Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Nant Lleucu

Roath Church House, Waterloo Road, Cardiff, CF23 5AD

07890899559

The inspection visits for this service took place between 17/09/2026 and 18/09/2026

Service Information:

Operated by:	Cylch Meithrin Nant Lleucu
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	Welsh
Flying Start service:	No
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	Good
Leadership & Management	Good

Summary:

Children show happiness and confidence at the setting and settle quickly into familiar routines. They make meaningful choices and express their views clearly. Children enjoy their play and learning and build positive relationships with adults and their peers. They have opportunities to develop their independence through familiar routines, shared responsibilities and engaging experiences.

Staff promote children's safety, wellbeing, learning and development effectively. They follow clear routines and interact warmly and respectfully with children. Staff recognise each child's needs, interests and abilities. They use regular observations to plan suitable next steps for children's learning and development.

Leaders maintain a safe, secure and welcoming environment. They create bright, inviting spaces and provide a good range of suitable resources. The resources support children's play, learning

and development. Leaders organise the available space effectively for active and quiet experiences.

Leaders manage the service effectively and support staff appropriately. They build positive partnerships with parents and the wider community. Leaders review the service, identify priorities and take action to improve children's experiences. Staff give parents clear information and encourage them to discuss any matters.

Findings:

Well-being — Good

Children have a strong voice within the setting. They choose where they play, what resources they use and who they play alongside. They move freely around the environment and follow their own interests. Children's views influence their experiences; for example, they voted using lollipop sticks to choose an ocean topic from a selection of themes. Children express their preferences confidently and know their views are valued, giving them a meaningful sense of choice and control over their play.

Children feel safe, happy and valued. They settle well and appear relaxed and secure in their surroundings. Children form positive relationships with adults and their peers and readily share what they are doing. They approach adults when they need support and enjoy their time at the setting. Children move comfortably through familiar daily routines and transition smoothly between play, group activities, snack time and tidying away.

Children interact well with one another. They co-operate during play, share resources and are learning to take turns. Children are developing an awareness of their own feelings and the emotions of others. For example, during imaginative play they showed kindness and consideration when caring for children pretending to be babies. They gently touched their faces, sang to them and found toy bottles for them. Children are developing a sense of right and wrong and respond positively to reminders and expectations. They listen during group activities and willingly adapt to changes in routine.

Children enjoy their play and learning experiences. They engage well in activities and concentrate for increasing periods because the experiences available interest them. Children participate enthusiastically in group activities, joining in with singing during '*amser cylch'* and listening attentively to stories. They readily interact with visitors and enjoy talking about their play and learning. Children show enthusiasm throughout the session, laughing together and becoming fully engrossed in their chosen activities.

Children develop confidence and growing independence through their daily experiences. They wash their hands and access the toilets independently and choose their own drinks at snack time. Children take responsibility for simple tasks, including helping to prepare for snack time and tidying away resources. They persevere with challenges, such as dressing a doll independently, and willingly help to pack away equipment at the end of the session. Children work together to complete tasks and help carry larger items when tidying the environment. These experiences help children become confident, capable and increasingly independent.

Care & Development — Good

Staff keep children safe and healthy through effective routines and clear procedures. They follow good hygiene practices when preparing and serving snacks, including wearing personal protective equipment and ensuring children wash their hands before eating. Staff provide nutritious food and drinks, ensure children can access their individual water bottles, and give them daily opportunities to play outdoors. They record and share allergy information consistently across the setting. Staff maintain accurate registers, visitor records, accident and incident records and medication records, and share relevant information with parents. However, they do not record fire drills consistently. Staff follow safeguarding procedures with clear guidance on safeguarding and whistleblowing and demonstrate robust knowledge of their responsibilities.

Staff manage interactions well and create a positive atmosphere for children. They engage actively in children's play and learning and talk with children throughout the session. Staff make routine activities, including snack times, sociable experiences where children interact comfortably with adults and their peers. They act as positive role models, promote respectful behaviour and praise children's positive actions. Staff respond appropriately when behaviour falls below expectations and apply clear, consistent boundaries in line with the behaviour management policy. Their calm and consistent approach helps children feel secure and supported.

Staff promote children's play, learning and development effectively and respond well to individual needs. They provide a nurturing and caring atmosphere where children receive support and encouragement. Staff use a key worker system to track the development of their key children and know them well. They understand individual needs, interests and abilities and promote independence through activities that reflect the ages and stages of development of the children attending. Staff use effective planning that reflects children's interests and ideas. They develop activities across areas of learning and respond to children's ideas in the moment. Staff regularly record observations and track development using an electronic app, using this information to plan appropriate next steps. Staff have completed training relating to additional learning needs and have experience of working with children with emerging needs in partnership with parents. Staff embed Welsh consistently throughout sessions and use Makaton to aid communication.

Environment — Good

Leaders maintain a safe and secure environment for children. The premises are clean, well maintained and suitable for children's use. Staff complete daily checks of the environment, including the outdoor area before children access it, and maintain good standards of cleanliness throughout the session. The building is secure, with a locked front door and an enclosed outdoor play area. Leaders have a comprehensive range of risk assessments in place which are reviewed at least annually. Staff complete individual assessments for planned experiences. They demonstrate a good awareness of safety throughout the day by monitoring potential hazards and reminding children about safe behaviour, such as using chairs appropriately and taking care when climbing on equipment. Leaders maintain important safety records, including gas safety, portable appliance testing and fire safety checks. They ensure fire alarm tests are carried out regularly.

The setting provides a welcoming and suitable environment where children can enjoy a range of opportunities. Children benefit from bright and inviting spaces that support their participation in activities. As a pack away setting, leaders organise the available space effectively to provide children with areas for play, relaxing, socialising and daily routines. Staff display children's work and photographs to help create a sense of belonging and reflect children's experiences within the service. Leaders ensure there is sufficient space and appropriate facilities for the registered number of children. Children develop their independence by using low-level tables and chairs, steps to sinks and toilets, and suitable handwashing facilities.

Children have access to a good range of equipment and materials that support their daily play and learning. Leaders provide resources and play materials that are appropriate for the ages of children attending and maintained in good condition. Staff use information gathered through observations and circle time discussions to identify children's interests and inform the purchase of new resources. Although children can access a suitable range of resources, there are fewer opportunities for them to engage in open-ended play using natural and authentic materials. The outdoor area gives children opportunities to be active and enjoy a variety of experiences. Staff develop children's understanding of different cultures through books, toys and planned activities.

Leadership & Management — Good

Leadership arrangements support the service effectively and help ensure it operates in line with regulations and National Minimum Standards. The person in charge leads the service on a day-to-day basis and receives support from the committee, including the responsible individual as chair. Leaders maintain a clear statement of purpose that accurately describes the service and a range of bilingual policies under review. They also maintain appropriate systems for managing complaints, recording children's information and permissions, and protecting personal data. However, leaders did not notify CIW of recent staff changes as required. This is an Area for Improvement, and we expect the provider to take action. Public liability insurance was valid at the time of inspection.

Leaders review the quality of the service and take steps to improve outcomes for children. The quality of care review shows that they reflect on practice and identify areas for development. However, the review contains limited evidence that leaders have included children's feedback and experiences as part of their evaluation. Staff meet regularly and record discussions about improvements and any concerns. As a small team, they also communicate daily to share information and address issues promptly. These arrangements help leaders monitor the service and support ongoing improvement.

Leaders manage staff and resources appropriately. They employ qualified staff who have completed mandatory training and understand their roles and responsibilities through detailed job descriptions. Leaders provide regular supervision and appraisal opportunities, and staff told us they feel well supported in their roles. Leaders have recruitment arrangements which generally support safer recruitment practices. They also maintain staffing continuity by retaining a bank member of staff and offering regular work opportunities.

Leaders develop positive partnerships with parents and the wider community. Parents told us they receive clear information before their children start attending and feel comfortable discussing any matters with approachable staff. They said staff help children settle well and ensure they feel safe, happy and well supported. Staff keep families informed through a digital platform, verbal handovers, noticeboards within the setting, and shared policies and procedures. Children also benefit from strong links with the local school and visits from community partners who contribute to their experiences. Leaders further strengthen relationships with families by inviting parents to end-of-term sessions to celebrate their children's achievements.

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
Outcomes for children require improvement because leaders do not always notify CIW of all significant events.	17/09/26

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 18 - Quality assurance	Ensure children's views and experiences are reflected in the quality of care review.

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)
Consistently record all fire drills, including the date, time, evacuation time, participants and any action needed.
Encourage more independent, open-ended play by providing a wider range of resources, including natural and authentic materials.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh

Welsh Government © Crown copyright 2026.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.