Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Maelog

Ysgol Pencarnisiog, Pencarnisiog, Tŷ Croes, LL63 5RY

01407810574

The inspection visit took place on 04/12/2025

Service Information:

Operated by:	Gofal Maelog
Care type:	Children's Day Care Full Day Care
Registered places:	24
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, they have settled well and feel safe. They make decisions, interact positively and are familiar with the daily routine. Children's interests influence activities, and they enjoy purposeful opportunities that promote independence, cooperation and achievement.

Staff work effectively to meet the needs of children, by ensuring procedures are put in place confidently and maintaining good hygiene practices. They interact in a warm manner and give praise regularly. Staff plan various activities that support their learning and development.

Leaders prioritise safety by managing the entrance carefully, locking external doors and completing regular checks. They provide a clean and welcoming environment with appropriate facilities and indoor and outdoor play areas. There are accessible and various resources which promote independence, cultural diversity and the natural use of the Welsh language.

Leaders provide clear leadership and are committed to improve outcomes for children. They provide effective policies, support the professional development of staff, and seek the views of parents and children to inform improvements. Communication with parents is good and strong community connections enrich the children's experiences.

Findings:

Well-being — Good

Children enjoy making decisions on what affects them. They make choices regarding what, where and with whom they want to play, and receive warm responses. For example, when a child noted they could not hear the music, a member of staff turned up the volume immediately. Children's interests influence activities, and their opinions are considered. For example, when children expressed curiosity towards rockets, indicating their wish to build a model, staff arranged the activity and a range of resources was provided.

The children are happy and have settled well. They arrive at the setting, smiling when greeted by familiar staff. Children form close relationships with staff and make friends, helping them to relax and feel safe. For example, in the outdoor area, children take their turn to throw a plastic circle over a cone. One of the children said, "*Sbia hyn, 'dw i wedi 'neud o!*" (Look at this, I have done it!) whilst completing the task, and the staff were on hand to praise them. Children are familiar with the daily routine and are comfortable in the environment, nurturing a sense of security.

The children are friendly and interact positively with the staff and each other. They chat enthusiastically whilst playing together, whilst sharing and cooperating. They are confident when inviting visitors to join in their play and share a cake and cup of tea in the home corner, using their imagination to enjoy role-play experiences. Children follow the rules at the setting and behave well, showing respect and courtesy.

The children enjoy their play and learning experiences. They engage enthusiastically and enjoy a variety of purposeful opportunities, such as playing in the water or exploring the sand. Children appreciate the freedom to move around the setting and follow their interests. In the outdoor area, the children laugh whilst playing in the play house. Children persevere for an appropriate time and experience a sense of achievement. For example, a child expressed a sense of pride and announced, "*'Dw i wedi gwneud pêl!"* (I have made a ball) whilst playing with dough.

The children develop appropriate independence skills. On arriving at the setting, they place their belongings on their personal pegs. Children use the toilet and wash their hands without support. They tidy up independently and show enthusiasm and happiness as they work together.

Care and Development — Good

Staff work well together to meet the needs of children. They follow the setting's procedures for safeguarding and promote wellbeing. Staff are confident with regards to the correct steps to take should they have concerns about a child's well-being. They have completed first aid training, which allows them to respond effectively where needed. Each event and incident is recorded appropriately. However, staff do not ask parents to sign the relevant incident records to confirm they have been informed. Fire drills are held regularly to ensure that staff and children know how to leave the building safely. Staff follow sound hygiene routines. They comply with the setting's nappy changing procedure and infection control guidance effectively. The staff who prepare food wear personal protective equipment and have completed current food hygiene training. All food areas are cleaned before children eat. Staff encourage children to wash their hands and remind them of the need to consider their hygiene during mealtimes and when playing. They offer a variety of food and drink as snacks. However, not all the food and drinks offered reflect Welsh Government recommendations with regard to food and nutrition in childcare settings.

Staff interact in a warm manner, showing kindness and genuine interest. For example, they respond with an element of surprise when children share the adventures of Christmas elves at home. Staff ask questions such as "*Ydy o 'di bod ar ben y goeden?*" (Has he been on top of the tree?) to encourage a discussion. They implement positive behaviour management strategies effectively and give praise regularly, such as saying, "*'Da chi'n dda am helpu, 'dydach?*" (You are good at helping, aren't you?) when children tidy up. They model good morals, which contribute to creating a supportive environment.

Staff promote the children's play, learning and development effectively. They have a good understanding of child development and individual needs. Staff record formal observations of the children to influence planning for their next steps in learning and play. They provide a variety of activities, both indoors and outdoors, that are of interest to the children. Staff plan activities that promote diversity and different cultures. They develop the Welsh language through activities, such as singing songs with the children.

Environment — Good

Leaders prioritise the safety of the building by managing the entrance carefully. They ensure that the external doors are locked and keep a detailed record of visitors. Regular checks of the building are undertaken. Leaders have completed general risk assessments and ensure that they are reviewed and updated regularly. However, these assessments do not cover all activities at the setting. Leaders ensure that daily checks of the main room and outdoor area are undertaken.

Leaders provide a clean, well-maintained environment. They ensure that the children receive care in welcoming rooms that have been decorated attractively. The wall displays include the work and photographs of children, which develops a sense of pride and belonging in the setting. Leaders provide a rich environment for play and learning. The main room has been arranged carefully to create specific areas such as a role-play corner, a quiet area to read or relax, a construction corner and a physical area. In addition, there are various additional activities available for the children, including some that change over time, such as decorating the Christmas tree or wrapping presents. The facilities include a kitchen for preparing snacks, as well as toilets and sinks placed at a height appropriate for the needs of children. Also, there is a specific room for nappy changing. Leaders ensure that the outdoor area is used as frequently as possible. The area offers valuable opportunities for children to explore, play and develop physical skills, creativity and collaboration. Amongst the equipment there are climbing equipment, large loose parts for construction and home resources that have been reused to create musical instruments.

Leaders ensure that there are appropriate furniture and a variety of resources available to meet the needs of children from different ages and stages of development. The resources are of good quality and are stored at low level to ensure that the children are able to reach them independently. Leaders offer real resources in the role-play corner and the mud kitchen, such as cooking equipment, to support their understanding of everyday experiences through play. There are a variety of resources, such as books and dolls with various skin tones, which promote cultural awareness and equal opportunity. Also, resources are available to facilitate discussions about emotions and feelings, which help children to express themselves in a confident manner. There are also Welsh resources available, such as books and puppets, supporting a natural use of the language in the setting.

Leadership & Management — Good

Leaders are committed to maintaining standards and work hard to improve outcomes for children. They provide clear leadership and show good understanding of their regulatory responsibilities. Although the statement of purpose did not include all of the required information, the document was updated during the inspection and it now meets the requirements. Leaders have a range of policies that prioritise children's needs and they are implemented effectively by staff.

Leaders seek the views of children and parents through questionnaires as part of the self evaluation process. These viewpoints are used to develop an annual quality of care report. The report outlines the setting's achievements, such as buying new resources for the outdoor area, and notes priorities for further development.

Leaders ensure that staff have appropriate qualifications and complete mandatory training. They also ensure that enough staff are available to maintain ratios and to meet the needs of children. Leaders work closely with staff when caring for children, modelling high expectations and good practices. There is a culture of continuous professional development at the setting. For example, staff have recently completed wellbeing, behaviour and speech, language and communication training. Leaders provide one to one supervision sessions with staff, as well as annual appraisals to analyse performance. However, supervision sessions are not regularly held to discuss personal needs and to address any concerns to maintain care and safeguarding standards. Staff said they are very happy in the setting, emphasising that the leaders know them well and are supportive.

Leaders ensure that communication with parents is effective and consistent. Staff talk to parents when they come to collect their children, and also contact them digitally. During the inspection, parents spoke positively to us about the setting, praising the care and communication. Parents we spoke with told us that their children enjoy attending the setting and are developing well under the care of staff. Leaders make the most of the community to offer experiences for the children. They work closely with nearby school, arrange visits to local attractions and invite visitors such as the police and a charity that saves animals to share information. These experiences enrich the children's learning and support their personal and social development.

Identified areas for improvement

When we note **Areas for Improvement** and have not found immediate or significant risks to the people, we will highlight these with the provider. We expect the provider to take action and we will consider the matter again during the next inspection.

Where we find a **need to improve** the results for the people **significantly** and/or there is a risk to the people's well-being, we note a **Priority Action** matter. Under these circumstances, we will issue a Priority Action Notice(s) to the Provider, who will need to take immediate steps to make improvements. We will conduct another inspection in six months to confirm that improvements have been made and that the results for the people have improved.

CIW did not note any areas for improvement 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 the 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 5 - Records	Further develop accident and incident recording and reporting procedures to ensure all information is acknowledged by parents.
Standard 12 - Food and drink	Ensure all food and drink provided is nutritious and follows the recommendations set out in Welsh Government's Food and Nutrition guidance for childcare settings.
Standard 13 (Day Care) - Suitable Person	Ensure all staff receive regular one-to-one supervision to support their professional development, address any concerns, and maintain standards of care and safeguarding.
Standard 24 - Safety	Ensure risk assessments clearly identify all hazards associated with the environment, activities, and needs of the children.

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