Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Grangetown a'r Bae

Ysgol Gymraeg Hamadryad, Heol Hamadryad, Caerdydd, CF10 5UY

07719084977

www.cylchmeithringrangetown.org

Date(s) of inspection visit(s): The inspection visit took place on 08/09/2025

Service Information:

Operated by:	Cylch Meithrin Cyfansawdd Grangetown a'r Bae
Care Type:	Children's Day Care
Registered places:	27
Main language(s):	Welsh
Flying Start service:	No
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	Adequate

Summary:

Children are happy and settled at the setting. They make friends with ease and interact well with one another. Children enjoy their play and the activities available to them and have opportunities to develop their independence.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's individual interests and developmental needs.

The environment is clean, welcoming, and child friendly. The environment is well organised to stimulate and support children's play and learning. The setting provides a wide range of resources, allowing children a good variety and choice.

Leaders are motivated and dedicated to delivering quality childcare. Parents speak highly of the service and its staff and the care their children receive. However, improvements are needed.

Findings:

Well-being — Good

Children have good opportunities to make choices and decisions about what affects them. They choose where and what they play with, and whether they would like to participate in an activity or not. For example, some children chose not to participate in a painting activity and to engage in free play instead. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, we saw a child bring a toy to a member of staff who spoke with the child about it.

Children feel relaxed and settled at the setting as they are familiar with the environment and routines. They have good relationships with staff and happily approach them for comfort and support when needed. For example, we saw a child seek comfort from a member of staff when they were feeling upset. Children are getting to know the daily routines, which effectively supports them to feel settled and at ease in their surroundings. For example, they know that snack time comes after sitting for carpet time and washing their hands. They form friendships with other children, which helps them to feel happy and valued.

Children behave and interact well for their ages and stages of development. They play alone or alongside their friends as they learn to share and work together. Children are beginning to develop their waiting skills. For example, we saw some children patiently waiting to take turns with outdoor play equipment.

Children enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playroom and the outdoors. They gain a sense of pride and belonging from seeing their artwork displayed on the walls.

Children follow their own interests for extended periods of time which allows them to develop their skills and make decisions. They have suitable opportunities to develop their independence skills through their play and learning and receive support if needed. For example, we saw children washing their hands independently. However, children's independence at mealtimes requires development.

Care & Development — Good

Staff have a good understanding of how to keep children safe and healthy. They implement policies and procedures effectively. Staff demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. However, the safeguarding policy does not currently reflect the Wales Safeguarding Procedures, nor does it include up to date contact details for the local safeguarding board. Staff have worthwhile understanding of the safe management of food allergies and information regarding individual children's needs is at hand for their reference. They keep records of any incidents and accidents at the setting. They document any existing injuries when parents report accidents that have happened outside of the setting. Staff encourage children to wash their hands after using the toilet and before food. However, staff do not wear any personal protective equipment (PPE) when preparing or serving food. Snack time is a sociable time for the children and staff.

Staff are patient, caring and kind when interacting with children. They use effective strategies to promote positive behaviour in accordance with the setting's policy. Staff also model good social skills effectively when playing alongside the children saying *'please'* and *'thank you'* and praising children during activities. Staff reinforce safety messages to the children. The toilet used by children is located opposite the main playroom, in the hallway. As a result, staff take children to use the toilet regularly. Staff ensure children close the toilet cubicle doors when in use and there are procedures in place to respect children's dignity when staff are changing nappies.

Staff support children's learning and development effectively. They plan activities to enable children's next steps in their learning and development. Staff formally record observations and planning. The use of the Welsh language is appropriate within the setting. They are currently working with Mudiad Meithrin on their 'Croesi'r Bont' scheme of work to introduce more Welsh language and culture to the children.

Environment — Good

The environment provides a safe and secure space for children, staff and visitors. Entry is granted through the main reception of the primary school, where visitors also sign in. Staff ensure internal doors and exterior gates remain locked when not in use. Risk assessments for all areas of the setting identify potential hazards and include measures to manage risks. Staff check areas within the setting when they set up each day for potential hazards. Leaders conduct fire drills regularly and there is a fire risk assessment in place. This ensures staff and children know how to evacuate the premises safely in the event of an emergency. Leaders ensure safety tests are conducted in a timely manner.

Leaders ensure the environment is in good repair and provides a natural, welcoming, child friendly space. Staff organise the setting in a way that is attractive to children and stimulates their curiosity, imagination, and development. Toys and activities are at children's height enabling them to access what they want to play with freely. Children have access to an outdoor garden area which includes a sheltered area for all weather play. Toilets and nappy changing facilities are clean and well-organised.

Resources for children are of good quality and are suitable for children that attend. There are enough good resources available for role play, small world play, construction and mark making. Outdoor resources include opportunities for creativity and exploration with mark making, a mud kitchen and sand and water trays. The setting has good quality furniture and resources to support children's independence. For example, there are child sized tables and chairs and coats and bags are stored at a low level, promoting children's independence. Celebrations such as Chinese New Year, Eid, Diwali, and St David's Day are celebrated. This gives children an understanding of their own cultures and of those around them.

Leadership & Management — Adequate

Leaders manage the setting is effective. Two of the three areas for improvement (AFI) issued at the last inspection in September 2022 have been achieved and therefore closed. There is a clear statement of purpose in place which provides parents with information about the setting. Public liability insurance is valid. Leaders review policies and procedures and ensure staff implement these effectively. Leaders keep Care Inspectorate Wales (CIW) up to date with changes to the setting. For example, they notify us of staff changes, significant events and changes to the statement of purpose.

Leaders monitor the quality of the service and plan for improvements effectively. They ensure staff, children and parent's feedback, views and opinions are obtained. Leaders use this information to prepare an annual quality of care report which identifies effective practice and areas for further development.

Leaders follow effective procedures to ensure staff recruitment checks are in place. The AFI issued at the last inspection in relation to supervisions and appraisals has not been achieved and has been re-issued. This is because leaders failed to evidence that they have provided staff with suitable support and opportunities to reflect on practice through a formal one to one and annual appraisal system. However, they do meet informally to discuss pertinent matters affecting their employment. To avoid further action, we expect leaders to take prompt action to meet the regulations. Staff we spoke with during the inspection told us that they enjoy their roles and feel supported by leaders. Disclosure and Barring Service (DBS) certificates are in place for staff. Leaders employ staff that work well together, ensuring children are supervised and that the setting runs smoothly. Leaders ensure staff training is prioritised.

Leaders have established good relationships with parents. Parents we spoke to during the inspection were very complimentary of the service provided and the care their children receive. Leaders have developed good links with the school in which they are based. Transitions from the Cylch Meithrin into the school are streamlined and the nursery teacher visits the setting the term prior to the children starting in the nursery class.

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
The responsible individual has not ensured staff receive appropriate supervision and appraisal to make sure better outcomes are achieved for children.	08/09/25

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 12 - Food and drink	Ensure staff wear the correct personal protective equipment (PPE) when preparing and serving food.
Standard 20 - Child protection	Ensure the child protection policy includes current practices as outlined in the Wales Safeguarding Procedures and includes up to date contact details for the local safeguarding board.

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)
Consider how children can become more independent at mealtimes.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.