Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Dol-Y-Bont

Y Caban Meithrin, Ysgol Bro Idris Safle Dinas Mawddwy, Dinas Mawddwy, Machynlleth, SY20 9LN

07428151734

The inspection visit took place on 21/10/2025

Service Information:

Operated by:	Cylch Meithrin Dol-Y-bont
Care Type:	Children's Day Care
Registered places:	19
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 happy and enjoy their time at this setting. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and effective decisions about what they want to do. They are enthusiastic and interested in their play and learning. Children are well supported in developing independence.

Staff are committed to children's safety, most health procedures and follow safeguarding effectively. They complete regular training to ensure they understand how to support children's well-being. Interactions are calm and positive, supporting good behaviour and self-esteem. Staff know the children well, plan a range of activities, and support their development through effective observation.

Leaders provide a secure environment with risk assessments conducted so potential hazards are

identified and managed effectively. The environment is suitable for the children and the neutral colours, and good maintenance provides a welcoming atmosphere. Leaders and staff work hard to create spaces for children that are inspiring and inviting. They use natural materials and authentic resources effectively to further enhance children's play and learning.

Leaders have a clear statement of purpose, which details the setting well. They follow safe and thorough recruitment processes to ensure there are enough qualified and experienced staff for the age range of children cared for. Leaders have developed positive relationships with parents and the local school.

Findings:

Well-being — Good

Children can make many decisions regarding their day. They choose activities that interest them and move confidently between play areas. Many children speak and express themselves confidently with verbal and non-verbal communication. They know staff will help them to do what they want. For example, a child took a book to a member of staff, and they became animated as they looked at it together.

Children are settled, relaxed and happy at the setting. They run in with big smiles and quickly settle. Some children go to staff for a cuddle before playing, showing they are developing positive attachments with them. Children are proud of their achievements and respond very well to praise from staff. For example, they smile broadly as they successfully count how many children are present at the setting. As a result, children feel valued and develop a strong sense of belonging at the setting.

Children are learning to understand the routines of the setting. They respond quickly to the staff as they wash their hands regularly, find a chair in readiness for snack and get their belongings ready to go home. Many children feel a sense of security through the routines in place. A few children choose not to participate, engaging in alternative activities with staff support until they choose to join the group.

Children are successfully learning to manage their behaviour and behave very well. They are developing an understanding of right and wrong, and most are successfully learning to share resources and take turns. For example, one child held onto a particular dough cutter but agreed to allow another child to have a go, waiting for their turn again. Many children happily share their space with others as they make a cup of tea in the home area and join together to explore the tuff tray. Children are learning good manners, and use ‘please’ and ‘thank you’ spontaneously.

Children are interested in activities and enjoy their play and learning. They immerse themselves in their experience for an extended period and thoroughly enjoy using their imaginations. For example, they enjoy being creative and using the different coloured icing to decorate autumn themed biscuits. Children look in awe at the picture cards to help choose a Welsh rhyme, singing along to the song enthusiastically. Others create autumnal themed designs in the clay using a variety of natural resources such as pinecones, sticks and leaves. Children share their excitement and jump up and down as they are allowed to take home their decorated biscuits.

Children are learning good self-help skills and are becoming independent learners. Many children

wash their hands independently and use the toilet with appropriate levels of support from staff. Nearly all children are successfully developing independence at snack time. The daily helper is becoming adept at placing out the cups and plates to prepare for snack time while children independently pour their own milk from the jug.

Care & Development — Good

Staff demonstrate a commitment to keeping children safe and healthy. During the inspection, staff confidently described safeguarding procedures and were able to explain the actions they would take if they had concerns about a child's welfare. They encourage children to wash their hands at appropriate times and ensure tables and eating areas are kept clean. Health and safety procedures, including food hygiene and infection control, are generally followed well. Fire safety is prioritised, with regular fire drills undertaken and records maintained. All staff hold current paediatric first aid qualifications, enabling them to respond appropriately to accidents or medical needs. However, there are inconsistencies in staff confidence when administering medication procedures.

Staff manage interactions with children in a calm, supportive, and consistent manner, following the setting's behaviour management policy. They use positive reinforcement, such as praise and encouragement to promote good behaviour and build children's self-esteem. Children are regularly praised with phrases such as "*Da iawn*", which helps them feel confident and valued. Staff are mindful of individual needs and ensure expectations are clear, helping children to understand what is acceptable through explanations and discussions about consequences. They encourage children to be gentle and use 'kind hands', setting realistic boundaries. Staff act as positive role models, always demonstrating respectful and caring behaviour.

Staff know the children well and pay close attention to their interests and abilities. They support children effectively during play, offering help when needed, stepping back to promote independence, or extending learning through meaningful interactions. For example, discussing colours, encouraging counting, or inviting children to share their views. Staff plan a range of play and learning opportunities, both indoors and outdoors, to support children's development. Staff promote the Welsh language through fluent conversations. Children confidently respond in Welsh throughout their time at the setting. Staff track children's progress using development records, and observations are used effectively to plan next steps, helping children to make good progress.

Environment — Good

Leaders provide a secure environment where children are safe. Appropriate risk assessments are conducted and hazards managed effectively. Daily checks are completed so any potential new hazards can be identified. Leaders and staff have appropriate routines they follow which protect children from potential risks. For example, external gates are locked, the entrance is controlled, and children are sufficiently supervised when moving around the environment. Visitors are recorded and registers of staff and children's attendance are kept so everyone can be accounted for.

The environment is well maintained with any issues arising reported and dealt with in a timely manner. All areas used by the children are clean and decorated in neutral colours to help create a warm and welcoming atmosphere. Children's work is attractively displayed alongside photographs, giving children a sense of belonging and helping them to settle. The indoor environment is arranged effectively so children have space to play and move around safely. There is room for children to enjoy tabletop activities, floor games and use the areas of learning created without disrupting others. Children can freely access the toilet facilities and their belongings. The outdoor area is freely accessed through the rear door. It is a safe space for children to use with secure fencing surrounding it. There is a shelter which ensures children have an opportunity to be outside in all weathers. The outdoors is well maintained and a safe and inviting space for children.

Leaders and staff work hard to create spaces for children that are inspiring and inviting. They develop areas of learning that support children to be creative in their learning. For example, children enjoy playing with the doll's house and completing craft activities at the table with a member of staff. Staff store resources appropriately to ensure they remain clean and of a good condition. Leaders and staff use authentic resources effectively to further enhance children's play and learning. For example, real plates, cups and food packaging enrich the café in the role play area. The environment has a suitable range of natural materials freely available for children to access. There are sand and water trays and children enjoy the autumn themed activities placed out on the tables. There are some Welsh and multicultural resources available for children to help them to learn about different cultures and the world around them.

Leadership & Management — Good

Leaders are hardworking and committed to driving improvements to create better outcomes for children. They engage positively with Care Inspectorate Wales (CIW) and manage the setting effectively. Leaders ensure they let CIW know about staff changes and events which may affect the welfare of children. 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, permissions, and any other needs.

Leaders have a suitable system in place to reflect on and evaluate the service they offer. They gather feedback from staff, parents and carers, children, and other professionals. Feedback collected is very positive. For example, parents say, *"A great service. My child is very happy to attend everyday and looks forward to what is planned/delivered every week. Staff work very hard and cater for all children by purposefully planning activities for all children. Good support from committee also."* The quality-of-care report describes what they do well and areas for development.

Leaders manage staff effectively. Staff files have the required documentation and are very well organised. Staff are suitably qualified and well supported by the management team. Leaders offer training to ensure staff have the relevant qualifications to conduct their role, including first aid and safeguarding. They complete regular supervision and appraisals to support staff in their professional development. There is a strong ethos of teamwork amongst staff. Those spoken to said they are very happy in their work and appreciate the relationships they have with one another and the management team.

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. Leaders and staff also use a digital app to communicate with parents, which enables parents to reach out to staff. Partnerships with other professionals are positive and benefit outcomes for children. For example, leaders have worked closely with the local school to ease children's transition.

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.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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