Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llanelwy

Cylch Meithrin Llanelwy, Canolfan Iaith, Ffordd Ucha Sir Dinbych, St. Asaph, LL17 0RP

07775455375

Date(s) of inspection visit(s): 09/07/2025

Service Information:

Operated by:	Cylch Meithrin Llanelwy
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:	Yes
Promotion of 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.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Adequate

Summary:

Children are settled, happy and enjoy their time at Cylch Meithrin Llanelwy. They confidently express themselves and follow their own interests. Children have developed positive relationships and are very familiar with the routines of the setting. They show enthusiasm and enjoyment in their play and learning and have good opportunities to develop and practice their skills. Children enjoy being independent.

Staff work positively to keep children, safe, healthy and happy. They promote healthy lifestyles and have a clear understanding of their responsibilities to safeguard children. Staff have developed strong relationships with the children in their care. They are good role models and implement behaviour management strategies consistently. Staff promote children's development successfully. They plan and prepare a play environment which follows children's interest and promotes their next steps appropriately.

People who run the setting provide a safe, clean and secure environment. They have appropriate

risk assessments in place. However, some further development is needed. People who run the setting ensure the environment is welcoming and suitable for the age ranges cared for. They provide good space for children to explore and play. People who run the setting provide a wide range of good quality equipment, toys and resources.

People who run the setting work positively to provide an encouraging setting. They have a range of documents in place which support the work of the staff and setting. People who run the setting regularly review their quality of care and implement improvements. They follow safe requirement procedures. However, some improvements are needed in this area. People who run the setting have developed positive partnerships with parents, the community, and other professionals.

Findings:

Well-being — Good

Children are confident communicators because they know that their wants, wishes and needs will be considered by staff. They have good opportunities to make decisions about their play. For example, when arriving at the setting they can choose where they want to play, and they have considerable freedom to move around the environment. Children follow their own interests consistently; they explore the resources available to them and use them to suit their play.

Children have a strong sense of belonging at the setting. They are very familiar with the routine. For instance, children knew what to do when it was time to tidy up, with one child happily going around telling others it was "*Amser tacluso"* (tidy up time). Children are settled and feel safe. They happily interact with visitors, involving them in their play or asking them questions. For example, one child led a visitor over by the hand in order to show her their shopping.

There are consistently good interactions between adults and children. Children thoroughly enjoy chatting with staff about their day, their news or sharing play with them. For example, while outside the children saw a helicopter and they eagerly told the staff about what they'd seen and the noise they heard. Children cooperate well for their age and stage of development. They are beginning to develop friendships and show concern towards others.

Children are enthusiastic about their play and learning. They enjoy exploring the resources and toys available to them, using them in their play or sharing with others. Children enjoy a range of interesting opportunities both indoors and outdoors. They enjoy talking about what they have been doing and share their play with others. For instance, one child took great care in putting toys to sleep, placing them down gently and putting a blanket over them. They proudly showed their friend what they had been doing and encouraged them to do the same with their own toy.

Children take part in a range of activities that give them a sense of achievement and confidence. They concentrate for an age-appropriate amount of time and show great delight when they can accomplish what they set out to do. For example, one child poured sand into a sieve and watched it fall into the cup underneath. They did this several times until they had filled the cup, proudly showing the full cup to a member of staff. Children have some appropriate opportunities to develop their independence skills. For instance, during snack time they pour their own drinks and wash their hands, with encouragement and support if needed.

Care & Development — Good

Staff have a good understanding of the policies and procedures to support healthy living, physical development, safety, and well-being of the children in their care. They support children in their play and remind them about being safe. For example, they remind children not to run while indoors and ensure sun cream is applied before going outside to play. Staff monitor and observe the children well. They consistently move around the play areas, assessing the risk and making changes as needed. Staff implement good hygiene procedures and cleaning routines. They encourage children to follow good hygiene practises. For instance, they ask children to wash their hands before snack and to use the tissues to wipe their nose. They provide children with healthy snacks and drinks. Staff have a clear understanding of their responsibilities to safeguard children. They confidently explained what process they would follow if they had any child protection concerns. Staff complete accidents, incidents and administered medication forms, sharing these with parents. People who run the setting ensure staff are deployed well and meet staffing ratios so that children's needs are met.

Staff understand and implement the behaviour management policy consistently. They use positive behaviour management strategies successfully with the children. For example, they use praise and positive reinforcement to encourage the behaviour they want to see. Staff show genuine interest in the children; they listen and respect children's views. Staff are good role models; they engage positively with other staff members and have developed a good team ethos. The interactions are positive, demonstrating warmth and care. For instance, they focus on the individual children as they talk to them, kneeling at their level and asking questions to ensure they understand the children. Staff are sensitive to the individual needs of the children in their care, and they adapt their language to ensure that children understand.

Staff are committed to providing a wide range of play and learning activities. They support children by creating a space where they can play and follow their interests. For example, staff provide opportunities for children to learn in physical, creative, imaginative, small world, and local/current interests areas. Staff know the children well, they are aware of their strengths and effectively support the individual needs of children. They observe the children in their play, using questions or suggestions to extend children's play and consistently promote the Welsh language. For instance, a child was telling a staff member that their banana was cold, and their crisps were warm. Staff showed great interest and used the term ‘oer’ (cold) and ‘cynnes’ (warm) to support the child's Welsh language development. Planning supports the children's interests and staff regularly assess and observe children. There are appropriate records for the next steps in children's learning. Staff recognise when children may have additional needs and are aware of the process to follow.

Environment

Good

People who run the setting have effective measures in place to ensure the environment is safe and secure at the setting. Staff carry out daily and weekly cleaning schedules and this supports the effective hygiene procedures at the setting. People who run the setting record visitors to the setting and the locked doors and gates ensure there is no unauthorised entry. People who run the setting complete appropriate general and fire risk assessments that are subject to regular review. These records show that appropriate action is taken when needed. However, the risk assessment for the visit to the day centre is not detailed enough and does not identify all possible risks. The environment is well maintained and there is evidence of regular safety checks as well as fire drills.

People who run the setting ensure the environment has good indoor play space for children to move freely. Children can access areas which support a range of skills. For example, physical, language, creative, imaginative and enquiry skills and knowledge. There is ample space indoors for children to play at tables, to use floor space or to relax in quieter areas. The environment is light, airy and welcoming, with displays of children's work supporting the children's feeling of belonging. People who run the setting ensure that any outdoor play space is used as often as possible. They extend children's knowledge and development outdoors, offering a good range of resources that stimulate their curiosity and interest.

People who run the setting ensure the children have access to a wide range of good quality equipment, resources, and toys. For instance, musical instruments, ICT resources, jigsaws, building blocks and paints. However, there was limited resources to develop children's learning about diversity and multiculturalism. There are low level storage units in place which allow children to independently access toys of their choice and follow their interests. People who run the setting ensure that resources both indoor and outdoor are plentiful and support children's all-round development. People who run the setting make good use of real life and reusable materials to support children's play. For example, outdoors children can use plastic pipes and stands as part of their water play.

Leadership & Management — Adequate

People who run the setting work positively to provide a strong service. There is an adequate statement of purpose which reflects most of the service provided and relevant information. However, it did not contain accurate information about opening times or information about a regular visit to a local daycare centre. Following the inspection visit, people who run the setting have updated the statement of purpose. People who run the setting have a wide range of policies in place which are regularly reviewed, and they ensure these are implemented in practice. They collect regulatory information about children before starting at the setting. For example, they collect personal information, preferences, individual needs and permissions. This information ensures the setting can support the children's needs. People who run the setting have a very good understanding of their responsibility to promote the Welsh language; they provide a fully bilingual service and meet the obligations of the Welsh active offer.

People who run the setting carry out regular self-evaluation. They seek the suggestions and feedback of the children, the parent/carers, the staff and other interested parties. They produce a quality of care report which highlights the things they do well and where they would like to improve. People who run the setting also carry out improvements throughout the year, with plans already in place to make changes to the outdoor area over the summer period.

People who run the setting follow safe recruitment procedures to ensure staff and volunteers are suitable to work at the setting. For example, they obtain evidence of training and qualifications, previous experience, and references. However, on the day of the inspection visit not all copies of evidence was available in the files. Following the inspection visit, people who run the setting have confirmed all evidence is now in place. Staff and volunteers have valid Disclosure and Barring Service (DBS) certificates. However, during the inspection we found that the responsible individual's DBS had lapsed. Following the inspection visit, the responsible individual has provided evidence of an updated DBS certificate. There is an appropriate induction and performance management process in place which encourages staff to attend training. People who run the setting undertake annual appraisals which allows staff to discuss their role. However, people who run the setting do not conduct regular supervisions with staff. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff told us they enjoy working at the setting and feel well supported by people who run the setting.

People who run the setting ensure there are good systems in place to keep parents informed. They give daily feedback to parents about children's activities and use digital messaging to share photos and keep in touch. Parents told us the staff are very friendly, they know their children are in safe hands and there is a high standard of care. People who run the setting have developed good relationships with the community and other professionals. They respond positively to information and advice given to improve children's well-being and identified needs.

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
There is a potential risk to children's well-being if staff do not have the opportunity to discuss their role, their practice and children's well-being regularly.	09/07/25

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 23 - Equipment	Further develop the resources to support children's learning about diversity and multiculturalism.

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)
Further develop the day care visit risk assessment to include more detail and identify all risks.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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