what they are doing. Children take pride in their achievements and celebrate their success with each other and the staff for example, celebrating pictures and their attempts at writing independently.

The activities and resources available allow children to try things for themselves and develop a range of skills. For example, a collection of pots and utensils with dry food in a tuff spot as well as outdoors in the mud kitchen, along with access to an outdoor tap. Children have regular opportunities to be independent. They can freely access items and areas of learning they want and those who are able to, independently use the facilities, such as toileting and handwashing. During snack time, children help themselves to food on offer and are encouraged to pour their own drink.

Care & Development — Good

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. Staff have completed mandatory training including paediatric first aid safeguarding and food hygiene. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The parents sign the records to demonstrate they have been informed. The staff are confident about the appropriate procedures to follow should they have any safeguarding concerns about a child.

The staff encourage children to eat healthily and to drink plenty. Water is always available to ensure children remain hydrated. They follow effective procedures to ensure the needs of children with allergies are met and this information is clearly displayed. They encourage children to wash their hands as required and follow the appropriate procedures when changing nappies. There is a dedicated area for nappy changing which allows all children to have good levels of privacy when changing nappies. The staff ensure children are offered continuous opportunities to access the outdoors, ensuring they develop their physical skills.

The staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. They celebrate their achievements and ensure children are praised verbally and visually through stickers, *'Wow that's fantastic. Ti eisiau sticer? You can show mami then'* as well as *'I'm proud of you today, you've done really well.'* Staff use the Welsh language throughout the day, however use English at times to ensure children's understanding and to promote bilingualism with the children.

The staff provide a variety of fun-filled activities that they know the children will enjoy. Through in the moment planning, staff consider children's interests. However, planning of activities at present does not include the development of specific skills. Staff do intervene appropriately to develop children's understanding for example, discussing colours in Welsh as children choose paint. The setting has suitable arrangements for identifying and supporting children's individual needs, including children with additional learning needs. The people who run the setting ensure they collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively for the children's individual needs.

Environment

Good

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Overall, staff complete accurate risk assessments. However, on the day of the visit there was no risk assessment in place for all outdoor equipment. This was rectified immediately following the visit. Risk assessments are regularly reviewed, and any identified hazards are swiftly addressed. The setting is clean, generally tidy, and well maintained. Effective cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. The premises is secure, and a robust system is in place to record any visitors to the setting. The staff also ensure regular fire drills are held so that children and staff know how to leave the premises quickly and safely in an emergency.

People who run the setting ensure the environment has good indoor and outdoor play space, which children freely explore. The setting is bright, welcoming and accessible. People who run the setting told us children's work is displayed which strengthens their connection to the space. The room is divided into interesting areas which support children in their play and learning. For example, role-play, creative corner, and small world play. The setting has its own dedicated outdoor area which provides opportunities for physical play including a climbing frame and slide, mud kitchen, sand and water play as well as ride on equipment.

People who run the setting provide a good range of resources, allowing children a variety of choice. They provide diverse resources for all ages and stages of development. For example, through block play, sensory activities, craft activities, and role-play activities. Children can access toys and resources easily, as they are stored at low level or within their reach. We discussed the promotion of diversity and equality with people who run the setting. They told us they do provide opportunities and resources to learn about a variety of cultures and celebrations. For example, children engage in activities related to the Chinese New Year and St David's Day and can access multi-cultural dolls, puppets and stories.

Leadership & Management — Good

People who run the setting manage and operate the setting well and are committed to ongoing improvements. They have a strong vision that they share effectively with others and regularly review. There are suitable policies and procedures in place, however these do not clearly evidence review. Following the visit, there is an updated statement of purpose in place which provides an accurate picture of what the setting offers. This enables prospective parents to make an informed decision about using the setting. People who run the setting have worked positively with Care Inspectorate Wales (CIW) during this inspection.

There are purposeful procedures in place for self-evaluation of the setting. The quality-of-care review includes the views and opinions of children and parents using the service. It clearly identifies strengths of the service and areas for improvement. The people who run the setting implement safe recruitment procedures to safeguard children. They ensure registers reflect children present in all sessions, however daily records evidencing staff looking after the children at all times are not always consistent. This is a recurring area for improvement, and we expect those responsible for running the setting to take prompt action. Following the visit, people who run the setting confirmed they are trialling a new system for staff to sign in and out. People who run the setting manage staff well. Staff files contain all the required information to meet regulations. They have a good team of staff who work very well together, ensuring children are supervised well and the setting runs smoothly. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. They also share daily information and photographs through an app. People who run the setting have a positive relationship with staff at the primary school in which they are based, and this eases children's transitions from the setting into school. They also ensure local partnerships are promoted by visiting the fire brigade and the local park.

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 poor outcomes for children as there are no clear records of who is caring directly for them at all times.	07/07/25

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	Ensure the planning of activities shows the progression of skills and learning pathways.

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)
Ensure policies and procedures evidence review.

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