Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Trelech

Ysgol Feithrin, Trelech, Carmarthen, SA33 6RU

01994484677

The inspection visit took place on 18/09/2025

Service Information:

Operated by:	Cylch Meithrin Trelech
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:	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

Ratings:

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

Summary:

Children enjoy their time at Cylch Meithrin Trelech. They are happy and settled. Children have a lovely sense of belonging and develop positive relationships. They have good choices and their interactions are warm. Children express enthusiasm and enjoyment in their activities. They feel safe and have formed strong bonds of affection with staff.

Staff understand and implement policies and procedures to keep children sufficiently safe. They are kind towards children, providing positive interactions to ensure they feel valued and happy. Staff fully meet the needs of the children.

The children receive care in a safe, clean and secure environment. Staff have identified and as far as possible eliminated unnecessary risks to children. There is good space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and

decorated.

There have been positive improvements to the leadership and management of the setting. The person in charge works effectively to monitor, plan and develop the setting as well as working alongside the committee. They have developed processes to support new and existing staff and ensure they are suitable to work with children. There are positive relationships with parents/carers and the community.

Findings:

Well-being — Good

Children are confident communicators as their wants, moods and needs are considered. They are able to ask questions, make requests and follow their interests during their time at the setting. Children know that they will be listened to. For example, their ideas are recorded when planning, they can choose what songs to sing and where to sit at snack time.

Children feel secure and sit comfortably or play alongside their friends and staff. All are excited to go and play outdoors, playing happily in the fresh air. Children have positive relationships with staff whom they readily go to for support and reassurance or to show their achievements. For instance, one child was chosen to be 'helpwr heddiw' (today's helper) and proudly showed their badge to the children and staff. Children have a sense of belonging and are familiar with routines. For example, after finishing their 'hwyl fawr ffrindiau' (goodbye friends) song, the children knew to go to the door ready to collect their coats in preparation for home time.

Children are learning how to play together, share and make friends. They have consistently good interactions with each other and with staff. For example, children share news from home with staff and enjoy sharing who was picking them up from cylch that day. They co-operate well for their age and are actively engaged and interested in the play opportunities available to them. Children share toys, resources and play experiences with those around them. For instance, while playing in the role play area, a child made a drink which they eagerly shared with staff. The staff member responded enthusiastically with "*mmmmmm, thank you*" which made the child smile proudly.

Children are enthusiastic and interested in their play and learning. They thoroughly enjoy a range of interesting opportunities both adult led and freely chosen. For example, children sat nicely and listened to a story, engaging and responding to questions with confidence. Following the circle time session, a child went over to the small world area to re-enact the story. Children can choose to relax and have quiet times. They concentrate for a good, sustained time and show passion as they succeed in their tasks. For instance, a child was trying to balance and move across some logs. They let out a big "*yes*" as they completed their course.

Children experience interesting age and developmentally appropriate opportunities that promote their all-round development. They can access areas to develop and explore their creative, mathematical, imaginative, physical and language skills. For example, children can explore the autumn resources at the 'bwrdd ymchwilio' (exploration table) or choose whether to ride the bikes outside. Children are developing some independence skills. There are some opportunities for children at snack time as they pour milk and water for themselves.

Care & Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They implement robust cleaning and good hygiene practices. For example, staff sanitise surfaces before snack times and ensure they use appropriate personal protective equipment (PPE) when supporting children with their personal needs. Staff have a clear understanding of their role in protecting children and answer safeguarding questions confidently. They offer children a healthy snack as well as milk and water. Staff record accident and incidents, sharing these with parents who countersign. They are aware of the process to follow if they have any ongoing concerns about a child or if there are existing injuries. Staff continually move around the play areas indoor and outdoor to monitor children's safety. They work well together as a team, talking to each other, asking questions or reminding each other about practices. For instance, staff discussed the need for children to wear helmets if they choose to go on the balance bikes.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They use consistent praise and stickers to promote positive behaviour. Staff chat to children about their play and give them prompts when it is time to move from one activity to the next. For example, staff remind children it was time to tidy up before washing their hands for snack. Staff work with children to solve arguments, encouraging positive steps which can help them work things out. For instance, two children wanted the same colouring pencil, to which staff reminded them about sharing and waiting their turn. They listened to the staff and one child waited until the other had finished before using it themselves.

Most staff are aware of children's individual development, adapting their language and words to support children's understanding, they use this to support children in their play and learning. Their development of the Welsh language is a strength of the setting. Staff use a range of strategies to support and encourage the children's understanding and use of the Welsh language. For example, staff use repetition and movements to help children learn and recount a story. They enhance the environment with resources which allow children to practice recognising as well as using the language in their play. Staff observe, monitor and assess children's learning and development using this to support their next steps. They use photographs and written notes to show their achievements. These are shared with parents and displayed as part of the children's learning journey and included as part of the end of year report. Staff offer some opportunities for children to develop their independence skills and support children to try things for themselves.

Environment — Good

Leaders ensure that the environment is safe, secure, and well maintained indoors and outdoors. They work closely with the hall committee to ensure that safety checks are regularly undertaken, and this information is shared with the cylch. For example, annual portable appliance testing (PAT), firefighting equipment and heating checks are carried out and evidenced. Leaders have appropriate risk assessments in place and staff carry out daily visual risk assessments. The setting is clean, tidy, well maintained and very welcoming. Effective cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. The premises both inside and outside are secure and there is a system in place to record any visitors to the setting. Leaders ensure they carry out an appropriate number of emergency fire drills.

Leaders ensure the environment has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables most of them to reach their full potential. The spacious playroom is divided into interesting areas which support children in their play and learning. For example, children have opportunities for role-play in the home corner, to use crayons or chalks at the mark making area or explore and investigate at the tuff tray. They provide a good range of purposeful resources and books which are easily accessible to children, encouraging their independence. The children benefit from wall displays of children's work which strengthens their connection to the space. The outdoor area is spacious and gives children open areas for more lively play as well as undercover areas.

Leaders ensure that nearly all children can access good quality furniture, toys and equipment. They offer a broad variety of age-appropriate resources to stimulate the children's interest and imagination. Due to the weather on the day of the inspection, there was limited resources accessible outdoors, but the available areas offered children opportunities to engage in mark making, large physical play and problem-solving activities. Staff ensure that resources are well maintained and in good condition. Leaders provide suitable furniture and resources to support children's independence. For example, child sized tables, chairs, toilets and sinks, suitable for the ages of children who attend. Leaders provide some resources to promote children's curiosity about the wider society, promoting equality, and raising cultural awareness.

Leadership & Management — Adequate

The person in charge and committee at the setting have worked positively to improve the setting since the last inspection. For example, there is an additional responsible individual to strengthen leadership and management. The person in charge, has a clear vision and has developed a close relationship with the committee to make improvements. There is an up-to-date statement of purpose in place. This includes regulatory and National Minimum Standards information, is up to date and reflects the setting, allowing parents to have clear picture about what to expect before starting at the setting. The person in charge collects a range of information about the children before they start at the setting. This ensures that the setting can support and meet the individual needs of the child. There are a range of clear policies in place which support the work of the setting and are dated and signed for review purposes. The person in charge ensures these are implemented in practice. Leaders work positively with Care Inspectorate Wales (CIW), they respond to information and requests and the new responsible individual, alongside the person in charge, has updated CIW with changes to staff and information following the inspection visit.

Leaders monitor the quality of the service and plan for improvements effectively. They seek feedback from parents, children and staff. Leaders use this information to write an annual quality of care report which identifies what they do well and areas for development.

Leaders follow appropriate recruitment processes and there was evidence in place that staff suitability checks had been undertaken for new members of staff. All staff have disclosure and barring service (DBS) checks in place, and they have a clear induction procedure in place for new staff. Since the last inspection, there has been improvements to the supervision and appraisal process. The person in charge has had regular meetings with members of the committee to discuss their role, professional development and plans for the future of the setting. There are secure plans in place to continue the development of supervisions and appraisals for both members of staff. For example, staff have already identified professional development opportunities and have review dates to monitor progress. Leaders ensure there are plans in place to cover staff absences and they consistently meet the staffing ratio requirements.

The setting promotes positive partnerships with parents well. They have daily discussions with parents about the children’s day and use written records to share achievements and activities. Parents told us that children really enjoy coming to the setting, the staff are approachable and open, and they get given information about the children and what they do. They are developing positive relationships with the local community.

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)
	No NMS Recommendations were identified at this inspection

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)
Continue to notify Care Inspectorate Wales (CIW) of significant events or changes at the setting promptly via your online CIW Account.
Further embed supervision and appraisal systems to support staff in their role.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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