Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Glanrafon

Ysgol Glanrafon , Lon Bryn Coch , Yr Wyddgrug , CH7 1PN

07548217315

The inspection visit took place on 27/04/2026

Service Information:

Operated by:	Cylch Meithrin Glanrafon
Care Type:	Children's Day Care
Registered places:	45
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, secure and settled into established routines. They confidently engage with staff and friends, expressing preferences and making meaningful choices about how they want to spend their time. Children show enthusiasm and are curious, enjoying a wide range of purposeful play experiences available to them.

Staff understand their responsibilities to keep children safe and healthy. They follow clear procedures and work well together to ensure children are well cared for. Staff promote purposeful play and know the children well, engaging in warm, positive interactions and supporting individual development successfully.

Leaders provide a safe, welcoming and well-organised environment. The indoor and outdoor environments are thoughtfully organised and offer a wide range of interesting experiences that promote curiosity and exploration. Leaders ensure resources are of good quality and support

children’s all-round development.

Leaders have a clear vision for the setting and maintain organised systems that work effectively to ensure children experience positive outcomes. They create a supportive atmosphere where staff work together, with parents and the community to support children’s experiences and wellbeing.

Findings:

Well-being — Good

Children have a strong voice and are confident in expressing their preferences and making choices about their play. They move freely around the setting, independently choosing where to play and who to play with. Children request specific resources to extend their activities, such as chalks to practise mark making, and are happy when this is responded to promptly. Children know their wishes are responded to sensitively, for example, if they choose not to take part in activities such as tooth brushing or group singing time, their decision is respected.

Children settle well and are very comfortable with the daily routines and transitions. They respond enthusiastically to familiar songs and cues for tidy-up time and hand washing, and some anticipate these routines independently and demonstrate strong emotional expression. For example, children comfortably recall the setting's expectations before free play and happily reflect on their day before they go home. They clearly form secure attachments with staff and seek comfort and reassurance when needed.

Children interact confidently with each other and staff. There is a sociable atmosphere where children invite others to join their play and are developing cooperation and shared play skills. For example, children asked staff and friends to help build the 'best' sandcastle. Children participate in group discussions, story time and singing, answering questions confidently and showing shared enthusiasm. They also confidently communicate with unfamiliar adults, sharing information about their interests.

Children clearly enjoy their play and are highly engaged throughout the session. Their activities are purposeful and lively as they explore different area. Children are developing good levels of concentration and are sustaining chosen activities for appropriate lengths of time. Children use their imagination effectively and develop stories while engaging in role play experiences, for example, when playing schools, families and familiar characters from cartoons.

Children are developing some independence skills and are confident in managing personal care such as toileting and hand washing. Many children take responsibility for their belongings, collecting coats and bags and accessing their water bottles with permission. Children enjoy the daily 'helper' role and support staff with tasks such as sharing cups for their friends or identifying the day of the week. Others have some opportunities to practise independence skills during snack and mealtimes. For example, they help themselves to fruit platters using spoons and return their plates after lunch, showing a growing sense of responsibility.

Care & Development — Good

Staff demonstrate a clear understanding of their responsibilities to keep children safe and healthy. They follow consistent procedures for managing daily routines, including continuous communication to ensure children are supervised effectively. Systems for recording staff and children's attendance are effective. Many staff members have attended appropriate safeguarding training, including leaders, and staff have a secure understanding of their responsibilities to report safeguarding concerns. However, not all staff have completed the appropriate safeguarding training for their role. Staff follow effective infection control measures, such as wearing appropriate personal protective equipment for nappy changes and when preparing healthy snacks. Information and procedures to ensure allergies and dietary needs are catered for are clear and evident. Staff are appropriately qualified in paediatric first aid. Accident, incident and medication records are maintained appropriately, and parents sign to acknowledge receipt of information. During the inspection, the medication policy was updated to reflect current guidance and procedures on administering medication. Staff ensure children have regular access to play outdoors to promote their physical health and wellbeing.

Staff manage interactions well and successfully create a calm, positive environment. They speak to children gently and respectfully and are strong role models for behaviour. As a result, children demonstrate kindness towards others. Staff anticipate children's needs and provide reassurance and encouragement when required. They use praise and encouragement effectively to build children's confidence. For example, they support children to try new experiences such as balancing on beams without help, or trying new foods, and celebrate their achievements.

Staff promote children's play, learning and development effectively. They know the children well and use this knowledge to create meaningful experiences that support their progress. For example, staff interact skilfully with children during play by extending their language and communication skills naturally. They promote the Welsh language successfully. Staff use some ideas from children to inform planning and enhance play areas, such as role play opportunities that follow children's interests in transport and a farm shop, ensuring children feel listened to. They use effective systems to track children's development and use these to identify and develop next steps in play and learning for some groups of children. However, opportunities to fully support all children's individual progress are not consistent, and staff acknowledge the need to further develop systems. Staff communicate regularly with parents through conversations and digital platforms, sharing information about children's experiences. They provide appropriate support for children with additional learning needs and ensure children receive consistent and effective support to participate at their own pace.

Environment — Good

The environment is safe and secure. Secure entry systems are effective, with gates and doors kept locked and procedures in place to record visitors' attendance. Staff demonstrate an awareness of risks and take appropriate action in the moment to reduce these, such as adapting provision, and complete daily checks and cleaning routines. They understand the difference between acceptable and unacceptable risk for the ages of the children and confidently encourage children to take appropriate, supervised risks during play. Leaders have a range of risk assessments in place which identify potential hazards across different areas, including the indoor environment, outdoor play space and specific activities. However, risk assessments are not always consistently reviewed or updated to reflect changes to the current environment and needs of the children. Fire safety systems are in place; however, fire drills are not always conducted regularly.

The setting is well maintained, bright and child friendly. Wall displays feature children's work and images of children's families, their local and wider community, which creates a sense of belonging and promotes Welsh identity and culture. The environment offers generous indoor and outdoor space, where areas are divided into different learning spaces to promote confidence and engagement. For example, indoors feature role play, numeracy and craft corners, small world play and reading areas to relax and enjoy quiet time. Outdoors has plenty of sensory experiences such as sand, water and mud play, as well as many opportunities to develop physical skills and exploration, such as climbing, balancing and biking.

Leaders ensure there is a good range of quality resources and equipment available to children, offering a good balance of continuous provision and planned activities to encourage exploration. Resources are appropriate for children's ages and stages of development and are stored at low levels to enable children to access them independently. Leaders place a strong emphasis on open-ended and natural materials, including loose parts to support creativity and problem-solving, including wooden resources and counting frames. There are also authentic materials in role play areas, such as perfume bottles and salt and pepper containers to enhance children's imaginative play. Leaders provide some resources that promote diversity and cultural awareness, including books and dolls, and staff say they celebrate cultural events, which is reflected in planning. However, children have limited access to a wide range of resources that reflect diversity and promote equality of opportunity and inclusion.

Leadership & Management — Good

Leaders understand their responsibilities well and demonstrate a clear direction for the setting. They maintain organised systems for managing records and documentation, which contribute to the effective running of the setting. Leaders show a good awareness of regulations and National Minimum Standards (NMS) to help implement procedures at the setting. Leaders ensure paperwork is stored securely, and there are a wide range of policies and procedures in place. However, some policies do not fully reflect current practice or the specific arrangements of the setting. The statement of purpose and information pack provide a clear overview of the setting for parents to make informed decisions.

Leaders complete effective self-evaluation processes and detailed quality of care reviews to support ongoing improvement at the setting. There is evidence that actions identified have been implemented, and both leaders and staff reflect on practice to identify areas for further development. For example, leaders recognise the need to strengthen some systems and documentation, and this demonstrates a clear commitment to improving outcomes for children.

Leaders work closely with staff to support development and provide opportunities for training. They allocate dedicated time for administrative tasks and joint working, as well as regular team discussions. Staff report feeling happy in their roles and value the supportive team environment. However, leaders do not complete regular supervisions and appraisals. Outcomes for children require improvement because staff are not given opportunities to formally discuss progress and concerns, and we expect the provider to make improvements. Information gathered about children is clear and shared appropriately with staff. During the inspection, leaders ensured all documents were printed and evidenced in staff files to demonstrate safe recruitment practices are followed.

Leaders value strong partnerships and work closely with school staff and external professionals. They maintain positive relationships to support children's transitions and contribute to a strong sense of community. Parents speak positively about the setting and the support provided by staff, and value the overall positive experiences, activities and Welsh opportunities for their 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.

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 if the provider does not formally monitor and review staff performance on a regular basis. This could potentially impact the standard of service delivery and the care children receive.	27/04/26

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 7 - Opportunities for play and learning	Develop systems to use observations and plan for all children's next steps in play, learning and development.
Standard 20 - Child protection	Staff safeguarding training must be suitable to individual roles.
Standard 24 - Safety	Review and update risk assessments to reflect the current premises or the needs of the children.
Standard 24 - Safety	Leaders must undertake more regular fire drills to ensure children and staff benefit from practising safe evacuation procedures.
Standard 23 - Equipment	Further develop resources that promote cultural awareness and equal opportunities.

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)
Review all policies to reflect current procedures at the setting.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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