Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Cylch Meithrin Tedi Twt

Ysgol Gymraeg Gilfach Fargoed, Commercial Street, Gilfach, Bargoed, CF81 8JG

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**The inspection visit took place on 28/04/2026**

## Service Information:

| | |
|---|---|
| Operated by: | Cylch Meithrin Tedi Twt |
| Care Type: | Children's Day Care |
| Registered places: | 47 |
| Main language(s): | Welsh |
| Flying Start service: | Yes |
| 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 are confident, happy, and settled. They make choices, express themselves well and are listened to by staff. Positive relationships help children feel secure. They interact well, enjoy varied play, and show good concentration. Children develop independence appropriately, manage tasks confidently and take pride in their achievements.

Staff provide effective care that keeps children safe, healthy, and well supported. Strong safeguarding practice, positive relationships, and consistent approaches help children feel at ease. Staff ensure children benefit from engaging play, individualised support, and opportunities to develop. Staff promote healthy lifestyles and Welsh language confidently, supporting children's overall well-being and progress.

Leaders provide a safe, secure, and welcoming environment where children thrive. They ensure that well-maintained spaces support confident play and independence. High-quality, imaginative resources, including natural and loose parts materials - promote creativity and sustained

engagement, while thoughtful design encourages curiosity, exploration, and a strong sense of belonging.

Leaders maintain suitable daily arrangements and minimise disruption during recent leadership changes, supported by committed staff. Positive partnerships with parents contribute to children's progress. However, weaknesses in governance, oversight, record keeping and staff management mean systems are not consistently effective. Areas for improvement have been highlighted and one priority action notice has been issued to address these concerns promptly.

# Findings:

## Well-being — Good

Children have a strong voice and good opportunities to make choices about their play and daily experiences. They move confidently around the playroom and choose activities independently, showing clear control over what they do. Children decide, for example, whether to take part in snack time, and staff consistently respect their wishes. They communicate effectively using both speech and their own methods of expression, and confidently approach staff to share their needs, preferences, and ideas. Children feel secure, knowing that staff understand and will respond sensitively. Their interests are used well to shape activities, such as using flowers collected on a recent nature walk within creative play.

Children are happy, settled, and secure in the setting. Most children separate from parents with ease, and those newer to the setting receive prompt reassurance from warm and attentive staff, helping them settle quickly. Children form positive and trusting relationships with staff, who know them well and respond sensitively to their individual needs. Their privacy and dignity are respected at all times, including during personal care routines. Children show a good understanding of daily routines, such as preparing for snack and outdoor play, which supports their sense of security and confidence.

Children interact positively with each other and are developing good social skills in line with their age and stage of development. Younger children are beginning to understand their feelings and show awareness of others, sharing resources, and collaborating to act out stories with the animal toys. They take turns in the water play area outside, working together to make potions and ‘mint tea.’ Many children manage their behaviour well and follow expectations for appropriate behaviour, demonstrating increasing self-discipline.

Children enjoy their play and learning experiences. They are fully engaged and interested in the activities available, which staff prepare thoughtfully. There is a good balance of child-led and adult-led experiences, enabling children to explore freely and develop their own ideas. Children use resources creatively, sustain concentration well and show enthusiasm in their play. They are keen to share their experiences with staff and visitors, reflecting their enjoyment and confidence.

Children make good progress and are developing increasing independence. They access resources easily at low level and make their own choices about play. Children confidently take part in daily tasks such as handwashing, accessing drinks, tidying away, and managing their belongings. They show motivation, curiosity, and pride in their achievements as they follow their own interests.

## Care & Development — Good

Staff take effective steps to keep children safe and promote their health. They follow policies and procedures consistently and with confidence, contributing to a safe and well-managed environment. The setting is clean and hygienic, supported by established cleaning routines. However, staff do not consistently wear personal protective equipment when preparing and serving snacks. Staff promote healthy lifestyles well, offering nutritious food and drinks and gently encouraging children to try new tastes. Children benefit from regular opportunities for fresh air and exercise through effective use of the garden.

Staff demonstrate a clear understanding of their safeguarding responsibilities and explain confidently how to follow procedures to keep children safe. They know when and how to raise concerns and understand their duty to report directly to the local authority safeguarding team if needed. Records relating to accidents, incidents and medication are generally well maintained and reviewed, helping staff identify patterns and support children's safety. Regular fire drills are completed, and staff know evacuation procedures well, ensuring they are prepared to respond effectively in an emergency.

Staff show genuine care and affection for the children they look after. They build warm, positive relationships with children and interact with kindness and respect. Staff engage actively in play and use effective communication to support children's learning and social development. They model respectful behaviour, listen attentively, and create a calm, consistent environment. They use praise appropriately and set clear, realistic boundaries, helping children understand expectations. When children need additional support, staff respond sensitively and reassuringly, helping them regulate their emotions. Staff use calm, gentle voices and model kindness and understanding consistently.

Staff promote children's play, learning and development well and respond effectively to individual needs. A key worker approach ensures children receive consistent care from staff who know them well. Staff show good knowledge of children's lives and preferences, for example planning activities that reflect their interests and encourage curiosity and imagination. They support children to make choices and direct their own play.

Staff observe children's progress and share personalised reports with parents, celebrating achievements and supporting next steps in learning. They are knowledgeable about children's development and use this understanding to meet individual needs effectively. Staff promote the Welsh language confidently through daily interactions. We heard staff use simple Welsh words and phrases during circle time and throughout the day, supporting children's communication and developing their familiarity with the language.

## Environment — Good

Leaders ensure the environment is safe, secure, and well maintained, supporting children's well-being effectively. Staff carry out regular safety checks and remain vigilant throughout the day, identifying and minimising risks promptly, for example by tidying resources and maintaining clear pathways. They demonstrate a good understanding of risk management and successfully balance safety with opportunities for children to take appropriate risks. For example, children confidently use the outdoor climbing apparatus, showing how staff have supported them over time to build skills and confidence. This indicates that safe risk-taking is embedded in practice.

The premises are secure, with controlled entry systems and a fully enclosed outdoor area, allowing children to move freely and safely. Staff follow policies and procedures consistently, and required documentation, including safety certificates, is in place. The heating arrangements do not always maintain a consistent temperature; however, children appeared comfortable and engaged during our visit. Risk assessment documentation is in place, although it is not always consistently dated or regularly reviewed to reflect current practice and the environment.

The environment is welcoming, well organised, and suitable for children's needs. Leaders have created thoughtful, child-centred spaces that engage children's imagination and curiosity, offering inviting opportunities for play. There is ample space for play and learning, with facilities such as toilets and nappy changing areas easily accessible. Leaders ensure that the layout promotes children's independence effectively, with resources stored at low level, enabling children to make choices and manage their belongings confidently. Children move freely between areas and benefit from a good balance of indoor and outdoor play. Leaders ensure the environment is well maintained and decorated, with displays of children's work and photographs that support their sense of belonging and achievement and contribute to a welcoming, homely atmosphere. They provide suitable spaces for confidential discussions, supporting effective communication with parents and staff.

Leaders ensure children have access to a wide range of high-quality resources and equipment that support their play and development. Resources are appropriate for the age and stage of the children, clean, and well maintained. Outdoor provision reflects the strong quality of the indoor environment, with varied opportunities for play and learning. Children explore natural materials such as wood, acorns, and pinecones, as well as real-life and open-ended resources, including kitchen equipment and loose parts such as curtain rings, wooden shapes, shells, and blocks. These resources promote creativity, problem-solving, and sustained engagement.

## Leadership & Management — Poor

There has been a significant period of change which has resulted in a lapse of several important leadership responsibilities. Despite this, there is limited impact on children, who continue to achieve positive outcomes. Appropriate arrangements are in place to support the day to day running of the setting and staff demonstrate strong commitment and professionalism in maintaining continuity of care.

Leaders maintain a Statement of Purpose that generally reflects the service, and a range of child-focused policies are in place. These have not been reviewed recently to ensure they remain current and fully reflect practice. Leaders do not consistently meet their responsibilities to notify CIW of significant changes, including changes to the responsible individual and committee members. This reduces transparency and limits regulatory oversight. This as an Area for Improvement. We expect the provider to take action and will follow this up at the next inspection.

Recent changes in leadership at all levels are at an early stage and are not yet embedded. While leaders show an intention to strengthen practice, systems to monitor and evaluate outcomes for children are not consistently effective. Staff report feeling increasingly supported and there is a developing positive culture, although expectations and oversight are not yet consistently applied. Record keeping is not sufficiently robust. Key documents, including accident and incident records and risk assessments, are not consistently dated or reviewed. Systems are not well organised to support effective monitoring. This as an Area for Improvement. We expect the provider to take action and will follow this up at the next inspection. Training records do not clearly demonstrate that all staff hold up-to-date qualifications, including paediatric first aid, safeguarding, and food hygiene. Although we did not identify a direct impact on children's safety, these weaknesses limit leaders' ability to evidence compliance and maintain oversight. There is no named deputy, and contingency arrangements are not clearly established.

Systems for managing staff are ineffective. Supervision and appraisal processes have not been implemented, which limits staff's opportunities to reflect on practice and discuss relevant issues on an individual basis. This as an Area for Improvement. We expect the provider to take action and will follow this up at the next inspection.

Staff files do not contain all the required regulatory information, so leaders cannot evidence that all staff are suitable for their role. This places children's well-being at risk if not addressed. We have therefore issued a Priority Action Notice, and the provider must take immediate action to strengthen these arrangements and ensure safe, consistent practice.

Leaders develop positive relationships with parents and carers, creating an inclusive and

supportive atmosphere. Parents speak highly of the team's warm and accessible manner, with one stating *"the staff are wonderful, very supportive and caring."* This demonstrates that families feel at ease engaging with the service. Clear systems regarding children's individual needs are understood from the outset, supported by ongoing dialogue through daily discussions and regular updates. Parents appreciate this communication, sharing that *"regular updates… have been lovely"* and that their child's development *"has come on leaps and bounds."* They also recognise the varied experiences available, particularly how activities align well with children's interests. Leaders have established a strong partnership with the school where they are based, which provides consistent support and strong transition arrangements for children.

# 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 are at potential risk if records are not accurate, consistently maintained and monitored. | 28/04/26 |
| Children may be at risk of harm because the provider does not notify Care Inspectorate Wales (CIW) of all significant events to enable them to make informed regulatory decisions. | 28/04/26 |
| Children may not achieve positive outcomes because staff do not receive regular one-to-one supervision or annual appraisals, which limits opportunities to reflect on practice and improve the quality of care. | 28/04/26 |

| Summary of areas for Priority Action | Date identified |
|---|---|
| Children are at risk of harm as safe recruitment processes are not consistently followed. | 28/04/26 |

# 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 10 - Healthcare | Use appropriate personal protective equipment (PPE) when preparing and serving snacks, to support good food hygiene and infection control practices. |
| Standard 22 - Environment | Review heating arrangements to ensure the room is maintained at an appropriate temperature and supports children's comfort. |
| Standard 24 - Safety | Review and develop risk assessment processes to ensure documents are up to date, dated appropriately and reviewed regularly to reflect current practice and the environment. |
| Standard 5 - Records | Ensure that accurate and up-to-date records are maintained to demonstrate that staff training, including 12-hour paediatric first aid, food hygiene and safeguarding, is current and meets the requirements of the National Minimum Standards. |
| Standard 14 - Organisation | Ensure there is a named, suitable deputy in place, or clear contingency arrangements, to provide effective leadership in the absence of the person in charge |

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