Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Saron and Hendre

Y Festri Capel Saron , Saron Road , Saron , Ammanford , SA18 3LN

07843913072

The inspection visit took place on 17/06/2026

Service Information:

Operated by:	CYLCH MEITHRIN SARON A'R HENDRE
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	Welsh
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Good

Summary:

Children experience exceptionally high levels of well-being in a nurturing, child-centred environment. They are happy, secure and confident, forming strong relationships and demonstrating excellent independence. Children engage deeply in play, show creativity and cooperation, and confidently make decisions, reflecting their strong sense of belonging, curiosity and enthusiasm for learning.

Staff provide exceptionally high-quality care and support, prioritising children's safety, health and emotional well-being. They interact warmly and responsively, promoting confidence, positive behaviour and effective communication skills. Staff create an inclusive, language-rich environment and skilfully support child-led learning, ensuring all children are engaged, valued and supported to thrive.

Leaders provide a safe, stimulating and well-organised environment that strongly supports

children’s learning and development. They ensure effective supervision and risk management, while creating rich, engaging indoor and outdoor spaces. High-quality, accessible resources promote independence, inclusion and creativity, helping children feel confident, secure and motivated to explore.

The person in charge provides strong, values-driven leadership, creating a positive ethos where children are central and staff work collaboratively to deliver consistent, high-quality care. They demonstrate a commitment to improvement and effective partnerships; however, governance arrangements require further embedding to strengthen oversight, supervision and documentation systems.

Findings:

Well-being — Excellent

Children experience an exceptionally high level of well-being and thrive within this deeply nurturing, highly responsive and child-centred environment. They have a strong and authentic voice, which is embedded in the daily running of the setting, enabling them to make meaningful decisions about their play and routines. Children independently choose where they play, move confidently between areas and access resources with purpose and familiarity. For example, children freely accessed the creative area to colour collaboratively, selecting resources independently and requesting additional items such as felt pens from staff to extend their play.

Children are extremely happy, settled and emotionally secure, demonstrating a strong sense of belonging. They form secure, trusting and affectionate relationships with staff, who respond sensitively and consistently to their needs. They confidently seek reassurance when required, including approaching staff for comfort when feeling unwell, and settle quickly, returning to play with confidence. Children who initially appear unsettled on arrival quickly become calm and engaged due to the highly responsive and nurturing support provided.

Children's interactions are consistently positive, respectful and increasingly sophisticated. They demonstrate empathy, cooperation and effective problem-solving skills during play. For example, when a disagreement occurred over a missing pen, children engaged in meaningful dialogue, with one suggesting, *"Let's go and find your pen."* They worked together to resolve the issue before appropriately seeking adult support, demonstrating their growing ability to manage social situations independently and sustain cooperative play.

Children show high levels of engagement, curiosity and enjoyment in their play and learning. They are deeply involved in rich, imaginative and sustained experiences across all areas of the setting. For example, children demonstrated a strong understanding of the lifecycle of caterpillars, with one child explaining, *"he's turned into a butterfly,"* showing clear recall of prior learning. They use imaginative language in role play, such as pretending to drive and saying, *"I'm on the way… come on, let's go,"* demonstrating creativity and communication skills. They also confidently direct their own play. For example, when a child carried a chair as part of imaginative play and commented, *"this is heavy,"* showing developing physical awareness and expressive language. Children cooperate in shared experiences, taking turns to roll cars down a ramp, laughing together and showing anticipation and shared enjoyment. These experiences reflect sustained concentration, creativity and genuine enthusiasm for learning.

Children demonstrate exceptional levels of independence, which are embedded consistently throughout the session. They confidently take responsibility for their own self-care and everyday

routines, approaching tasks with competence and self-assurance. Children show a strong awareness of their own abilities and are equally confident in recognising when support is needed. For instance, when one child independently stated, *“I need help.”* This reflects the highly effective culture of empowerment within the setting, where children are encouraged to make decisions, take responsibility and develop resilience.

Care & Development — Excellent

Staff provide consistently outstanding care and support, ensuring children's safety, health and emotional well-being are prioritised to an exceptionally high standard. They demonstrate secure safeguarding knowledge and confidently explain procedures, referring to recognised guidance such as the All Wales safeguarding app. Staff implement robust health and hygiene practices, including effective handwashing routines, regular cleaning of surfaces and safe nappy changing procedures. They maintain clear and accessible information regarding children's allergies within the kitchen area, ensuring all staff are aware and able to respond effectively to individual health needs. Staff promote children's dignity and emotional well-being by explaining actions and seeking reassurance during care routines. For example, asking *"wyt ti'n hapus bod fi'n codi ti lan?"* which helps children feel safe, respected and secure.

Staff interact with children in a warm, attentive and highly responsive manner, consistently modelling rich language and providing meaningful encouragement. They build children's confidence and self-esteem through effective praise. For example, saying, "*ti wedi neud e, da iawn*," enabling children to develop a strong sense of achievement. Staff manage behaviour exceptionally well through calm, consistent and respectful approaches, using clear and positive strategies such as reminding children "*cofio ni'n rhedeg tu fas*" and reinforcing expectations through songs like "*cerdded, cerdded 1, 2, 3."* These approaches support children to understand boundaries and regulate their behaviour effectively. Staff work seamlessly as a team, sharing responsibilities and supporting one another, which ensures children experience consistent, responsive care throughout the session.

Staff provide outstanding opportunities that enhance and enrich children's play, learning and development. They demonstrate a sophisticated understanding of child-led practice, observing children closely and adapting provision to extend learning in meaningful ways. Staff respond to children's emerging interests. For example, by incorporating dolls into the painting area following children's engagement, ensuring play remains relevant, purposeful and engaging. They model and reinforce the Welsh language consistently and naturally. For instance, responding "*mae'n fach, ti'n iawn*," which supports children's understanding and use of language. Staff create a highly inclusive environment where all children's needs are understood and effectively supported. They use British Sign Language alongside Welsh to ensure children with hearing impairments communicate confidently and participate fully in the life of the setting. Staff promote a culture of respect and inclusion, which supports all children to develop effective communication skills and a secure sense of belonging.

Environment — Excellent

Leaders ensure the environment is safe and secure, with robust risk management practices embedded throughout the setting. They implement appropriate risk assessments and maintain secure systems, including controlled entry and well-organised spaces. Leaders ensure staff remain vigilant and responsive at all times, providing reassurance and support promptly when required. They consistently monitor children's whereabouts through regular head counts and clear communication, ensuring effective supervision at all times. Leaders recognise the importance of preserving children's dignity. However, further improvements are required to ensure the design and use of the toileting and nappy changing area consistently provide appropriate levels of privacy, so that children's dignity is fully respected and maintained at all times.

Leaders provide an exceptionally well-designed, stimulating and nurturing environment that significantly enhances children's experiences. They have created a highly immersive and purposeful space with a strong 'wow' factor, where every area is thoughtfully organised to promote curiosity, independence and high-quality play. Leaders ensure the indoor environment reflects real-life experiences through authentic resources and meaningful role-play areas, such as *"cornel cartref*" a homely living room space with family photographs, where children develop imagination and social understanding. They provide clearly defined areas and accessible resources, enabling children to move independently and make confident choices. Leaders ensure the outdoor environment is equally rich, offering extensive opportunities for exploration and physical development, where children engage in collaborative water play, demonstrating curiosity, cooperation and problem-solving skills.

Leaders ensure a wide range of high-quality resources and equipment are available, accessible and used effectively to support children's development. They provide real-life, natural and multicultural resources that promote creativity, inclusion and understanding of the world, including dolls representing diverse cultures, books about feelings and Welsh cultural materials. Leaders ensure resources are organised at children's height and within easy reach, enabling them to develop independence and lead their own play. Leaders and staff create a strong sense of belonging through displays of children's work and family photographs, which supports children's self-esteem and identity. These carefully selected and well-presented resources enrich children's experiences and contribute significantly to their engagement, confidence and overall well-being.

Leadership & Management — Good

The person in charge provides strong, values-driven leadership with a clear focus on placing children at the centre of the provision. They demonstrate commitment and a clear vision, reflected in the positive and nurturing ethos across the setting. The person in charge creates a supportive working environment where staff feel valued, confident and part of a cohesive team. They, alongside an active and committed committee, promote a strong culture of collaboration, ensuring staff understand each other's strengths and support one another effectively. This results in consistent, high-quality care and has a direct and positive impact on children's experiences.

The person in charge demonstrates a clear commitment to continuous improvement and reflective practice. They respond proactively to feedback and have taken effective action to address areas identified during inspection, including updating policies and strengthening staff files. The person in charge demonstrates a willingness to improve practice and maintain high standards. Annual appraisals and regular staff meetings are in place. However, a formal supervision system with regular, structured one-to-one sessions for all staff to support effective oversight, accountability and professional development is required.

The person in charge; supported by the committee, is in the process of strengthening governance arrangements. They have begun appropriate steps to appoint a Responsible Individual and recognise the importance of this role in ensuring effective oversight of the service. While not yet fully embedded, this demonstrates a proactive approach to improving accountability. The person in charge has effective systems in place to review and consider documentation relating to children's safety and care. However, permission for children's sleeping arrangements has not been recorded.

The person in charge establishes highly positive partnerships with parents and the wider community. They ensure effective communication with parents, who consistently express high levels of satisfaction with the nurturing, child-led approach. Parents describe the provision as *"safe, caring and nurturing"* and report that their children are *"happy, confident and thriving."* They highlight the positive impact on children's development, particularly in confidence, communication and independence, as well as the strong relationships formed with staff. They also value the inclusive and responsive ethos, with one parent describing the setting as *"a home away from home"* and another stating the experience is *"second to none."* The person in charge also develops meaningful community links, including local visits and experiences, which further enrich children's learning and support continuity between home and the setting. These strong partnerships contribute positively to children's overall well-being and sense of belonging.

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 4 - Meeting individual needs	Given the limited space in the potty and nappy changing area, ensure that arrangements are in place to maintain children's dignity and privacy at all times.
Standard 13 (Day Care) - Suitable Person	Strengthen one-to-one supervision practices to ensure they are consistently implemented.

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 that appropriate permission forms are completed for children who sleep.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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