Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Glan y Fferi

Ysgol Glan Y Fferi, Heol Caerfyrddin, Glan Y Fferi, Sir Gaerfyrddin, SA17 5TB

07731857200

The inspection visits for this service took place between 01/07/2026 and 02/07/2026

Service Information:

Operated by:	Cylch Meithrin a Ti a Fi Glan Y Fferi
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	Adequate

Summary:

Children enjoy their time at Cylch Meithrin Glan y Fferi and are happy and settled. They have a strong voice and make choices and decisions about how they spend their time. Children are safe and develop close, friendly relationships with staff and each other. They have good opportunities to learn and develop.

Staff understand their responsibilities to keep children safe and healthy. They are able to implement the settings procedures successfully. Staff know children well and are kind and nurturing in their interactions with them. They support children's learning and development very well through their interactions and planning around children's individual needs.

Staff ensure the environment is safe and secure. There is a range of good quality toys and resources, and these provide appropriate opportunities for children to learn and develop their skills. Children can access a large outdoor area which offers further stimulating play opportunities.

The person in charge is motivated and committed to making improvements and maintaining good standards within the cylch. Further improvements are required in relation to those responsible for overseeing the setting. The person in charge supports staff well. They maintain records effectively and partnerships with parents and outside agencies are reported as positive, benefitting children.

Findings:

Well-being — Good

Children have lots of opportunities to make decisions about how they spend their time at the setting. They move around the environment choosing freely where and what they want to play with. Children confidently express their wishes; both verbal and non-verbal communication are recognised, with children's gestures and requests leading to positive responses. For example, they confidently state which coloured plate they want snack time along with their likes and dislikes, *'I don't want it.'* They are confident to communicate their thoughts, ideas and feelings, as they know staff will listen and show interest. For instance, children confidently state they want to spend time in the sensory tent when they become overstimulated, *'I need a minute in here.'*

Children feel safe and secure. They benefit from thoughtful staff who know them very well. Nearly all are content, settled and show clear enjoyment during their time at the setting. Children form good bonds with staff, who are kind and caring. For example, they seek comfort from staff when there is a disagreement and confidently involve staff in their play. They are familiar with the daily routines; they understand when to tidy up and wash their hands ready for snack time. Children have a strong sense of belonging. Their photographs, examples of their work and their names are displayed throughout the environment.

Overall, children interact positively with each other and with staff at the setting. They communicate confidently, knowing their interests and opinions are valued. For example, when a child shows a staff member a book, staff respond immediately asking if they want the story read to them. Children practise cooperation, take turns, and share, in line with their age and stage of development. They play alongside others, build friendships, and develop social skills.

Children enjoy their play and learning opportunities and the resources at the setting. During circle time, children smile and join in with actions alongside staff, and laugh when singing 'Mr Hapus'. Children lead the play and staff follow their lead, asking questions and responding to the children's imaginative play. For example, during outdoor play in the mud kitchen children wash the potatoes and share with staff they need *'loads of water.'*

Children are developing well and have opportunities to become independent. They are given time to do things for themselves. For example, spreading butter on their toast during snack time. Children confidently state, *'I don't need help'* as they put their shoes on before outdoor play. During snack time, helper of the day assists with distributing snack and pouring drinks as well as washing the dishes. Children bring their own water bottles, and these are accessible throughout the session and children happily help themselves to. They are provided opportunities to register themselves in the morning, placing their pictures on the display to show they are present.

Care & Development — Good

Staff keep children safe and healthy and have effective procedures in place to promote a healthy lifestyle. They follow effective infection control procedures with regular hand washing. During nappy changing, staff wear an apron and gloves and wash their hands afterwards. The person in charge confirmed the nappy changing mat had been replenished following the visit. Staff maintain a hygienic environment, ensuring tables are wiped clean and toys and resources on offer are clean. The snacks provided are nutritious and staff offer milk or water to drink. Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff accurately complete relevant records in relation to accidents and incidents. They conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. Staff keep registers of attendance for themselves and children, and any visitors attending the setting. Information on individual allergies is up to date and displayed clearly.

Staff know the children well. Their interactions demonstrate warmth and kindness. Staff praise children consistently for their efforts, celebrating their achievements enthusiastically with *'pawen lawen'* (high five) as well as the use of verbal praise and visual stickers. They interact tenderly with children and create a homely and welcoming atmosphere, which promotes children's wellbeing, development and learning. Staff have a good understanding of positive behaviour management strategies and encourage children to take turns, share and co-operate. They consistently encourage children to be kind to their friends, increasing children's awareness about feelings and friendships. Staff are responsive and sensitive to the individual needs of children. They follow arrangements to support children who may have an additional learning need. For example, they work in partnership with parents, carers and professionals to implement appropriate strategies to make sure children settle and their play and learning experiences are positive. Staff ensure an inclusive environment and manage interactions well.

Staff support children's play and learning successfully. For example, they promote Welsh language development as they model words clearly and sing songs. Staff ensure children benefit from a wide range of play opportunities that support both physical and creative development. Staff recognise and respond to individual needs, offering reassurance and encouragement in situations that may be challenging, for instance, when waiting for snack time.

Environment — Good

The environment provides suitable space for children to play and learn. Indoors is light, bright and well maintained, with suitable toilet and handwashing facilities available. There is a dedicated room to store food and prepare snack. We discussed the location and space available for children to eat their snack comfortably. Following the visit, the person in charge confirmed changes had been made to provide greater space. Children's work is attractively displayed giving them a sense of belonging and pride. The availability of storage for children's belongings ensures they are accessible and kept safe. The person in charge and staff ensure the outdoor space forms part of the daily provision and is used as much as possible. This gives children opportunities to be active and get fresh air. They extend children's knowledge and experiences by providing different areas. These include a sheltered area with a mud kitchen, a grassed area with some fixed play equipment and space to ride bikes and trikes.

The environment is safe, secure and well maintained. The doors leading to the outside area are locked. There is a secure system to enter the setting. 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 ensure they also complete daily safety checks of the environment to identify and eliminate risks to children. Maintenance safety checks are conducted regularly. All areas accessible to children are free of harmful chemicals and first aid kits are readily 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, sensory play with a range of materials, 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.

Leadership & Management — Adequate

The person in charge creates a positive atmosphere of teamwork at the setting. They ensure staff have suitable qualifications and relevant experience to develop children's capabilities, confidence and resilience. The person in charge manages the setting appropriately. However, improvements are required to meet regulations and standards in relation to ensuring there is a named responsible individual for the setting. Following the visit, the process to add a named responsible individual for the setting was actioned and is currently ongoing.

The person in charge ensures staff engage in mandatory training opportunities. They communicate with staff through regular meetings and informal conversations. Staff spoken with said they have opportunities to discuss matters daily as part of a team and can approach the person in charge with any issues relating to the setting or their own health and welfare. The person in charge said they provide support for the team and for one another daily. However, a formalised supervision and appraisal system has not been fully embedded into practice and conducted regularly for the person in charge. Following the visit, a member of the committee undertook a supervision and appraisal session with the person in charge. The person in charge has gathered the required information in the children's personal records to ensure they have the information they need to meet their individual needs. However, not all permission forms were fully completed by parents and carers.

The person in charge ensures staff files are organised, and evidence all relevant checks to ensure staff are suitable to work with children. They ensure that all staff have current and up to date Disclosure and Barring Service (DBS) checks. The person in charge ensures the required policies and procedures are in place, and these include the relevant information. Following the visit, the setting's statement of purpose has been updated to include routines, and now includes all information required and gives an accurate description of the service provided. The person in charge and staff endeavour to provide a high-quality service to the children and their parents. They actively implement self-evaluation and produce a thorough and reflective quality of care report, seeking and implementing the views of children, parents, and staff.

The person in charge and staff have good relationships with parents, the local school and the wider community. They share information with parents effectively, ensuring they are given the latest information about their child's day via a digital app as well as verbal feedback at the end of each session. The parents we spoke with said that they have a good relationship with the staff and they praised the care their children receive.

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 6 - Working in partnership with parents	Ensure all children's permission records are fully completed.
Standard 13 (Child Minder) - Suitable Person	Ensure all staff are provided opportunities for formal one to one supervisions and appraisals.

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 the layout and space available to children during snack time.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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