A report on

Village Playgroup Ynysawdre

Parish Hall
Bryn Road
Tondu
CF32 9EB

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Village Playgroup Ynysawdre

Name of setting	Village Playgroup Ynysawdre
Category of care provided	Full day care
Registered person(s)	Gillian Rosser
Responsible individual (if applicable)	
Person in charge	Gillian Rosser
Number of places	10
Age range of children	2-4 years
Number of 3 and 4 year old children	5
Number of children who receive funding for early education	2
Opening days / times	9.15am -2.45pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	03/10/2023
Date of previous Estyn inspection	04/10/2023
Dates of this inspection visit(s)	23/06/2026

Summary

Theme	Judgement
Wellbeing and Care	**Good**
Teaching, Learning and Development	**Good**
Leadership and Management	**Good**

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the RP/RI must address these.

Recommendations

R1 Address the non-compliance identified during the time of the inspection

R2 Further develop the use of observations and assessments to monitor children's progress

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing and Care: Good

Nearly all children feel safe, happy and comfortable in the setting. Practitioners create a calm, nurturing, and well-organised environment. They model respectful and caring behaviours consistently and reinforce positive interactions through praise and encouragement. This helps children understand the setting's expectations. Practitioners greet children warmly by name, engage them in meaningful conversations, and supervise them closely as they play. As a result, nearly all children settle quickly, separate confidently from their parents and move around the setting feeling safe and secure. Practitioners establish consistent routines, respond sensitively to children's individual needs and provide reassurance whenever it is needed. Nearly all children treat each other with kindness, cooperate well, take turns and share resources with minimal support.

Nearly all children feel secure, listened to and confident. Practitioners foster this by actively listening to children, responding positively to their ideas and valuing their views. They encourage children to make independent choices about where and how they play, to select resources and to move freely between indoor and outdoor environments. Practitioners encourage children to share their thoughts during group activities and respond with genuine interest, helping to build their confidence to communicate. They adapt experiences in response to children's interests successfully. Practitioners respond sensitively to non-verbal communication and ensure that all children are included. As a result, children are becoming increasingly confident in making decisions about their play and learning.

Practitioners place a strong emphasis on building positive relationships and responding to children's individual needs, creating a caring and inclusive environment where all children feel valued. They gather detailed information from parents before children start and update this regularly. They use this knowledge to provide sensitive, responsive care and plan engaging play experiences based on children's interests, favourite toys, books and activities. Practitioners provide an inclusive range of resources to promote children's understanding of equality and diversity and celebrate Welsh culture successfully. They work closely with parents and external professionals to support children with emerging or Additional Learning Needs (ALN) well. They implement appropriate strategies to ensure children participate fully in the range of experiences on offer at the setting.

Teaching, Learning and Development: Good

Practitioners demonstrate a secure understanding of child development and use this knowledge effectively to promote children's learning and development. They create a stimulating learning environment where children choose where and how they play. As a result, most children engage purposefully in their play, develop increasing independence and sustain concentration for appropriate periods of time.

Practitioners use their interactions with children skilfully to extend learning. They observe children's play carefully and allow them time to explore and test their own ideas before offering support. They join in children's play naturally, introducing new vocabulary, and asking questions that encourage children to think more deeply, solve problems and explain their thinking. These interactions help most children to listen attentively, speak confidently and share their ideas and experiences using an increasingly wide range of vocabulary during conversations and play.

Nearly all children develop good gross and fine motor skills and use a range of small tools confidently. This helps them to become increasingly coordinated and independent in managing every tasks at the setting. For example, a few children try out various ways to use a knife when attempting to cut fruit at snack time, persevering until they successfully cut a slice of fruit to eat.

The setting leader is a strong Welsh language role model and supports practitioners in promoting the language and culture appropriately. Practitioners incorporate Welsh songs, greetings and everyday vocabulary into daily routines. This supports children to develop a positive attitude towards the Welsh language and enables them to respond confidently to familiar questions using a suitable range of vocabulary. Practitioners help children to gain an understanding of the different cultures and traditions of Wales, through a range of meaningful experiences linked to celebrations and events throughout the year, where they explore stories, taste food, and participate in creative activities.

Spotlight - Effective use of a small outdoor area

Practitioners make creative and imaginative use of the outdoor provision. Although the outdoor space is limited, they maximise this area to provide engaging experiences that develop children's communication, creativity and physical skills successfully. They adapt the provision regularly in response to children's interests, ensuring that children encounter new challenges and opportunities to explore, for example, practitioners transform the role play area into an ice-cream parlour and create water investigation activities using drainpipes. These experiences encourage children to collaborate and test their ideas, solve problems and sustain high levels of engagement in their play.

Practitioners extend learning beyond the setting through regular visits to local parks, nature reserves and community landmarks. These experiences help children develop their physical skills, inspire a sense of awe and wonder about the natural world, and strengthen their understanding of belonging to their local community.

Practitioners plan engaging experiences that reflect children's interests alongside seasonal and cultural events. They provide carefully planned activities and stimulating resources that spark children's curiosity and encourage them to explore new ideas. For example, following children's interest in Santes Dwynwen, practitioners incorporated photographs from a child's family visit to Llanddwyn Island, helping children make meaningful connections between their own experiences and Welsh language, culture and heritage.

Practitioners use a range of observations and assessments well to identify children's developmental needs and inform their planning. However, they do not always use this

information systematically enough to develop a clear understanding of the progress children make over time across all areas of learning and development.

Leadership and Management: Good

Leaders provide clear direction for the setting through a shared vision that places children's well-being, development and learning at its heart, which is shared successfully with practitioners and parents. Leaders foster a compassionate and supportive culture where practitioners feel valued and respected. Practitioners work collaboratively, understand their responsibilities well and provide a calm, nurturing environment in which children feel safe, secure and happy.

Leaders support practitioners' professional learning effectively. They provide regular supervision and appraisal meetings, which help practitioners reflect on their practice and set clear goals. As a result, practitioners understand their roles and feel valued and supported. Leaders provide access to relevant professional learning to support and strengthen practitioners' knowledge and skills. For example, recent training has developed practitioners' knowledge of how-to best support children's communication skills. Practitioners work well together and use regular meetings and daily discussions to support ongoing reflection and improvement.

Leaders know the setting well and use self-evaluation processes appropriately to identify strengths and prioritise areas for improvement. They are reflective in their practice and respond positively to advice from external agencies. Leaders use grant funding appropriately to strengthen links with parents and support children's communication and early mathematical skills. They provide beneficial opportunities for parents to join their children on trips to local attractions and on special occasions within the setting.

Leaders develop effective partnerships with parents, schools and external agencies. They communicate regularly with parents around day-to-day events at the setting and provide reports on their child's development and how they can support their development at home. Leaders work well with local schools to support children's transition onto their next stage of education.

Leaders establish a clear and consistent approach to safeguarding. They implement robust safeguarding procedures, ensure practitioners complete relevant safeguarding and first aid training, maintain effective recruitment processes and provide high staffing ratios that support children's safety and well-being. Practitioners respond appropriately when accidents occur, inform parents promptly and maintain detailed records, which leaders monitor regularly. However, leaders do not always inform Care Inspectorate Wales of serious incidents that occur at the setting. Leaders ensure the premises are safe and suitable by conducting and reviewing thorough risk assessments and maintaining a clean and organised

environment. Leaders implement effective infection control and provide safe, good-quality resources. As a result, Safeguarding procedures at the setting are not a cause for concern.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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
Children may be at risk of harm because the provider failed to notify Care Inspectorate Wales (CIW) of a serious accident. This limits regulatory oversight and reduces opportunities to monitor practice, identify wider risks, and support ongoing improvement.	23/06/26

CIW has not issued any Priority action notices following this inspection.

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