Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Garn Bach Tryweryn

Bro Tryweryn School, Frongoch, Bala, Gwynedd, LL23 7NT

07487524730

Date(s) of inspection visit(s)

08/04/2025

Service Information:

Operated by:	Garn Bach Tryweryn
Care type:	Children's Day Care Full Day Care
Registered places:	19
Main language(s):	Welsh
Flying Start service:	No
Do you receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The service provider anticipates, identifies, and meets the Welsh language and culture needs of the people.

Ratings:

Well-being	Good
Care and Development	Adequate
Environment	Adequate
Leadership and Management	Adequate

Summary:

Children are happy and settled at the setting. They make choices about how to spend their time and feel safe and confident as they have developed positive relationships with the staff and their friends. Children enjoy the activities available to them, and learn positive social skills.

Staff have a suitable understanding of their responsibilities to keep the children safe and healthy. They know the children well and speak to them in a warm and friendly manner. Staff support children's development effectively through a range of interesting activities and experiences.

The people who run the setting ensure the environment is clean and welcoming. There is ample space indoors and outdoors for children to play and relax. They have access to equipment and a good selection of toys and materials that are suitable for their age and stages of development. However, improvements are required with regard to risk assessment.

Overall, the people who run the setting understand their responsibilities and aim to provide a quality

service to children and their parents. However, some improvements are required to meet regulations and standards.

Findings:

Well-being — Good

Children are happy and settled at the setting. They make confident choices about how to spend their time, and staff respect their wishes. Children move around the indoor and outdoor areas independently and freely choose from the wide variety of activities and resources. Children of all ages confidently ask for support. For example, when playing in the role-play area, younger children confidently ask the staff for help to dress up as a princess.

Children feel safe as they have formed close relationships with the staff who look after them. They feel comfortable asking the staff for comfort or reassurance when required. For example, they approach them for comfort if they have hurt themselves or if they feel insecure. Children speak confidently to visitors to the setting as they feel safe. They chat and make friends during lunchtime, play time and activities, and smile and laugh as they do so.

Children are friendly and interact positively with staff and each other. They share toys, wait their turn, and work well together to complete tasks. For example, when playing with a ball in the outdoor area, they take turns to kick the ball towards the goal, and their friends encourage them and praise their efforts. Children follow the rules of the setting, behave well and are beginning to understand the needs of others. For example, older children show consideration and friendship towards the younger children and help them to take part in activities without encouragement from the staff.

Children enjoy the activities available to them, and concentrate well. For example, a group of children had lots of fun taking part in the Easter egg hunt. There was a great deal of chatting and laughter as they searched both indoors and outdoors for the eggs the staff had hidden, and they were over the moon when they managed to find an egg. One of the children was busy in the mud kitchen, filling a saucepan with soil to make pancakes for their friends.

Children have opportunities to develop their independence skills by completing tasks for themselves. For example, they are happy to help the staff put the toys away and tidy up at the end of activities. Children are confident in choosing which activities they want to take part in independently.

Care and Development — Adequate

Staff have a suitable understanding of their responsibilities to keep the children safe and healthy. Staff understand their duties to safeguard children and have completed safeguarding training. They are confident in the correct steps to follow should they have a welfare concern about a child. Staff have current paediatric first aid certificates and any accidents that do occur are recorded effectively. However, not all of these records have been signed by the parents. Fire drills are held regularly, but no written records are kept.

Staff encourage healthy lifestyles by providing opportunities for the children to exercise and ensuring they spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. There are efficient systems in place to inform staff of children's individual dietary requirements. Healthy snacks are prepared for the children, but not all members of staff have an up-to-date food hygiene certificate. The people who run the setting have taken immediate action following the inspection and have arranged appropriate food hygiene training for staff.

Staff have formed positive relationships with the children and they speak to them in a gentle way and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract the children by suggesting different activities or use the sand timer if children are struggling to share or take their turns, and give them a clear explanation when their behaviour is not acceptable. Staff also model social skills effectively.

Staff provide a variety of fun activities that the children enjoy, including a mixture of indoor and outdoor activities. They know the children well and are aware of their likes and dislikes. They gather comprehensive information about children's needs with regard to care, their personal needs and their medical needs before they attend the setting, and this enables them to plan effectively to meet children's individual needs. Staff regularly share information with parents to ensure that they are aware of any incidents and individual needs.

Environment

Adequate

The people who run the setting have suitable measures in place to ensure the environment is clean and safe. Access to the setting is controlled, with external doors which are kept locked. Visitors can only gain access by ringing the bell and are required to sign the visitors book on their arrival and departure. The people who run the setting have completed general risk assessments, identifying the potential hazards to children and what measures are in place to manage these risks. However, the measures noted in the risk assessments are not always followed, and the risk assessments do not fully reflect the setting. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

The people who run the setting provide a welcoming and homely environment, with plenty of room for children to move around freely. Examples of the children's work and photographs on the walls create a sense of belonging. The people who run the setting have ensured that space is used effectively to encourage children’s development, imagination and curiosity. Toys and resources are stored at low level so children can access them with ease. The toilet area includes suitable facilities and low level sinks to promote the children's independence. The outdoor area provides opportunities for children to develop their physical skills by using climbing apparatus or choosing from the selection of outdoor toys.

The people who run the setting provide a variety of toys and resources which are in an appropriate condition and suitable for the children's ages and stages of development. Resources are available to develop children's sensory skills, their language, numeracy and self-awareness. They provide opportunities for children to explore natural, sustainable, and recycled materials to develop their natural curiosity.

Leadership and Management

Adequate

The people who run the setting manage it appropriately. They have a suitable range of policies and procedures in place. They review these policies regularly, ensuring they are up to date and contain all the required information.

On the day of our visit, the number of children attending was higher than the setting's registered number for a period during the afternoon. Although there were a sufficient number of staff to care for the numbers attending, this was a breach of the setting's conditions of registration and contrary to the numbers noted in its statement of purpose. While no immediate action is required, this is an area for improvement and we expect the provider to take action.

The people who run the setting have robust arrangements to identify strengths and areas for improvement. They produce an annual report reviewing the quality of care that outlines the strengths of the setting and areas for development to create better outcomes for children. The report includes positive feedback from parents / carers which demonstrate a high level of satisfaction with the service provided.

The people who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. They ensure that staff ratios are met. The people who run the setting ensure that all staff hold a current certificate from the Disclosure and Barring Service (DBS). Staff told us that they are supported by the people who run the setting, and that they would be comfortable approaching them with questions or to discuss any problems. We saw written records of annual appraisals and the people who run the setting and staff stated that regular supervision sessions are held. However, these meetings are not recorded.

Staff communicate effectively and regularly with parents. They use a digital app to document children’s achievements and share information with parents such as photos and observations as well as personal care information. The parents we spoke to told us they have a good relationship with the staff and are extremely happy with the care their child receives. The people who run the setting ensure that children have opportunities to learn about the community in which they live. For example, visiting local residential homes to sing carols, and visits to the farm and the library.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found people to be at immediate or significant risk, we draw the provider's attention to these. We expect the provider to take action and will follow this up at the next inspection.

Where we find outcomes for the people **require significant improvement** and/or there is risk to the 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
The Responsible Individual must ensure that they comply with their conditions of registration and provide care that is in accordance with their statement of purpose.	08/04/25
The Responsible Individual must ensure that risk assessments include all potential hazards to children's safety. The responsible individual must ensure that staff follow measures put in place to eliminate risks.	08/04/25

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 the 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 that staff who prepare food have had appropriate food hygiene training.
Standard 24 - Safety	Keep records of fire drills.

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 parents sign records of accidents/incidents.
Keep records of supervision meetings to provide evidence of decisions made and agreed actions.

Welsh Government © Crown copyright 2025.
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.