Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Edern

Y Ganolfan Edern, Lon Gerddi, Edern, Pwllheli, LL53 8YS

07811127602

The inspection visit took place on 20/10/2025

Service Information:

Operated by:	Cylch Meithrin Edern
Care type:	Children's Day Care Full Day Care
Registered places:	12
Main language/languages:	Welsh
Flying Start service:	No
Do you 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 and Development	Adequate
Environment	Adequate
Leadership and Management	Adequate

Summary:

Children are confident, happy and well settled at the setting. They appreciate opportunities to make independent choices, play collaboratively and show kindness towards others. Children enjoy varied activities, are familiar with the daily routine and are developing self-care skills. Their enthusiasm reflects a feeling of safety and belonging.

Staff form positive relationships with children and understand their safeguarding responsibilities. They plan varied activities and promote healthy lifestyles. However, hygiene practices are inconsistent. Formal observations are not used to inform planning, which limits children's progress and independence.

Leaders ensure that the building is safe and they undertake regular safety checks. However, improvements are required with regard to risk assessment. The environment is welcoming, with

areas organised to support learning and play. Children have access to equipment and a good selection of toys and materials that are suitable for their age and stages of development.

Leaders have a clear vision and comply with most regulations. They have policies that prioritise children's needs and that are available to parents. Communication with parents is good and there are strong community connections. However, improvements are required to the support given to staff.

Findings:

Well-being — Good

Children express themselves confidently. They appreciate opportunities to make independent choices, such as where and with who to play. Children enjoy the social experience of sitting together at the table to eat, where staff respond positively to their ideas. Staff listen to children and value what they have to say. For example, when a child chose a specific book, a staff member read the story to the group, showing respect to the child's choice.

Children are happy and settled at the setting. They are familiar with the daily routine and comfortable in the environment, nurturing a sense of belonging and security. Children form close relationships with staff and make friends, helping them to relax and feel safe. They are confident inviting visitors to join in their play and share resources such as a magnifying glass whilst examining natural materials.

Children play together very well and behave positively. They chat enthusiastically and politely whilst playing together, ensuring that everyone gets a turn. For example, whilst hopping on one foot between squares marked on the floor, children took their turns and waited patiently in a line. Most children share happily and show sensitivity towards the need of others. Whilst building a tower with blocks, one child said to another, "*Here you go. Yn fan'na (There),"* kindly sharing a block and encouraging collaboration.

Children enjoy attending the setting and show a positive attitude towards their experiences. They listen to instructions well, responding confidently. Children enjoy listening to stories and taking part in singing sessions. During free play periods, indoors and outdoors, they enjoy freedom and independence whilst making choices about their play. For example, in the role play corner children play shop enthusiastically, inviting others to come to buy items. Similarly, children enjoy playing in the sand tub, using real kitchen equipment to explore, showing imagination.

The children are given opportunities to develop their self-care skills by completing tasks for themselves. For example, they keep belongings on a personal hook and wear a coat without support before going outdoors. Most children go to the toilet independently and are familiar with the hand washing routine. They also tidy up independently and show enthusiasm and happiness as they work together.

Care and Development — Adequate

Staff have a suitable understanding of their responsibilities to keep children safe and healthy. They are aware of their safeguarding responsibilities and have completed relevant training. Staff are confident with regards to the appropriate steps to take should they have concerns about a child's well-being. They have completed paediatric first aid training, which allows them to respond effectively to minor accidents. All accidents and incidents are recorded appropriately, and the information is shared with parents. Fire drills are held regularly to ensure that staff and children know how to leave the building safely. Staff promote a healthy lifestyle by encouraging healthy eating, such as fruit and vegetables at snack time, and ensure that children spend time outdoors every day. Generally, good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. Although staff clean the tables, this is not always done consistently around mealtimes. Staff ensure that the children feel comfortable whilst changing nappies. However, staff do not always follow the setting's policy fully in terms of hygiene procedures whilst changing nappies.

Staff nurture positive relationships with children and respond to their needs consistently. They interact in a warm manner, showing kindness and genuine interest. For example, they ask children about their home experiences and their families. Staff praise regularly, such as saying "*Plant da yn cadw (Well done for tidying up)"* whilst helping the children to tidy up. They model good morals, which contribute to creating a supportive environment.

Staff prepare opportunities for children to learn and play. They plan activities under adult supervision and provide time for free play, allowing children to follow their own ideas and interests. Activities are based on themes, such as 'People who Help us,' and children are happy completing tasks. However, staff do not record formal observations of children to influence planning for their next steps in learning and play. This restricts what children can achieve and prevents them from developing their independence.

Environment — Adequate

Leaders ensure that the building is safe. For example, the entrance to the setting is managed, external doors are locked, and a record of visitors is kept. They conduct regular safety checks. Leaders have completed general risk assessments which identify possible dangers to children and measures to manage them. However, risk assessments do not reflect all activities or the environment fully, and staff are unfamiliar with their contents. Outcomes for children require improvements as processes for identifying and managing risks are not sufficiently robust, this can put children in danger and we expect the provider to make improvements.

Leaders ensure that the environment is well-maintained and carefully decorated. The main room provides sufficient space for children to play and natural light fills the room, creating a welcoming environment. The room is organised in specific areas, such as a role play corner, a reading area and a cosy corner for listening to stories and singing. Wall exhibitions show children's work, celebrating their achievements and fostering a sense of pride and belonging. The setting contains a toilet with appropriate equipment to support the children's needs, along with a specific nappy changing area. Leaders have worked hard to develop the outdoor area. The area offers valuable opportunities for children to explore, play and develop physical skills. Amongst the equipment there is a wooden boat, a climbing wall that leads to a slide and a mud kitchen with real cooking equipment.

Leaders provide appropriate furniture and a variety of resources and equipment appropriate for children's ages and stages of development. They offer opportunities for children to explore natural and sustainable materials to foster their curiosity. Most resources are kept at a low level to ensure they are accessible, which encourages independence. Some toys, such as dolls with various skin tones, promote cultural awareness and equal opportunity. There is also a variety of Welsh resources available, such as books and toys, supporting a natural use of the language in the setting.

Leadership & Management — Adequate

Leaders have a clear vision and conform to most relevant regulations. 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 most are implemented effectively by staff. These policies are readily available to parents, promoting transparency and collaboration.

Leaders seek the views of children, staff, committee members and feedback from parents through questionnaires as part of the self evaluation process. These viewpoints are used to develop an annual quality of care report, allowing leaders to reflect on progress and identify priorities for further development.

Leaders ensure that staff have appropriate qualifications and complete all mandatory training. Staff said they are very happy in the setting, emphasising that the committee is supportive and that they can openly raise any matters or concerns. However, staff management procedures do not meet all requirements. Individual supervision sessions are not regularly held, and annual appraisals have not been completed for half of the staff. This means that staff are not given the opportunity to reflect on their practice nor note areas for development. Outcomes for children require improvements because staff are not fully supported in their role, and we expect the provider to make improvements.

Leaders ensure that communication with parents is effective and consistent. Staff talk to parents every day and share photos digitally. The parents who we talked to said that they are very happy with the care and that staff are supportive. Leaders have nurtured strong relationships with the community, collaborating with the local school and the social centre's committee. They also organise communal events to raise money, such as a bingo night and a disco in collaboration with the school.

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 are at risk of harm because staff are not fully familiar with all of the setting's risk assessments, and existing assessments do not identify all hazards associated with the setting's activities and environment.	20/10/25
Children may not achieve positive outcomes because staff do not receive regular one-to-one supervision or formal annual appraisals, which limits opportunities to reflect on practice and improve the quality of care.	20/10/25

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 7 - Opportunities for play and learning	Develop effective observation and recording practices to clearly identify children's next steps and inform future planning.
Standard 10 - Healthcare	Ensure effective hygiene routines are always considered during mealtimes.
Standard 10 - Healthcare	Ensure staff consistently follow the nappy changing policy.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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