Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llanerch

Neuadd Llanerch , Heol Nant Y Felin , Llanerch , Llanelli , SA15 3PA

07487414802

The inspection visit took place on 18/03/2026

Service Information:

Operated by:	Cylch Meithrin Ti a Fi Llanerch
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	Welsh
Flying Start service:	Yes
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	Adequate
Leadership & Management	Adequate

Summary:

Children are confident, happy and settled. They make choices about how to spend their time and move freely between activities. Positive interactions and strong relationships help children feel valued and secure. They show curiosity, imagination and sustained engagement in play, and develop increasing independence in daily routines. Overall, children's experiences are consistently positive.

Staff promote children's health, safety and emotional security effectively. Interactions are warm, gentle and purposeful, with strong modelling of Welsh language and social skills. Staff redirect children sensitively and maintain safe routines. Planning systems are developing but tracking and assessment have not yet been fully embedded to consistently support progress. Care remains nurturing and responsive.

The environment is safe, secure and welcoming. Rooms are organised with purposeful play areas,

accessible resources and colourful displays that support belonging and diversity. Equipment is of good quality and well maintained. Outdoor space is limited but is used effectively. Fire drills and risk-assessment reviews do take place, but these are not always completed at regular intervals.

Leadership is effective, with the newly appointed person in charge driving positive change. Staff feel supported and demonstrate strong safeguarding knowledge. Self-evaluation processes are developing, and leaders are addressing key improvement areas. Staff files are now complete, but staff do not always have opportunities for regular individual supervision meetings. Partnerships and communication with families are strong and valued.

Findings:

Well-being — Good

Children have consistent opportunities to express their choices and preferences. For example, they confidently ask for more fruit, cereal or help opening packets, and staff respond promptly and warmly. When children choose not to join snack immediately, staff give them space and they join independently when they are ready. Children are confident to ask for the activities they wish. For example, they ask for a toy from the cupboard, and staff fetch it and offer alternatives, supporting decision-making. Children choose where to play and move freely between activities. They confidently request hula hoops and select their preferred colours. Laughter and chatter between children and staff show that children's voices are valued and acted upon. These routines demonstrate that children trust staff to listen and respond.

Children are happy, relaxed and confident throughout the session. There is a warm, familiar atmosphere, and many children talk openly to staff about holidays and birthdays. Children approach staff easily for help, comfort or conversation. For example, when a child falls, they immediately seek comfort from staff. Staff reassure them gently, and the child returns to play soon after, demonstrating a strong sense of security. Children confidently approach other adults to share their play, showing they feel safe and settled.

Children interact positively and show strong social skills. They cooperate well during play taking and sharing ideas while building ramps, arranging doll's house furniture and drawing pictures. Children show kindness and awareness of others. One child alerts staff when another becomes upset, and children respond well to simple behavioural prompts such as "*cofio cerdded*" and *"beth ni'n dweud?"* ("remember to walk" and "what do we say?") These interactions reflect a nurturing and respectful environment where children learn social rules naturally.

Children are highly engaged across a wide range of play experiences. Many concentrate for extended periods while exploring jelly, using tweezers, magnifying glasses and spoons. A child excitedly comments, *"Dwylo fi'n sticky!"* ("my hands are sticky!") Imaginative play is strong, with children acting out scenarios in the tent, organising the doll's house and designing ramps to test vehicles. Children also enjoy sensory toys, puzzles, reading and singing familiar Welsh songs. Outdoors, children ride bikes, travel along balance beams and become excited when they spot a cat. Staff sensitively support this moment by encouraging gentle voices and slow movements, building on children's natural curiosity.

Children demonstrate strong and developing independence skills. Nearly all pour their own drinks, choose their yoghurt flavour, open food packets and clear their rubbish away. Many fetch their coats independently and use steps at sinks to manage handwashing with minimal help. Children

confidently express their preferences, such as choosing a *“melyn”* (yellow) yoghurt or selecting a specific spoon. They leave the lunch table when finished and choose where to play next. These routines support confidence, physical skills and problem-solving.

Care & Development — Good

Staff support children's health, safety and well-being effectively. Staff have completed appropriate safeguarding training and demonstrate secure safeguarding knowledge. They confidently describe the correct procedures, escalation routes and expectations for reporting concerns. Staff prepare snacks and lunches hygienically, wearing the correct aprons and gloves, and maintain clean surfaces throughout the session. Accident and incident records are completed correctly and shared with parents as required, demonstrating safe practice and good oversight. Children have continuous access to their own water bottles, which staff place within easy reach, encouraging independence and healthy hydration habits. Ratios remain safe throughout the sessions, and during the school pick-up, with staff managing these transitions calmly and confidently. Nappy-changing procedures are hygienic and respectful, with mats wiped after each use and disposable items stored safely out of children's reach. Handwashing routines are consistent, with children encouraged to wash their hands before meals and after outdoor play.

Staff manage interactions skilfully and sensitively. They consistently use warm, natural tones and provide regular praise, such as *"da iawn chi am ganu"* ("well done for singing") which children respond to proudly. Circle time is engaging and well led, using props linked to familiar Welsh songs to capture children's interest. Staff support turn-taking, model social expectations and reinforce simple routines that help children understand boundaries. When minor disputes arise, staff intervene calmly, using phrases such as "*cofio cerdded"* ("remember to walk") or *"un tro arall a wedyn newid,"* ("one more turn and then you change") which children follow without hesitation. These gentle, consistent strategies help children regulate their emotions and develop confidence in social situations.

Staff promote children's play, learning and development effectively throughout the session. Welsh language development is a strong element of daily practice. Staff model Welsh vocabulary naturally during play, introducing words such as *"gwasgu,"* and *"cymysgu"* ("squeeze" and "mix") as children explore the jelly tray or engage in creative tasks. Children respond positively to this consistent language exposure, building their understanding and confidence. Staff also remain alert to children's engagement levels and respond quickly when attention begins to drift. When children start to become unsettled, staff use familiar cues, including singing *"dewch i eistedd ar y mat,"* ("come and sit on the mat") which refocuses the group smoothly and restores calm. Brief planning documentation and daily checks are in place and reflect staff awareness of children's interests. However, planning, observations and assessments have not yet had time to become embedded, and children's progress is not tracked or used to identify the next steps in their learning consistently. Staff know children well and adapt activities responsively, but developmental records do not yet provide consistent evidence of children's achievements over time. Overall, care and development at the setting is nurturing, responsive and effective, with positive relationships at its core.

Environment — Adequate

Leaders ensure the environment is safe, secure and appropriately monitored. The external gate is padlocked, and access through the main entrance is controlled, with staff ensuring all visitors sign in on arrival. Daily risk assessment checklists cover the playrooms, toilets, kitchen and outdoor area, helping staff identify and address potential hazards promptly. Toilets and nappy-changing facilities are clean, well maintained and designed to encourage independence, with steps available for handwashing and toileting. Safety equipment, including radiator covers and high-level storage for hygiene products, further contributes to a safe environment. Fire drills take place; however, these had not been completed at regular intervals. Thorough written risk assessments are in place for all areas used by children, but these are not always reviewed regularly to ensure they remain current and fully reflective of the setting's needs.

The environment is welcoming, organised appropriately and thoughtfully arranged to support children's play and learning. The main playroom contains clearly defined play areas, including a reading corner with comfortable seating, a mathematics table, a loose-parts station, and a tuff tray offering daily sensory and investigative experiences. These areas provide opportunities for exploration, creativity and early problem-solving. A separate smaller room offers a quieter space filled with natural materials, small-world toys and cosy furnishings, giving children choice and supporting calmer play when needed. Displays throughout the setting are colourful, meaningful and child-centred. They include children's artwork, themed topic materials, calendars, weather charts, thank-you cards and multicultural resources. These displays help children feel recognised and valued, while also reflecting diversity and promoting understanding of the wider world.

Resources and equipment are of good quality, age appropriate and well maintained. They are stored at child height in clearly labelled baskets, allowing children to select materials independently and move confidently between activities. Recent investment in natural materials and loose parts enhances children's opportunities for imaginative and exploratory play. Although the outdoor space is limited in size, leaders maximise its use by providing a range of equipment such as balance bikes, stepping stones and hula hoops. The outdoor area allows for active, physical play and fresh-air experiences, with staff ensuring the space remains safe and stimulating. There are a variety of resources available to support diversity and multi-cultural awareness such as books and a selection of small dolls.

Leadership & Management — Adequate

Leadership is effective, and the newly appointed person in charge is already making a positive impact on the setting. Staff describe effective communication, clear expectations and a strong sense of teamwork. She demonstrates commitment, organisation and a proactive approach to addressing operational needs. Policies and procedures are in place, but many have not been reviewed annually to ensure they remain current and reflective of best practice. Leaders have recently updated key documentation, including permissions and policy acceptance forms, and shared these with families, reflecting improved administrative oversight.

Leaders demonstrate a sound understanding of the setting's strengths and areas for improvement. They complete annual quality of care reports and identify their priorities for improvement. Leaders regularly review routines, resources and staffing arrangements and show a commitment to ongoing development. These reflective practices demonstrate a growing culture of improvement, although some systems are still embedding.

Staff speak positively about the support they receive and describe strong professional relationships. The majority of required safe recruitment checks are in place, however, at the time of inspection, staff files varied in completeness, with some missing documentation such as references or identification. Leaders have since ensured that all necessary documents are now in place. Annual appraisals are completed, but one-to-one supervision meetings are not currently completed at regular intervals to ensure staff receive consistent support and opportunities for reflective practice. This has been identified as an area for improvement, and we expect the provider to make improvements.

Partnerships are strong and enhance children's experiences. Leaders work effectively with umbrella organisations, the local school and community organisations. Past activities include educational visits to the fire brigade, use of the community playing field and taking part in physical activities. These links broaden children's experiences and support continuity as they transition to school. Communication with families is effective and valued. Leaders use an online app and social media to share photographs, weekly activities and updates. Parents comment positively on these systems, noting improvements under the new leadership. They describe the setting as "a little family community" and share appreciation for the care and experiences their children receive, emphasising strong trust and positive relationships.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Staff may not have appropriate opportunities to discuss their training needs and to reflect on their practice as they do not have regular opportunities for one-to-one supervision meetings.	18/03/26

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 7 - Opportunities for play and learning	Develop planning, observation and assessment practice to support tracking of children's development and planning of activities for all ages that support interests and next steps in learning.
Standard 24 - Safety	Ensure fire evacuation practices are carried out regularly.
Standard 24 - Safety	Continue to develop, update and review risk assessments at least annually to ensure they are embedded into everyday practice.

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)
Review policies annually or as needed, to ensure they reflect current practices.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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