



# Inspection Report

**Cylch Meithrin Carmel**

**Neuadd y Pentref  
Carmel  
Caernarfon  
LL54 7AA**



**Date Inspection Completed**

28/01/2025

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## About Cylch Meithrin Carmel

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Cylch Meithrin Carmel
Registered places	12
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	05/11/2021
Is this a Flying Start service?	Yes
Does this service promote the Welsh language and culture?	This service anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

For further information on ratings, please see the end of this report

## Summary

The children are happy and settled at the setting. They make choices about how to spend their time and feel safe and confident as they have developed positive relationships with the staff and their friends.

The staff have a suitable understanding of their responsibilities to keep the children safe and healthy. They know the children well and speak to them in a warm and friendly manner. The staff support the children's development effectively through a variety of engaging activities and experiences.

Those responsible for running the setting ensure that all areas used by the children are safe and welcoming. There is a range of good quality toys and resources both indoor and outdoor, and these provide interesting opportunities for the children to learn and develop their skills.

On the whole, those responsible for running the setting understand their responsibilities, but improvements need to be made with regard to staff files and to ensure that staff receive annual appraisals. The setting needs to ensure that all staff complete safeguarding training appropriate for their roles.

The children are happy and settled at the setting. They are confident in making decisions about how to spend their time and they move freely around the activities following their interests. The children are eager and confident to share their ideas, answer questions and chat with the staff, knowing that they will appreciate what they have to say. For example, when a child asked if he could paint, the staff responded promptly and helped them reach for the resources that they need.

The children feel safe as they have formed close relationships with the staff who care for them. They feel comfortable asking the staff for comfort when needed. For example, they approach staff for comfort when they feel unsure. The children speak confidently with other adults visiting the setting. They chat and make friends during lunch time, play time and during activities and smile and laugh while doing so.

The children are friendly and interact positively with the staff and each other. They share toys, wait their turn and work together well to complete tasks. For example, when playing with blocks they share ideas on what to build. They choose to build a tower, and everyone takes turns to place the blocks on top of each other to create a tall tower. Children learn good manners and say please and thank you at appropriate times.

The children enjoy the activities available to them and they concentrate well. For example, all the children enjoy painting colourful dragons as part of an activity on the Chinese New Year. One of the children enjoys experimenting with magnets. They are busy exploring the toys and resources to experiment which items are attracted to the magnet.

The children are given opportunities to develop their independence skills by completing tasks for themselves. For example, they wash their hands and wear their aprons independently. Children work together well to tidy up the resources and toys.

Staff understand their responsibilities to keep the children safe and healthy. They are aware of the correct procedures to follow should they have any safeguarding concerns about a child in their care. Accidents are recorded appropriately and these records are signed by parents to show that they have been informed of the incident. Staff ensure that the children are aware of how to evacuate the building safely in an emergency by ensuring that regular fire drills are held and that detailed records are kept.

Staff promote healthy habits by ensuring that the children have regular opportunities to develop their physical skills and to spend time outdoors. There are a wide range of healthy snacks available for the children, and there are effective systems in place to ensure that staff are aware of the children's dietary needs. Good hygiene is promoted and the staff encourage and support the children to wash their hands as required.

The staff have formed a positive relationship with the children, and speak to them affectionately and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and provide a clear explanation when their behaviour is not acceptable. The staff also display social skills effectively.

Staff provide a range of fun activities that the children enjoy, including a variety of indoor and outdoor activities. They know the children well and are familiar with their likes and dislikes. They collect comprehensive information on the children's care, personal and medical needs before they attend the setting, and this enables them to plan effectively to ensure that they can meet their individual needs. Children with additional needs are supported well, and the staff work effectively with external agencies to ensure the best results for the children. The use of the Welsh language is strong in the setting.

Those responsible for running the setting ensure that there are procedures in place to make sure that the premises are safe and that hazards are managed appropriately. There are comprehensive written risk assessments which outline the potential hazards to the children's safety and the action taken to manage or eliminate these hazards. Staff keep an accurate register of the children's attendance, including every child's arrival and departure times.

Those responsible for running the setting provide a wide variety of areas where children can play and learn. They ensure that the setting is used effectively to encourage the children's development, imagination and curiosity. Those responsible for running the setting ensure that all areas used by the children are spacious and welcoming. Toys and resources are stored at a low level to enable the children to have easy access to them. They have toilets with suitable facilities as well as low level sinks to promote the children's independence. There is an outdoor area that offers the children opportunities to develop their physical skills by using climbing equipment or by choosing from the variety of outdoor toys that are available.

Those responsible for running the setting provide a good range of toys and resources which are in good condition and appropriate for the children's ages and stages of development. For example, by playing with blocks, and taking part in craft activities and role-play activities. The resources in the outdoor area are of a high quality and promote the children's curiosity and their desire to explore. Those responsible for running the setting offer opportunities for the children to explore and recycle materials that reflect real life.

Those responsible for running the setting ensure that the required policies and procedures are in place, and these include the relevant information. The setting's statement of purpose includes detailed information and an accurate description of the service provided. Those responsible for running the setting endeavour to provide a high-quality service to the children and their parents.

Those responsible for running the setting are keen to ensure that they continue to develop and improve. They ask parents and staff for verbal feedback regularly and they also send feedback questionnaires. Feedback is collected from the children by speaking to them and observing them daily. Those responsible for running the setting have produced a report in response to the feedback received. This report outlines the improvements which have already been made and proposed improvements for the future.

Those responsible for running the setting ensure that the staff have training and support to fulfil their roles effectively. However, all members of staff had not completed the most recent safeguarding training on the day of the inspection. Those responsible for running the setting have taken prompt action following the inspection and have arranged appropriate safeguarding training for the staff.

Staff files include the majority of the required information to ensure that safe recruitment checks are in place. For example, all members of staff have current checks from the Disclosure and Barring Service (DBS). However, staff files did not contain all the required information. This has been identified as an area for improvement, and we expect those responsible for running the setting to take prompt action.

Staff have informal supervision, but they have not received regular appraisals. This is an area for improvement, and we expect those responsible for running the setting to take prompt action.

Those responsible for running the setting have good relationships with parents. They share information with them effectively, ensuring they are given comprehensive information about their child's time at the setting. Parents are given the latest information about their child's day via private messages and verbal feedback at the end of each session. Those responsible for running the setting also use a private social media page where they are able to share pictures and information about the setting with parents. The parents we spoke with said that they have a good relationship with the staff and they praised the care their children receive.



Summary of non-compliance	
Status	What each one means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and it will be followed up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status

29	The responsible person needs to ensure that staff appraisals are completed regularly.	New
28	The responsible person needs to ensure that all the required information is included in staff files.	Not Achieved
30	The Responsible Individual had not ensured they had gathered all of the required information from parents in regards to the children they were caring for. We inspected a child's individual record but the contact details for the medical practitioner the child is registered with had not been captured fully as there was no telephone number and full address.	Achieved

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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