Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Y Garth

Ty Rhiw Community Centre, Abbey Close Taffs Well, Cardiff, CF15 7RS

07445238716

The inspection visit took place on 12/06/2026

Service Information:

Operated by:	Cylch Meithrin Y Garth
Care Type:	Children's Day Care
Registered places:	19
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	Good
Environment	Adequate
Leadership & Management	Good

Summary:

Children experience positive well-being outcomes. They make meaningful choices, express their views confidently and develop warm relationships with staff and peers. Children are settled, happy and engaged in purposeful play. They develop independence successfully through daily routines and hear Welsh used consistently, which supports their language development and confidence.

Staff support children's health, safety, learning and development effectively. They implement robust hygiene, allergy management and safeguarding procedures, creating a safe environment for children. Staff build warm relationships, model positive behaviour and promote communication through high-quality Welsh language interactions. They know children well and use observations to plan meaningful experiences that support progress and independence.

Leaders provide children with a safe, welcoming and stimulating environment. Staff make very effective use of a shared community building, creating organised learning spaces and offering a

wide range of quality resources. Although some building safety improvements are required and outdoor access is limited, children benefit from suitable opportunities to play, learn and develop.

Leaders provide effective leadership and promote Welsh language and culture successfully throughout the setting. Strong partnerships with parents and other professionals support positive outcomes for children. Parents speak highly of the caring staff, excellent communication and the significant progress children make, particularly in their confidence, well-being and Welsh language development.

Findings:

Well-being — Good

Children have a strong voice and make meaningful choices throughout the day. They choose activities independently, move freely around the play areas and decide what they would like to play with. Children choose their snacks and drinks and confidently express their likes and dislikes. For example, we heard children discussing food preferences, “I don’t like orange, I like apple.” Even younger children make attempts at communicating their wishes and staff respond positively. Staff support younger children who are not ready to join circle time, allowing them to continue playing at the water and sand activities before joining the group when they are ready.

Children feel safe, happy and valued. They settle quickly and confidently and show a strong sense of belonging. Children develop warm and positive relationships with staff who help them feel secure and relaxed. Effective daily routines support children to understand what happens next and contribute to a homely atmosphere. Children benefit from effective arrangements when starting at the setting, including pre-admission visits and sessions to help them build confidence, develop secure relationships with staff and settle successfully into routines.

Children interact well with each other and develop positive friendships. They share resources, include others in their play and show kindness towards their peers. During snack time, children help one another and chat happily about foods they enjoy. We see one child collect other children's plates without prompting, demonstrating consideration for others. Children learn to manage minor disagreements, develop positive relationships and show kindness and respect towards others through the sensitive support of staff.

Children enjoy their play and learning experiences. All children engage purposefully in activities and show good levels of concentration. They access a balanced range of freely chosen and adult-led experiences and confidently explore the environment. Children enjoy sharing books together and become absorbed in activities. For example, one child persists in finding the correct building pieces to complete a model, while others remain focused on water play for extended periods.

Children develop independence successfully. They wash their hands, collect their belongings, access resources and serve themselves snacks using child-sized tongs. Children pour their own drinks, help tidy away resources and wipe their own faces after snack time. They develop communication skills well and hear Welsh being used consistently throughout the setting. This encourages them to use Welsh naturally during play and daily routines, supporting their language development and growing confidence in using the language.

Care & Development — Good

Staff promote children's health and safety effectively. They follow clear procedures for safeguarding, health and hygiene and demonstrate a good understanding of their responsibilities. Staff wear appropriate personal protective equipment when preparing food, supporting toothbrushing routines and changing nappies. They maintain a clean environment and respond promptly to hazards. For example, staff clean tables regularly and quickly mop water that spills during play. Children benefit from healthy snacks that follow Flying Start guidance and staff use snack times to discuss healthy eating and good hygiene. Staff implement effective handwashing routines, helping children understand the importance of preventing the spread of germs. There are robust arrangements in place to support children with allergies. Staff maintain detailed allergy information, adapt snack menus where necessary and ensure all staff understand children's individual needs. They promote children's safety with comprehensive safeguarding procedures, including secure collection arrangements. Staff store children's packed lunches, which are brought from home, in a designated area in the kitchen. Leaders have not implemented a system to ensure packed lunches remain at an appropriate temperature throughout the day; however, we did not observe any adverse impact on children's health, safety or wellbeing because of this.

Staff manage interactions skilfully and create a warm, nurturing atmosphere. They enjoy spending time with children and engage purposefully in their play and learning. Staff act as positive role models and consistently encourage kindness, good manners and respect. They praise children's achievements and celebrate positive behaviour. For example, children receive recognition as *"seren y dydd"* for helping others and tidying away resources. Staff respond calmly to unwanted behaviour and successfully redirect children to alternative activities when needed. They create sociable mealtimes where they encourage conversation, model language and support children's communication skills effectively. High-quality Welsh language interactions are a particular strength of the setting, with staff consistently modelling sentence patterns and encouraging children to use them naturally throughout the session.

Staff promote children's play, learning and development effectively. They know children well and use observations and assessments to monitor progress and identify next steps. A strong key worker system helps staff meet children's individual needs. Staff ensure that planning reflects children's interests and combines structured activities with spontaneous learning opportunities. We see staff extend children's learning by adding resources to water play after recognising children's interest and delivering an engaging farm story session using props, sounds and discussion. Staff identify emerging additional learning needs promptly and work closely with families and other professionals to support children's wellbeing and development. They also promote children's independence successfully through daily routines, self-care activities and play experiences that encourage curiosity, choice and confidence.

Environment — Adequate

Leaders ensure children are cared for in a safe and suitable environment. The setting operates from a shared community building and does not have full control over all aspects of the premises. Despite these limitations, staff work hard to create a purposeful and welcoming space for children. Effective systems identify and reduce risks. Staff complete daily health and safety checks, maintain cleaning records and review a comprehensive range of risk assessments regularly. These include assessments for activities such as den making, junk modelling, loose parts play, gluing activities and making play dough. Leaders also ensure fire drills take place regularly and are recorded, and that trained fire wardens are in place.

Staff use the indoor space well, transforming the large hall into organised areas of learning. Children benefit from a light, bright and inviting environment where resources are arranged at child height to promote independence and choice. We saw children confidently select and return books, puzzles, small world toys and loose parts resources. Comfortable reading areas, child-sized furniture, a water station and physical play equipment, including a Pikler triangle and climbing resources, create a stimulating environment for play and learning. Staff work hard to keep the environment clean and tidy, although the building is used by others outside childcare hours and is not always maintained to the same standard by all users.

The environment is generally secure. Children enter through a front entrance door, and a buzzer system alerts adults when the door is opened. During the inspection, we saw keys left in the lock on the inside of the front door and found the cupboard used to store cleaning materials and hazardous substances was also unlocked. Neither issue had an impact on children's well-being because staff supervised children appropriately throughout the session. However, we have identified building safety as an area for improvement and expect leaders to take action to further reduce potential risks.

Leaders provide a suitable range of resources and equipment. Toys and materials are plentiful, developmentally appropriate and in good condition. Children enjoy a valuable mix of natural materials and loose parts including pinecones and wooden slices. Children access roleplay and imaginative play opportunities and use resources independently as part of their daily play. However, the range of real-life, authentic play items is limited. Outdoor resources are of good quality and offer worthwhile opportunities for learning and physical play. However, access to outdoor play is limited by the nature of the shared site and children cannot use the area freely in all weather conditions. While children benefit from outdoor play opportunities and a range of quality resources, opportunities for seamless indoor-outdoor play are not always available. Nevertheless, staff make the best possible use of the facilities available and provide children with a suitable environment that supports their play and development.

Leadership & Management — Good

Leaders provide effective leadership and have a clear vision for delivering high-quality childcare through the medium of Welsh. The service operates in line with regulations and National Minimum Standards. The statement of purpose gives an accurate picture of the service, and leaders review policies and procedures regularly to ensure they remain current and reflect changes in practice and guidance. There is a clear management structure, with a designated Responsible Individual and Person in Charge, and effective communication between leaders and the management committee supports the smooth running of the setting. The setting promotes Welsh language and culture well and provides an Active Offer of the Welsh language.

Leaders create a positive culture where staff feel valued and supported. Staff told us they benefit from regular supervision and appraisal meetings, which give them opportunities to discuss their roles, identify training needs and contribute ideas for improvement. Staff are suitably qualified, undertake regular training and have the skills and knowledge required to meet children's needs effectively. Recruitment procedures are safe and appropriate. We reviewed staff records and found the required information had been obtained, although some documents were not available on site during the inspection and were provided shortly afterwards.

Leaders understand the importance of reflective practice and self-evaluation and seek the views of children, parents and staff through established quality assurance processes. They have systems in place to monitor the quality of the service and gather feedback from parents and partner agencies. Feedback is overwhelmingly positive and demonstrates the strong impact the setting has on children's development, well-being and enjoyment, with comments including *"The children's happiness and wellbeing are always the priority"* and *"I feel my child is completely safe at the Cylch."* Parents describe staff as caring, approachable and dedicated, and praise the high quality of communication and support they receive. However, leaders do not consistently analyse this feedback to identify clear strengths, areas for development and measurable priorities for improvement. As a result, the quality of care review does not yet provide a sufficiently evaluative account of the service or set out a clear action plan to drive improvement. Leaders recognise this and are developing their approach to quality assurance to ensure that improvement actions are more clearly evidenced, evaluated and sustained over time.

Partnership working is a strong feature of the setting. Leaders work effectively with parents, the local school, the management committee, the local authority, and other professionals to support children and families. Information is shared appropriately and children benefit from coordinated support where additional help is required.

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
Children may be at risk of harm because not all environmental risks are identified and eliminated.	12/06/26

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 12 - Food and drink	Develop and implement a clear procedure for the safe storage of children's packed lunches to ensure food is maintained at an appropriate temperature.
Standard 22 - Environment	Ensure paper towels are consistently available in toilet and handwashing areas to support effective hand hygiene practices.
Standard 5 - Records	Ensure that up-to-date records containing the required information for all staff are made readily available for inspection
Standard 18 - Quality assurance	Prepare a Quality of care review that represents a continuous improvement cycle and a culture of quality improvement

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)
Develop the range of play resources to include more real-life items and materials, to enhance children's opportunities for role play and exploration

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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