Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Parc y Werin

City & County Of Swansea, Parc Y Werin Pavilion, Brynawel Road, Swansea, SA4 4UX

(01792) 343542

The inspection visit took place on 06/07/2026

Service Information:

Operated by:	Cylch Meithrin Parc yWerin
Care Type:	Children's Day Care
Registered places:	25
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	Adequate
Environment	Adequate
Leadership & Management	Adequate

Summary:

Children are happy, confident and settled. They make meaningful choices, enjoy positive relationships with staff and friends, and demonstrate strong social skills. Children engage enthusiastically in a wide range of play experiences, particularly outdoors, and develop independence successfully through daily routines. They feel valued, included and supported.

Staff promote children's health, safety and well-being satisfactorily through appropriate safeguarding knowledge, hygiene practices and caring interactions. They provide a child-centred environment with worthwhile play experiences and support children's individual needs effectively. However, arrangements for monitoring safeguarding practice, tracking children's progress and embedding Welsh require further development.

Leaders provide a welcoming environment with secure premises, appropriate resources and engaging indoor and outdoor play spaces that support children's development and independence.

Improvements have been made to the outdoor area. However, risk assessment arrangements, fire drill records and opportunities to reflect diversity within resources and play spaces require development.

Leaders are committed to improving the service and use feedback, training and partnership working to effectively support children and families. They have secured funding to enhance the environment and identified appropriate areas for development. However, weaknesses in staff supervision, appraisals and recruitment records require improvement to strengthen oversight.

Findings:

Well-being — Good

Children have a strong voice within the setting and are encouraged to make meaningful choices about their daily experiences. They independently choose where and with whom they play, moving confidently between areas such as the climbing equipment, building activities and role-play areas. Children are listened to and their preferences are respected. For example, one child chose not to sit with friends immediately at lunchtime and joined the group when they felt ready. As a result, children understand that their choices and opinions are valued and that they can make decisions about their daily experiences.

Children are happy, secure and settled. They form positive relationships with staff and demonstrate a strong sense of belonging within the setting. Children seek reassurance, comfort and support when needed and enjoy warm and positive interactions with adults and their friends. During the inspection, children spoke enthusiastically about their interests, favourite characters and activities, demonstrating confidence when communicating with familiar and unfamiliar adults. They are familiar with daily routines and move around the setting with confidence, helping them feel emotionally secure and supported.

Children interact positively with their friends and display age appropriate social skills. They share resources, take turns and cooperate effectively during group activities. Children help one another, work together during play and celebrate friendships when older children arrive from school. They greet one another enthusiastically and clearly enjoy playing together, helping children develop positive friendships and feel part of the setting's community. Children are supported to manage minor disagreements and continue enjoying their play. For example, staff bring more pushchairs and dolls over for the children to play. As a result, they learn to cooperate with others, build friendships and gain an understanding of appropriate behaviours.

Children thoroughly enjoy their play and learning experiences. They engage readily in activities and show curiosity, concentration and enthusiasm for learning. Children particularly enjoy outdoor play, making good use of the recently developed outdoor area. They balance on stepping stones, roll conkers through tubes, build with blocks, draw and engage in imaginative play. Children benefit from a wide range of worthwhile experiences that reflect their interests and encourage exploration through play.

Children develop independence successfully. They access drinks, wash their hands before meals, dispose of food wrappers and help tidy resources with minimal support. Children attempt tasks for themselves, including putting on socks and shoes following sand play, and seek assistance appropriately when needed. They are encouraged to do things for themselves, helping them

develop confidence, resilience and independence.

Care & Development — Adequate

Staff promote children's health, safety and well-being satisfactorily. They demonstrate a suitable understanding of safeguarding responsibilities and reporting procedures. However, leaders have not yet fully embedded arrangements to routinely monitor and discuss safeguarding practice with staff. Staff follow appropriate hygiene procedures and promote healthy lifestyles through regular handwashing routines, access to drinking water and daily outdoor play. They ensure children's dietary requirements and allergies are clearly recorded and displayed so needs are met safely. Staff carry out nappy changing procedures respectfully, explaining each stage to children, maintaining good hygiene practices and promoting dignity throughout.

Staff manage interactions appropriately and support children's emotional well-being. They use calm language, praise and encouragement to help children understand expectations and build positive relationships. Staff develop warm and secure attachments with children, helping them feel safe and valued. They work well together to meet children's individual needs and ensure children receive the support they need. This ensures children feel safe, supported and included.

Staff provide a child-centred environment where children follow their interests and benefit from a broad range of worthwhile play and learning experiences. For example, staff bring out resources they know children enjoy while playing outdoors. They actively engage with children during play and use planning appropriately to support learning. However, arrangements for observing, recording and evaluating children's progress are not yet sufficiently developed. Although developmental records are beginning to be established through an online application, staff cannot consistently demonstrate how observations are used to identify children's next steps or inform future planning. Staff promote Welsh language and culture through songs and daily routines; however, opportunities to develop children's Welsh language skills across the wider provision are not yet fully embedded.

Environment — Adequate

Leaders provide a safe environment for children. They maintain a secure premises through a buzzer to gain entry and secure outdoor boundaries. Leaders complete daily safety checks and ensure appropriate fire safety equipment is in place. They provide clean toilet facilities and suitable nappy changing areas that support children's health and hygiene. Leaders organise storage systems that allow children to access their belongings independently. However, they do not always ensure risk assessments provide sufficient detail about specific activities and areas used by children. They have also not always carried out and recorded fire drills at least every six months. As a result, they cannot consistently demonstrate that risks are regularly reviewed and managed effectively.

Leaders provide a welcoming environment that supports children's play, learning and development. They organise resources appropriately, enabling children to access activities independently and make choices about their play. Leaders celebrate children's achievements through displays of artwork and photographs, helping children develop a sense of belonging. They provide indoor and outdoor spaces that support a range of play experiences, including creative, physical and imaginative play. Leaders have enhanced the outdoor environment through improvements such as the installation of secure fencing, ensuring children can safely access outdoor activities on a daily basis.

Leaders provide a suitable range of resources that support children's physical, social, emotional and cognitive development. They offer open-ended materials, wooden construction resources, role-play equipment and opportunities for physical play that encourage exploration and creativity. Leaders have introduced some multicultural resources, including dolls representing different ethnic backgrounds. However, resources and play spaces do not yet consistently reflect the diversity of the wider world. Leaders recognise the need to further develop these opportunities to strengthen children's awareness and understanding of different cultures, communities and experiences.

Leadership & Management — Adequate

Leaders demonstrate a commitment to providing a positive service for children and families. They review policies and procedures regularly and support staff to understand their responsibilities. Leaders have secured grant funding to improve the outdoor environment and support planned developments that will enhance opportunities for free-flow play.

Leaders use feedback from parents to help evaluate the quality of the setting and identify areas for improvement. They have made some progress since the previous inspection and have plans in place to continue improving the service. For example, leaders are working towards developing the online application further, Leaders recognise that further work is needed and have identified areas for development, including strengthening planning and observation processes to better support children's learning and monitor their progress.

Leaders promote a positive staff culture and ensure staff complete mandatory training relevant to their roles. They work effectively together and provide appropriate support for children. Leaders provided evidence following the inspection that some staff have received annual appraisals. However, they have not yet established sufficiently robust arrangements to demonstrate that all staff receive regular supervision and annual appraisals. In addition, they have not ensured all staff files contain the required documentation. Outcomes for children require improvement because of these shortcomings and we expect the provider to make improvements.

Leaders have established effective partnerships that benefit children and families. They communicate effectively with families through an online application and work closely with local schools and partner agencies. Parents provide positive feedback about the setting and describe staff as caring, friendly and welcoming. One parent told us that their child *"loves attending Cylch"*, while another described the care provided as *"excellent".*

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
Ensure staff receive regular supervision and annual appraisals to support professional development, reflective practice and the ongoing improvement of the service.	06/07/26
Outcomes for children are compromised because the responsible individual has not ensured that all staff files include full and satisfactory information and regulatory documentation.	13/09/23

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	Ensure that what children do is observed and recorded to help plan the next steps for the children's play, learning and development
Standard 24 - Safety	Ensure that safety is promoted throughout the setting and that all risk assessments are purposeful.
Standard 24 - Safety	Ensure fire drills are carried out and recorded at least every six months.
Standard 7 - Opportunities for play and learning	Continue to develop resources and play spaces that promote children's awareness and understanding of culture, diversity and the wider world.
Standard 20 - Safeguarding	Continue to strengthen safeguarding arrangements through regular monitoring, discussion and awareness raising with staff.

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)
Ensure staff are supported to develop their confidence in the use of the Welsh language.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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