Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Evan James

Ysgol Gynradd Gymraeg Evan James, Rhondda Road, Pontypridd, CF37 1HF

07791751185

The inspection visit took place on 01/10/2026

Service Information:

Operated by:	Cylch Meithrin Evan James
Care Type:	Children's Day Care
Registered places:	48
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
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	Poor

Summary:

Children make choices, follow their interests and participate enthusiastically in play and learning. They settle quickly, form secure relationships and follow familiar routines that support a strong sense of belonging. Children feel safe, seek help when needed and develop independence through everyday play and self-care routines.

Staff provide good care and support children's development well. They supervise children closely, maintain suitable ratios and follow effective hygiene routines. Staff have a sound understanding of safeguarding procedures. They use Welsh consistently and promote positive interactions. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

Leaders provide a clean, welcoming and safe environment. Children use well-presented indoor and outdoor areas and have access to clean, age-appropriate resources. Staff complete daily checks

and act promptly on risks.

Leaders have maintained the service and begun to strengthen records and governance during a period of significant change. However, improvements are still required to ensure they are fully compliant with regulatory requirements. Staff are happy at the setting and relationships with parents are good.

Findings:

Well-being — Good

Children's wants and needs are respected and they make meaningful choices about their play, activities and routines. They influence what happens during the day because adults listen and respond to their requests. For example, when children ask to dance, music is played for them. Children confidently develop their own ideas, for example, choosing how to use lengths of material, deciding whether to make a hat, skirt or cape. They also decide whether to continue a craft activity or join other play. At snack time, children choose between milk or water. During play, they independently choose books, toys and small-world resources from low-level storage. These opportunities allow them to follow their interests, express preferences and know that adults take their views seriously.

Children feel safe, happy and valued. They confidently seek help, comfort and attention when they need it, including support with toileting and handwashing. They share what they are doing and approach familiar adults for reassurance. Children who feel sad, tired or unsure accept cuddles and sensitive support, which helps them settle and return to their play. Children who choose to play alone receive a discreet check without unnecessary interruption. If children feel unwell, they rest comfortably with a blanket and receive close attention. Familiar conversations about their families, holidays and experiences show children that adults know them well. These warm and responsive interactions help children feel secure, settled and confident that adults notice and meet their individual needs.

Children interact well and actively seek each other's company. They dance together, invite others to join them and cooperate during construction and imaginative superhero play. Children share resources, wait patiently and take turns with clear adult guidance when they need it. For example, when several children want the same activity, they listen to an explanation about whose turn comes next and move to play elsewhere while they wait. During a group dancing game, children wait for their turn, clap for one another and help a friend to take part. These experiences help children understand expectations, resolve minor difficulties and develop positive social skills.

Children thoroughly enjoy their play and learning and remain engaged in varied experiences. They take part enthusiastically in activities, such as craft, water play and imaginative games. Children use their imaginations by creating superhero stories with small-world figures, building structures together and dressing figures using different materials. They sustain interest, finish activities they start and ask to repeat experiences they particularly enjoy. For example, they call for music and stories again. These varied opportunities encourage children to explore their ideas, use their imagination and remain involved in purposeful play.

Children develop and learn well and become increasingly independent through familiar routines and accessible play opportunities. They complete everyday tasks for themselves, for example pouring and carrying their own drinks, clearing spills and putting rubbish in the bin. Children receive supervision and timely help when needed, while retaining opportunities to manage tasks such as fastening rucksack straps and moving between routines for themselves. These experiences help them build practical skills, confidence and responsibility.

Care & Development — Good

Staff keep children safe and healthy. They maintain suitable staffing ratios throughout the day and remain aware when older children leave the main room to use the toilet. This ensures children are appropriately supervised while supporting their independence. Staff follow safe and hygienic procedures during personal care routines and give children calm, reassuring support. They follow current guidance when changing nappies, wear appropriate protective equipment as required and keep all areas clean. Staff use glass cups and jugs safely at snack time and follow effective hygiene practices before and after meals and snacks. They understand their safeguarding responsibilities and know how to report concerns, which helps protect children from harm. Staff undertake regular fire drills, so children become familiar with emergency procedures. They record accidents and incidents via a digital platform, and parents acknowledge each record electronically. Staff maintain medication records electronically; however, the system does not capture all the required information.

Staff manage interactions positively and create a respectful atmosphere. They speak warmly with children, show interest in their experiences and respond in ways that help children feel listened to and valued. Staff frequently praise and encourage children in Welsh, helping them recognise their achievements and build their confidence. They set clear and consistent expectations and model positive behaviour, helping children understand how to behave appropriately. Staff acknowledge children's efforts throughout the day, including when they contribute to routines and activities. Their calm approach helps children respond positively and understand what adults expect of them. When children need guidance, staff explain clearly and reinforce considerate behaviour through specific praise. As a result, children receive consistent messages, develop confidence and experience positive and respectful relationships.

Staff promote children's play, learning and development effectively and respond to their individual needs. They use Welsh throughout the day in a variety of contexts including singing songs, asking questions and everyday conversation to extend children's communication. Staff consistently model Welsh words and introduce new vocabulary during play. For example, they name food items in Welsh during a game with wooden food and encourage children to use the words themselves. Staff ask relevant questions, demonstrate tasks and give children enough support to succeed. During activities, they notice when children need help and make suitable adjustments so they can remain involved and develop their ideas. For example, they prepare additional materials during water play and offer practical help without taking over the activity. This approach allows children to remain active participants in their learning. Staff know the children well and use their interests and responses to guide their support. Overall, children receive attentive support that helps them learn, communicate and develop with confidence.

Environment — Good

Overall, leaders ensure they provide a safe environment for children. Staff complete daily checks, remain alert to emerging risks and take prompt action when they identify anything that could cause harm. Leaders control access to the premises, and staff require visitors to follow clear sign-in arrangements. Staff manage movement between different parts of the setting safely. Leaders keep the premises in good repair, while staff keep play areas, toilet facilities and equipment clean and hygienic. Leaders use current risk assessments to guide practice and plan to review them when the service changes. These arrangements reduce avoidable risks and allow children to move around and take part in activities with confidence. However, leaders could not provide all the required building and fire safety certificates during the inspection.

Leaders provide a welcoming and suitable environment that reflects the children who attend. Staff display children's artwork and family photographs, which strengthen children's sense of identity and belonging. Leaders use calm decoration, natural materials and well-organised spaces to create a calm and comfortable atmosphere for play, learning and rest. They provide furniture and facilities that suit the children's ages and stages of development. Child-sized toilets, accessible sinks, suitable steps and storage at children's height enable children to manage everyday tasks more independently. Children reach their belongings and move between activities without unnecessary adult intervention. Staff organise the rooms so children have sufficient space to play alone, alongside others or in groups. The layout supports a range of experiences and enables staff to supervise effectively. Leaders also give children access to an enclosed outdoor area where they enjoy fresh air, physical activity and different forms of play.

Leaders equip the service with a good range of suitable materials that support children's play, learning and development. The range includes books, dolls and dressing-up clothes that reflect diverse cultures and experiences, helping children develop awareness of the wider world. Children investigate, create and explore ideas through natural, open-ended, sensory and construction materials. Leaders provide small-world and role-play resources which strengthen children's communication and social skills. Outdoors, children develop movement, balance and coordination through energetic play. Staff keep the equipment clean and in good condition, while leaders ensure it meets children's ages and needs.

Leadership & Management — Poor

Leaders understand the day-to-day running of the service and show commitment to maintaining stable care during a period of significant change. They have adjusted the provision and management arrangements to support safe and consistent operation. However, leaders do not always notify CIW of significant events. This is still having an impact on outcomes for children and placing them at risk. Where leaders fail to take priority action, we will take enforcement action. Leaders have a range of policies and procedures in place. However, safeguarding policies are outdated and do not clearly reflect current procedures or whistleblowing arrangements, and we expect the provider to make improvements.

Leaders complete an annual Quality of Care review and use feedback to identify priorities for improvement. They gather children's views through observation, conversation, circle time and child-led planning. Leaders collect parents' views through questionnaires, informal feedback and daily communication. They also draw on staff discussions, training and contact with other professionals.

Leaders have supervision arrangements in place which provide opportunities for staff to share information about children's needs, interests and wellbeing. However, leaders need to ensure they become firmly embedded in practice for all staff. All current staff hold valid Disclosure and Barring Service checks and paediatric first aid qualifications. Staff files contain the relevant information, however this could be better organised to provide a clear record of safe recruitment practices. Leaders informed us they are currently organising the information needed to demonstrate staff suitability.

Leaders maintain positive partnerships with parents and external professionals. Staff communicate with parents through daily contact, feedback arrangements and through a digital platform. Parents describe a warm, caring and welcoming service and say staff support their children well. The service also engages with external support organisations, which have identified positive practice in children's learning and development.

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
Children could be at risk of harm because safeguarding arrangements are outdated, meaning staff may not know how to report concerns, allegations, or whistleblowing matters correctly or promptly.	18/03/26

Summary of areas for Priority Action	Date identified
Children may be at risk of harm because the provider does not notify Care Inspectorate Wales (CIW) of all significant events, which limits CIW's ability to make informed regulatory decisions.	13/12/22

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 13 (Day Care) - Suitable Person	Continue to develop and embed the supervision and appraisal process for all staff.
Standard 11 - Medication	Maintain consistently accurate records of administration of medication.
Standard 24 - Safety	Ensure all required safety certificates are available and up to date in line with the National Minimum Standards.

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 staff files are well organised so staff suitability can be clearly demonstrated.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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