Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin y Drenewydd

Ysgol Dafydd Llwyd Site, Plantation Lane, Newtown, SY16 1JE

01686611014

The inspection visit took place on 07/07/2026

Service Information:

Operated by:	Cylch Meithrin y Drenewydd
Care type:	Children's Day Care Full Day Care
Registered places:	56
Main language/languages:	Welsh
Flying Start service:	Yes
Do you 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 and Development	Good
Environment	Good
Leadership and Management	Good

Summary:

Children are happy, settled and make beneficial choices about their play and daily experiences. They form positive relationships with staff and other children in the setting. Children engage enthusiastically in the activities and show increasing levels of independence. Children develop a positive sense of their identity and participate meaningfully in the daily life of the setting.

Staff promote children's health, safety and welfare successfully by fostering positive care along with purposeful safeguarding practices. They speak with children naturally and praise them consistently for doing their best and for succeeding. They provide a beneficial range of experiences and work with families and professionals to support children.

Leaders provide a safe, welcoming and stimulating environment that supports children's play and development. They maintain purposeful security arrangement and provide a wide range of resources for children. The indoor and outdoor areas offer opportunities for children to choose to

take part in creative activities, role play and physical activities.

Leaders provide effective direction for the service and foster a positive culture across the setting. They evaluate the provision regularly and identify priorities for improvement. Leaders support staff through training, supervision and professional development. There are effective partnerships with parents and external agencies, supporting positive outcomes for children who attend the service.

Findings:

Well-being — Good

Children have a strong voice at the setting and make natural and positive choices about how they wish to spend their time. They choose resources and activities independently and move naturally between the indoor and outdoor environments. Children make decisions about who and what they want to play with in each area. They manage to plan their own play, making effective choices that impact their daily experiences. For example, a group of children chose to play in the water, with others enjoying playing in the sand. Children show increasing independence and understand that their views and preferences are valued by their peers as well as by staff.

Children feel safe and very happy in the service. They settle immediately upon arrival and engage confidently in various activities. Children develop warm, positive relationships with staff and are ready to seek support, comfort and guidance when needed. For example, children approached staff for support whilst climbing the climbing frame and to ask for outside resources. They are familiar with the service's daily routines. Children demonstrate a strong sense of belonging, with family photographs and purposeful displays celebrating their experiences and achievements. New children submit an "*All about me"* sheets that discuss their likes and interests to help them settle.

Children successfully interact with each other and adults. They play together naturally, sharing resources and communicating effectively during activities. Children show kindness by considering their friends' feelings. For example, children were seen waiting their turn patiently to go down the slide, whilst role-playing and washing their hands before snack time. They cooperate during role-play and outdoor play experiences, helping each other. For example, they help each other to fill sprinklers with water in the outdoor area. Children socialise well during snack and lunch times and respond positively to reminders about the importance of eating appropriately.

Children enjoy their play and learning experiences, engaging enthusiastically in a wide range of activities and focusing for extended periods. Children show curiosity, imagination and creativity through construction activities, role play and outdoor play. For example, one child said to us *"I'm wet,"* after playing in the water, while another who was enjoying the sand barefoot said "*the sand is warm*."

Children develop a good range of skills that support their learning and independence. They access resources and make decisions about their play. Children understand routines and expectations. For example, older children were seen applying their sun-cream independently before going outside during the afternoon session. They access drinks at any time and pick up equipment. At the end of each session, special music was played and children responded, realising that it was time to tidy up. They tidied up independently under supervision from staff from a distance.

Care and Development — Good

Staff promote children's health, safety and welfare effectively. They provide healthy snack options and demonstrate a good awareness of children's dietary and medical needs. For example, staff referred to allergy information clearly displayed in the kitchen. Staff support children to develop valuable hygiene habits by washing their hands and brushing their teeth regularly. They ensure that children benefit from outdoor play and physical activity every day. Staff have a positive understanding of safeguarding responsibilities and describe purposefully the reporting pathways to use should they have concerns. Staff follow appropriate hygiene procedures as they change nappies and interact respectfully with children at all times. They have undertaken relevant training to ensure they can respond appropriately to medical emergencies.

Staff manage interactions between children successfully and create a calm atmosphere where children feel valued and respected. They communicate positively with children throughout the day, listen attentively and respond sensitively to individual needs. Staff ensure that children understand what will happen next and prepare them for changes during the session. For example, time to tidy up resources, wash their hands and have a snack, as well as circle time in the afternoon. They use praise and encouragement effectively using comments such as "*Pwy sydd eisiau Dewin a Doti?*" (*"Who wants Dewin and Doti?"*) *“Pwy sydd yn eistedd yn daclus”* (*"Who's sitting neatly?"*) and *“Da iawn ti”* (*"Well done"*). They promote positive behaviour through consistent reminders. Staff offer reassurance and comfort when needed, which helps children to trust them.

Staff promote children's play, learning and development well and provide a broad range of worthwhile experiences that support their development. They make purposeful use of internal and external areas to provide a range of play opportunities and activities. Staff understand children's individual needs and provide consistent support. They work effectively with families and external professionals to help meet children's individual needs and support them. Staff promote Welsh language and culture naturally through songs, greetings and daily routines. They use formal and informal sessions to extend and support language development. Planning and observation systems support children's learning.

Environment — Good

Leaders have purposeful arrangements to promote children's safety. They maintain secure access arrangements, controlled with a locked gate. Visitors are expected to sign in on arrival. Leaders complete a useful range of risk assessments covering the indoor and outdoor environments, individual children's needs, fire safety and emergency situations. Safeguarding information and key contacts are readily available to staff and displayed around the service, helping to protect children. They ensure that staff understand emergency evacuation and site locking procedures and have joint arrangements with the nearby school during emergency exercises. Leaders encourage regular opportunities for children to play in the outdoor area in a safe environment, under good supervision where risks are managed appropriately.

Leaders provide a welcoming and stimulating environment that supports children's play, learning and development. They organise the areas purposefully, including spaces for building, role-play and playing with water and sand. Leaders celebrate children's achievements and participation through attractive displays and various photographs, which further promote the feeling of belonging and pride. They provide valuable areas for relaxation and quiet time as well as extensive opportunities for physical play that encourage exploration and independence. Leaders renew and change resources regularly to ensure that they are consistently improving children's experiences.

Leaders provide a good range of resources and equipment for children that support their interests, independence and development. They ensure that the majority of resources are stored at children's height and are easy to reach. This enables children to make independent choices about the resources they wish to use in their play. Leaders provide a range of outdoor resources, including a mud kitchen, climbing equipment, a sand pit and experimentation opportunities, which promote physical development and exploration. Leaders have started planning to develop resources that promote diversity and awareness of diverse cultures. However, there are few resources available to children currently.

Leadership and Management

Good

Leaders provide clear, purposeful direction for the setting. They promote a caring and valuable culture that focuses on ensuring children's welfare and ongoing improvement. They have set clear expectations of the staff and ensure they understand their roles and responsibilities in providing care and support to children. Leaders show a commitment to developing the provision in the future and continue to build on the effecitve links they have with the local school. Although leadership arrangements are effective, leaders need to ensure that policies are reviewed annually to reflect roles within the processes and procedures adopted. Leaders also need to strengthen recording practices to ensure that incidents are fully documented with clear evidence of actions, decisions and outcomes.

Leaders evaluate the quality of the provision and the setting regularly and identify valuable and useful priorities to improve outcomes for all. They make good use of feedback from staff, parents and children consistently through their questionnaires to produce a comprehensive quality of care report. The report celebrates strengths and identifies areas for further improvement. Leaders have identified priorities which include incorporating children's guidance and influence on planning further, strengthening staff confidence and consistency in Additional Learning Needs processes as well as improving communication with parents. They also show a commitment to ongoing improvement by investing in the environment.

Leaders manage staff and resources effectively with support to ensure children's development. They also provide regular supervision, evaluation and professional development opportunities. However, the current systems do not ensure that all that staff receive meaningful supervision, regular feedback and formal opportunities to reflect on their practice. Leaders have already identified this in their plans to develop the service. Leaders ensure that a wide range of mandatory training is available to staff, including safeguarding, paediatric first aid and additional learning needs. They hold regular staff meetings to discuss children's progress, safeguarding matters and developments within the setting.

Leaders have developed strong and effective partnerships that support children and their families. Parents receive comprehensive welcome packs that contain key information, and families are encouraged to visit the setting before their children start. Positive relationships with parents are promoted through an open door policy, daily communication and the use of technology platforms. During the survey, staff were observed giving purposeful feedback at the end of a session. Leaders work very effectively with the local school, additional learning needs services, health professionals and umbrella organisations.

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 23 - Equipment	Develop the resources available that promote children's cultural awareness and equal opportunities.
Standard 13 (Day Care) - Suitable Person	Ensure all staff receive regular one-to-one supervision which encourages them to think about the quality of their practice and raise any safeguarding concerns

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 that policies are reviewed annually to reflect management roles within the processes and procedures adopted.
Strengthen recording practices to ensure that incidents are fully documented with clear evidence of actions, decisions and outcomes.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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