Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Treletert

Ysgol Ger Y Llan, St. Davids Road Letterston, Haverfordwest, SA62 5SL

07510444869

The inspection visit took place on 18/11/2025

Service Information:

Operated by:	Cylch Meithrin Treletert
Care Type:	Children's Day Care
Registered places:	16
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	Adequate

Summary:

Children are happy and confident to communicate their wishes, and their needs are consistently considered. They have opportunities to make choices, and their interests are valued. Children are settled and are developing close relationships with their friends and with staff. They express enjoyment and enthusiasm and are developing their independence skills effectively.

Staff follow suitable policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being. They understand their responsibilities to protect children and manage risks effectively. Staff plan a range of activities and have systems in place to support children's individual needs and interests in their learning and development journeys.

People who run the setting offer a secure and welcoming environment where children are confident to move around freely. They provide a good range of resources, and the provision is age-

appropriate and well maintained.

People who run the setting keep purposeful policies and procedures in place and staff are committed to their roles and responsibilities. They work in partnership with the school and benefit from the facilities on site. They are committed to ensuring parents are informed and fully supported.

Findings:

Well-being — Good

Children communicate confidently and their wishes are consistently considered. For example, during circle time, children tell staff which activities they would like during the session such as painting and dough. Children are consistently given opportunities to make choices such as whether they would like to go outside to play or stay indoors. Over lunch, children chat confidently with staff about their morning and what they would like to do after lunch.

Children are happy and settled and smile contentedly as they explore their surroundings and areas of play. They feel safe and are familiar with the daily routine. For instance, following outdoor play, children know what happens next and gather on the carpet for registration and singing. Children know staff are always close by and are comfortable to seek support, enjoying the closeness of staff, such as sitting on the laps of staff members or sitting next to staff at the activity table. They are confident and comfortable around visitors and invite us to join in their mark making activity, offering us resources such as a chair and paper and pencils.

Children's interactions are positive and friendly. They play and chat happily and explore their environment confidently. For instance, during outdoor play, they excitedly observe each other and wait their turn for scooters and bikes as they cheer on friends moving around the outdoor space. During registration, they confidently offer answers when asked who is not at the setting today and tell staff about how they are feeling.

Children enjoy their opportunities to play, learn, explore and develop. They are confident to initiate their own play and join others during activities and free play. For example, in the book corner, children enjoy their opportunity to relax and share books, with some taking opportunities to tell a story to others. Children have the chance to experience and experiment with different materials such as dough and paint and sing Christmas songs or chat happily as they create new shapes. *"Edrych, sgwâr fi! / Look, this is my square!" "Ma petryal fi / Here's my rectangle." "Well, I'm making an Egypt cake!"*

Children enjoy developing their independence within the setting and thrive on the opportunities provided to develop their skills and confidence. For example, they are encouraged to wash and dry their hands following activities and before their snack and do this well. Children thoroughly enjoy pouring their own drinks and helping themselves with small tongs to fill their plates with healthy snacks. They enjoy the responsibility of going to the toilet and confidently collect their coats and bags from hooks and storage units at home time. Children take their work seriously when they tidy up and help each other to return resources to the different areas of the setting, as well as taking rubbish to the bin. They take pride in wearing tabards when they are chosen to be the helper of the day.

Care & Development — Good

Staff understand their responsibilities and implement the setting's policies to promote healthy lifestyles and children's personal well-being. They understand their responsibilities to safeguard children. They can explain the setting's safeguarding procedures and people who run the setting have confirmed, since the inspection visit, that all staff have completed appropriate safeguarding training, in line with their roles. Staff practice clear hygiene routines around the preparation of food. They provide healthy nutritious snacks, such as apple, grapes, cheese and toast. Staff wipe down surfaces and lay table coverings before and after activities such as painting and encourage children to understand why it is important to have clean hands. We did not see nappy changing procedures on the day of our visit, but we did see an up-to-date nappy changing log. They have a nappy changing policy and facilities which ensure privacy for children. Staff understand children's needs such as allergies and ensure open communication with parents and carers. They keep detailed daily records in relation to children's medical needs. However, they did not have signed care plans in place for individual children. They keep records in place for administration of medication which are signed by parents. Staff keep signed accident and incident records and ensure parental consent for all aspects of risks and the sharing of information, are in place. Staff are aware of their responsibilities to support children with additional learning needs and understand their responsibilities to work with external professionals and agencies.

Staff interact in a warm, gentle and kind manner. They speak clearly and build children's confidence to try new things and develop their understanding. Staff are good role models and encourage children to say *'plîs/please'* and *'diolch/thank you.'* They communicate respectfully with children such as, *"Ti am bopeth? / Would you like everything?"* They encourage children to be independent in their decisions such, *"beth i chi ishe neud heddiw?/ what would you like to do today?"* Staff praise children warmly when tasks are achieved and remind them of their personal accomplishments at the end of the session when they distribute individual stars. Staff know the children well and support their social and emotional skills, through positive behaviour strategies. For instance, they encourage children to share as they choose a daily lollipop stick to select 'Helpwr Heddiw' / 'Today's Helper.' Staff follow children's interests and use opportunities to extend their thinking and problem-solving. For instance, whilst exploring with dough, staff encourage children to consider new shapes such as stars and bells. Staff are enthusiastic and demonstrate their enjoyment through consistent responses and praise, *"da iawn ti! /well done you!"* They ensure children consistently hear the Welsh language, through daily routines, such as circle time, music, songs and questioning.

Staff understand children's individual development and ensure each child's learning journey is captured and documented, through spontaneous photographs and observations. We saw evidence of these records as well as planning, achievements and next steps. Staff celebrate children's

interests and successes through a ‘WAL WAW’ and display their achievements around the setting.

Environment — Good

People who run the setting provide a safe, clean environment and strive to ensure aspects of the setting's security are maintained. They offer a self-contained environment which is located on the school site. All visitors to the setting sign in at the school reception area as well as signing the setting's visitors' book. People who run the setting keep measures and policies in place which ensure everyone understands their responsibilities to keep children, staff and visitors safe. They offer a building which is of a good standard indoors with a safe, enclosed outdoor play area. People who run the setting keep risk assessments of the premises, equipment and activities, and review these annually or when required. We also saw daily and weekly checks carried out by staff. They provide indoor information boards, so staff have immediate access to information around safety, fire, safeguarding, illness and nutrition. They maintain fire safety documents such as a risk assessment, and fire equipment is checked as well as ensuring regular fire drills. Staff keep a daily register for children and staff and record arrival and departure times. People who run the setting ensure a first aid kit is in place and provide an external information board for parents and visitors. However, this was not up to date at the time of inspection.

People who run the setting and staff work continuously to develop the setting further. They offer a welcoming indoor area which is light, calm and friendly. Staff ensure children have easy access to indoor play areas, quality equipment and purposeful facilities, enabling the setting to run smoothly. For instance, within the main room, they offer mark making, story, and role play areas. With the use of small safety gates, staff can access the open kitchen area, which is inspected by the food standards agency and provides a clean and convenient space for staff to prepare snacks safely. The setting's toilets and nappy changing areas are nearby and enable children to be independent. Staff practice safe routines when leaving the main room by communicating clearly and carrying the setting's phone at all times. People who run the setting ensure documents are securely locked in a cupboard. They offer a concreted outdoor yard area which provides an enclosed space with barriers and a boundary fence, providing an additional space for children to play. We saw equipment such as climbing apparatus, a picnic table, mud kitchen and workshop. However, resources and opportunities to extend children's learning were limited in this area.

People who run the setting offer a range of indoor and outdoor resources which are appropriate for children's ages and stages of development as well are their individual interests. For example, indoors, resources include small world, transport, dinosaurs, dolls and an easel. Bookshelves offer children opportunities to explore books celebrating languages, cultures and festivals. Staff work hard to enhance children's experiences. For instance, they create areas which invite children to be curious such as a role play area and a tuff tray for exploring. They offer a range of Welsh displays which are personal and promote children's identity and sense of belonging, such as the '*Rydw i yn gallu…/I can…*,' '*Pwy sydd yma…who's here…*' and literacy and numeracy posters.

Leadership & Management — Adequate

People who run the setting have a clear vision for the future and are keen to develop the setting further. However, at the time of inspection, leadership roles were undergoing significant change and staff were being supported by the committee to ensure consistency for children. Their statement of purpose was not up to date at the time of inspection but has since been updated to reflect the current arrangements. They have responded to recommendations made at the last inspection and worked promptly to provide evidence of documents following this inspection. Staff keep a comprehensive file of policies and review these annually. These include procedures which are purposeful and understood by staff. People who run the setting ensure regulatory records, such as children's registration files, are organised and up to date and these are stored in a safe place on site. Staff ensure ratios are compliant and children are always supervised appropriately, particularly around certain routines such as toileting and outdoor play. They ensure annual requirements such as insurances are valid.

People who run the setting evaluate the care appropriately to introduce further development. They complete an annual quality of care report and collate the views of parents, children, staff and professionals to consider consistent improvements.

People who run the setting support staff, who work closely with each other to offer consistency. Staff are happy and work collaboratively to fulfil their roles and responsibilities. People who run the setting ensure processes are in place and maintain organised and up to date staff files. In addition, appraisals and regular supervisions take place where staff can discuss their individual development and fulfil their professional goals. People who run the setting ensure Disclosure and Barring Scheme (DBS) checks are up to date. Staff had completed most of their mandatory training at the time of inspection, such as paediatric first aid, and have since confirmed all mandatory training is complete, including food hygiene. Staff have also attended additional training such as manual handling, health and safety and speech and language training.

People who run the setting have established a strong partnership with the school from where the setting is run. Staff work closely with the school and take part in numerous activities and events which aids in smooth transitions for the children. People who run the setting have also formed close relationships with parents and effectively share information with them via a secure software platform. Staff told us they continue to plan new themes and are eager to further establish the setting in order to offer additional experiences for children.

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.

CIW has no areas for improvement identified following this inspection.

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 10 - Healthcare	Ensure individual care plans for children are in place and are clear, where written parental permission is obtained in advance regarding any care or treatment.
Standard 7 - Opportunities for play and learning	Ensure outdoor resources and opportunities for children to learn and explore in the outdoors are extended and developed further.

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 information for parents and visitors is up to date.
Ensure all mandatory training is checked regularly and completed in a timely manner.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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