Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Ysgol Glan Morfa

Ysgol Glan Morfa, Lewis Road, Splott, Cardiff, CF24 5EB

07940401281

The inspection visit took place on 15/10/2025

Service Information:

Operated by:	Cylch Meithrin Ysgol Glan Morfa
Care Type:	Children's Day Care
Registered places:	16
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 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	Good

Summary:

Children are settled and content and express enjoyment in their play and learning by following their own interests. They make choices about their play and enjoy group activities. Children have a sense of belonging, are forming friendships and are becoming familiar with routines which help them to develop their independence.

Staff are patient, kind and caring towards the children. They promote children's safety and wellbeing, following clear policies and safeguarding procedures. Staff manage behaviour calmly, celebrate achievements, and support children's interests. They provide comfort and guidance while acting as positive role models throughout daily activities.

Leaders maintain a safe, secure, and welcoming setting, with clear risk assessments and regular maintenance. The environment is clean, well-organised, and child-friendly and encourages independence. Children access a wide range of resources indoors and outdoors, supporting their development and creativity. Leaders provide displays and multicultural resources to foster

belonging and cultural awareness.

Leaders engage positively with Care Inspectorate Wales (CIW), maintain robust policies, and ensure safe recruitment. They reflect on practice through feedback, focusing on improvement. Staff receive regular supervision and training. Good partnerships with parents and local organisations enrich the curriculum, ensuring parents feel informed and involved, with high satisfaction reported.

Findings:

Well-being — Good

Children are confident to approach staff and communicate their thoughts and ideas, as they know they are listened to. For instance, a child asked staff for more fruit at snack time which was given to them straight away. Children make decisions about their play moving freely between activities which capture their interest. They are enthusiastic when taking part in circle time activities, with confident use of familiar phrases in Welsh.

Children feel safe, happy, and relaxed at the setting. They cope well with separation from their parents as they form positive bonds of affection with staff who are kind and caring. Children are becoming familiar with the daily routines. For example, when arriving at the setting they are warmly greeted by staff and supported to place their belongings on their pegs and choose their pictures to self-register.

Children interact positively with one another, they are learning to take turns, share and co-operate well. For example, two friends worked as a team to build a wall in the outdoor area with foam bricks, helping each other by collecting and sharing the bricks and discussing where the next one should be placed. Children are polite and well mannered; they enjoy the social occasion of snack time and sit together happily at the table. Children show and speak about their craft and artwork proudly. For example, a child showed us the Diwali lamp they were carefully decorating, saying *“Mummy will love these sequins.”*

Children are active and curious learners. For instance, children used coloured rice and sequins to create Rangoli patterns, commenting on the different textures and colours. Children are developing their imagination well and enjoy some rich play experiences as they use a wide range of real-life resources. For example, friends were busy working together in the home corner pretending to cook with a variety of toy foods. They showed us how they were plating up a meal for a friend and discussed which foods they liked and disliked.

Children are developing their independence skills well. They take interest in directing their own learning. For instance, children enjoy making up their own games in the outdoor area and inviting staff to join in. Children confidently show us how they help prepare the table for snack time and help themselves to fruit and vegetables using a choice of tongs or spoons. They are learning to do things for themselves with positive encouragement from the staff.

Care & Development — Good

Staff understand their roles and responsibilities to promote children's safety and well-being, and they implement policies and procedures consistently. They have a good knowledge of potential safeguarding issues and a clear understanding of the safeguarding policy and their duty to report concerns. Staff maintain registers for children, staff, and visitors accurately, and monitor accident and incident records to identify patterns. They encourage children to wash their hands before snack, supporting independence by providing steps at the sink and supervising the process. Staff clean tables before and after mealtimes, and children serve themselves healthy options such as oatcakes and fruit. Staff ensure children have regular opportunities for outdoor play and exercise, with free flow access to an enclosed area and scheduled use of the climbing frame and forest area.

Staff know the children well and create a warm, caring atmosphere. They engage with children during play and learning, supporting them in activities such as walking along the wooden bridge, helping with craft projects and reading stories. Staff make mealtimes sociable by chatting with children about their day, families, and pets. They manage interactions and behaviour well, responding calmly and consistently to challenging feelings and emotions. Staff allow children to follow their interests, praise achievements, and celebrate progress. When children face social challenges, staff offer comfort and guidance, helping them understand boundaries and develop empathy. Staff act as positive role models, sitting with children during group activities and encouraging kindness and respect.

Staff support children's learning and development, engaging positively to help children learn naturally and in the moment. They use a keyworker system for observations and know all children well, ensuring individual needs are met. Staff plan activities that reflect children's interests, such as themed craft projects and cultural celebrations. They are developing a system to track children's progress and use observations to plan next steps; however, this practice is not yet embedded. Staff work with external specialists to support children with additional learning needs and have undertaken training, such as Makaton, to help children communicate. Staff promote the Welsh language, with most fluent and others keen to develop their skills. Overall, staff provide a caring and supportive environment where children feel safe, valued, and able to develop their independence.

Environment — Good

Leaders take steps to maintain a safe and secure environment for children. Staff remain vigilant and move objects during the day to keep play areas clear. Leaders have risk assessments in place to cover all areas in use, including the playroom, outdoor spaces, climbing frame, and forest area. The premises are secure, with entry only possible through the school's main doors and a dedicated security system for the Cylch. Outdoor play areas are fully enclosed. Leaders keep the environment clean and well maintained, although some resources require more regular cleaning. Staff undertake fire drills; however, children would benefit from more regular opportunities to practise. Leaders ensure fire safety equipment is regularly tested and maintained.

Leaders provide a welcoming and suitable environment for play and learning. The premises and outdoor areas are secure and inviting, with displays of children's work and photos, including 'Dyma fi' and self-registration boards. There is enough space and facilities to meet children's needs. Staff accompany children to the toilets outside the main playroom, maintaining high staffing ratios so children remain supervised. The layout promotes children's independence, with low-level storage for toys and resources, child-height coat pegs, steps to the sink, and child-sized sinks and toilets. Leaders offer children suitable challenges and opportunities to experiment, such as the climbing area and forest area. They keep the premises well maintained and decorated, creating a positive atmosphere for children and families.

Leaders ensure children have access to a range of resources and equipment that support their development. Staff provide furniture, toys, and materials that meet children's needs and are in reasonable condition. Children use a variety of resources including books, dolls, play kitchens, a craft station with pens, crayons, paint, and brushes, and multicultural Welsh books. Outdoors, children use a playhouse, building blocks, water play, mud kitchen, scooters, and a climbing frame. Leaders promote cultural awareness with multicultural books, puzzles, and resources. They provide opportunities for imaginative play, creativity, and physical development, ensuring children can explore and learn in a safe and stimulating environment.

Leadership & Management — Good

Leaders engage positively with CIW and manage the setting effectively. The Responsible Individual has worked to improve committee relationships since the previous inspection and now collaborates with a new committee. The statement of purpose provides a good reflection of the setting and includes all information required by the regulations and National Minimum Standards. Leaders have a comprehensive range of beneficial policies and procedures which they regularly review and update. They gather important and useful information about children including personal details, medical information, and any other needs. However, on the day of inspection, emergency medical treatment permissions were not in place for children. The setting implements the 'Active Offer' well, with bilingual policies and Welsh language provision available to all users.

Leaders have a suitable system in place to reflect on and evaluate the service they offer. They gather feedback from parents/carers and external agencies to produce an annual quality of care report. The report identifies strengths and areas for development and leads to an action plan, which helps leaders focus on continuous improvement.

Leaders follow safe and robust recruitment processes, ensuring staff files are compliant and staff are suitable for their roles. They support staff through regular supervision and appraisals, and staff report feeling well supported by management. Staff meetings take place regularly however these are not formally recorded. Leaders offer training to ensure staff have the relevant qualifications to conduct their role, including first aid and safeguarding.

Leaders promote partnerships with other professionals which benefit outcomes for children. For example, they invite local organisations, such as Rubicon Dance to run sessions for children, enriching the curriculum and building community connections. Leaders and staff develop strong partnerships with parents. They keep parents well informed of their child's time at the setting providing opportunities to chat when dropping off or collecting their child or communicating via a digital app. Parents express high levels of satisfaction with the service, describing staff as friendly and welcoming, and noting the excellent range of activities.

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.

CIW has no areas for improvement identified following this inspection.

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 10 - Healthcare	Ensure emergency medical permissions are in place for all children.

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)
Observe and monitor children's progress and use the information to plan for next steps in learning.
Ensure fire drills are recorded consistently and include number of children and staff involved and evaluative comments.
Use the infection control audit to inform cleaning schedules for the setting and resources.
Consider maintaining records of discussions and outcomes from staff meetings.

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