Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Plant yr Enfys Gwynllyw

Ysgol Gyfun Gwynllyw, Folly Road Trevethin, Pontypool, NP4 8JD

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The inspection visit took place on 09/09/2026

Service Information:

Operated by:	Torfaen County Borough Council Child Care and Play Services
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:	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	Excellent
Care & Development	Excellent
Environment	Good
Leadership & Management	Excellent

Summary:

Children thrive at this setting. They are exceptionally confident, happy, and engaged, expressing their views with assurance and actively influencing their experiences. Children form secure relationships, develop strong friendships, and collaborate well with others. They show excellent independence, resilience, and problem-solving skills, benefiting from highly responsive, child-centred experiences.

Staff provide exceptionally high-quality care and support that promotes children's safety, health, and development. Safeguarding and safer sleep practices are particularly strong. Staff build warm, nurturing relationships, respond sensitively to children's needs, and deliver highly personalised support. Strong partnerships, bilingual practice, and responsive planning help children thrive.

Leaders provide a safe, welcoming, and well-organised environment where children feel secure and valued. Resources and spaces promote independence, exploration and creativity, and leaders

are continuing to develop aspects of the provision to further enrich children's learning experiences.

Leaders provide exceptional leadership and maintain a clear vision for the setting, ensuring children’s well-being, safety and development remain central to all aspects of provision. They use robust self-evaluation, ambitious planning, and recognised quality assurance frameworks to sustain and enhance high-quality practice. Leaders manage resources and staffing highly effectively, build strong partnerships with families and professionals, and create an inclusive culture that secures excellent outcomes for children.

Findings:

Well-being — Excellent

Children are highly confident in expressing their views and influencing their experiences. They move confidently between indoor and outdoor areas, independently selecting activities, resources and play spaces that interest them. For example, one child carefully placed a paper telescope they had made into their bag before choosing to join friends playing on stepping stones outdoors. Children express their wishes, preferences and ideas with confidence, ask for resources, and seek support when needed. They communicate in a variety of ways, and all attempts at communication are valued and respected. Children confidently share their thoughts, knowing their views matter and that staff respond to their interests and achievements.

Children feel extremely safe, happy, and valued. They arrive settled and quickly engage in play, demonstrating a strong sense of belonging. Secure relationships with familiar adults help children feel confident to seek reassurance or support when needed. They are relaxed in their surroundings, understand routines well and move smoothly between activities and transitions. Children's privacy and dignity are respected during personal care routines, and they actively participate in tasks appropriate to their age and stage of development.

Children interact exceptionally well and demonstrate highly developed social skills. They form positive friendships, readily include others in their play and work collaboratively. Children are kind and encouraging towards one another, with one child telling a friend, *"Yours is lovely,"* and receiving a confident *"Thank you"* in response. They negotiate roles, share ideas, and adapt activities together. For example, children transformed a cup-and-ball game by using a hard hat as a target, encouraging one another as they explored different ways to play. They willingly share resources, wait their turn patiently and show consideration for others, contributing to a calm, respectful, and inclusive atmosphere.

Children thoroughly enjoy their play and learning experiences and remain highly engaged. They become deeply absorbed in activities such as sand play, drawing patterns, den building and obstacle courses. Children confidently follow their own interests, direct their play, and extend activities in imaginative ways. They take pride in their achievements, with one child proudly declaring, *"I already know how to write my name."* Younger children communicate enthusiastically through sounds and animal noises, laughing as they engage with adults during play.

Children demonstrate excellent independence, confidence, and resilience. They competently manage everyday tasks, including handwashing, toileting, pouring drinks, serving snacks, and tidying away resources. Children persevere when faced with challenges, demonstrating determination, creativity and strong problem-solving skills as they adapt activities to extend their

learning. They take appropriate risks, learn from experience, and show confidence in their own abilities.

Care & Development — Excellent

Staff provide care and support of an exceptionally high standard and place children's safety, health, and development at the centre of their practice. They follow robust procedures to promote children's health and well-being, including effective hygiene routines, the appropriate use of personal protective equipment and clear arrangements for managing allergies and dietary needs. Staff actively promote healthy lifestyles through nutritious snacks, regular outdoor play, and daily opportunities for physical activity. Safeguarding practice is a significant strength. Staff demonstrate an excellent understanding of their responsibilities, confidently describe reporting procedures, and understand the importance of acting promptly if concerns arise. Comprehensive safer sleep arrangements further promote children's safety and reflect a strong commitment to best practice. Staff follow current guidance and maintain comprehensive records, including regular sleep checks and temperature monitoring. They also maintain detailed accident and incident records and use this information exceptionally well to identify patterns, review practice, and make improvements that further enhance children's safety.

Staff manage interactions with warmth and sensitivity, creating a calm, nurturing atmosphere where children feel secure, valued and respected.
They are fully engaged in children's play, following their interests and responding warmly to their needs. Staff listen carefully to all forms of communication and place children's views at the heart of the setting. They communicate respectfully, using gentle voices, high-quality language, and frequent encouragement to build confidence and self-esteem. Staff are excellent role models and consistently support children to develop positive behaviour through kind, restorative approaches. Gentle reminders help children understand kindness, fairness, and respect, contributing to the calm and caring atmosphere throughout the setting. Staff respond sensitively when children become upset, providing reassurance and comfort with patience and warmth. Their commitment to developing bilingual practice is particularly impressive. Staff make extensive use of Welsh throughout the day and demonstrate a strong commitment to developing the setting's Welsh language provision.

Staff know children exceptionally well and use this knowledge to provide highly individualised care and support. Effective key worker arrangements, detailed observations, and comprehensive assessments ensure they understand children's interests, preferences, and developmental needs. Planning is highly responsive and reflects children's stages of development, interests, and next steps in learning. Staff skilfully balance supporting play and allowing children to lead their own learning. For example, they join children's parachute games and drawing activities, extending learning while maintaining children's ownership of their play. Staff use thoughtful questioning to promote communication, curiosity, and problem-solving, asking questions such as "*What colour next?"* to encourage children to think and explore. They work highly effectively with parents and external professionals to support children with emerging additional learning needs.

Environment — Good

Leaders provide a safe, welcoming and purposeful environment that effectively supports children's learning, development and independence. The premises are well maintained and organised to meet children's needs, enabling them to move confidently between activities and make independent choices. Effective systems promote children's safety and well-being, with regular checks ensuring risks are identified and addressed promptly. Robust security measures, including locked doors and gates, an intercom entry system and controlled access procedures, help safeguard children. Regular fire drills, testing of safety equipment and clear emergency procedures demonstrate leaders' commitment to maintaining a strong culture of safety, allowing children to play and learn with confidence.

Leaders organise the available space thoughtfully to meet the differing needs of children. They provide care across two rooms, including a dedicated area for children under two years of age and a separate wraparound room for older children. This arrangement supports smooth transitions as children develop and prepare for the next stage. Leaders create calm, child-centred spaces with clearly defined areas of learning that promote independence and enable children to make choices about their play. They ensure the environment is bright, welcoming, and well maintained. Displays of children's photographs, artwork and family members are used purposefully to strengthen children's sense of belonging and identity.

Leaders carefully select and organise resources to promote exploration, creativity, and independent learning. They provide a wide range of open-ended, materials, including loose parts, construction resources, books, real-life household items, and small world equipment. Leaders ensure resources are accessible at children's height, enabling children to make independent choices and lead their own learning. They enhance imaginative play through well-resourced role play areas and a mud kitchen equipped with real utensils, bowls, taps, and sinks. Leaders also provide natural materials, such as pinecones, leaves and wood, to encourage children to explore and engage with the natural world.

Leaders ensure the outdoor environment complements and extends children's learning. They provide opportunities for reading, creative experiences, physical play, and outdoor investigation, creating continuity between indoor and outdoor learning. Children benefit from access to sand, water, planting and digging activities, bicycles, scooters, and large play equipment that support physical development and provide opportunities to take managed risks. Leaders have begun to strengthen resources that promote diversity and inclusion and are taking positive steps to broaden children's understanding of different cultures and backgrounds. However, opportunities remain to further develop the range of authentic resources available, so children gain a richer understanding of diversity.

Leadership & Management — Excellent

Leaders provide outstanding direction and have created a highly effective culture that places children's well-being, safety and development at the centre of the setting. The Statement of Purpose provides an accurate reflection of the setting and its practice. Leaders communicate a clear vision and high expectations, which are understood and embedded across the staff team. They foster a positive culture where children, families and staff feel valued and respected. Leaders also champion the Active Offer and provide clear strategic direction for the development of Welsh language provision. Policies and procedures are comprehensive, regularly reviewed and support safe, consistent and child-focused practice.

Leaders have established exemplary systems for self-evaluation and improvement planning. The quality of care review is reflective and provides a clear evaluation of strengths and areas for development. Feedback from parents, staff and partner agencies is actively sought and used effectively to shape priorities and drive improvement. Staff contribute meaningfully to evaluating practice, helping to create a strong culture of accountability and continuous improvement. Leaders engage exceptionally well with recognised quality assurance frameworks, achieving external accreditation and participating in national improvement programmes, including the Healthy and Sustainable Pre-school Scheme and bilingual development initiatives. These are used purposefully to evaluate practice, identify meaningful actions and secure positive outcomes for children. Improvement planning is ambitious, well considered and focused on further enhancing an already strong setting.

Leaders manage staff and resources exceptionally well. Recruitment processes are robust and ensure children are cared for by suitably qualified and vetted staff. A notable strength is the trust and confidence leaders place in staff. Roles and responsibilities are matched thoughtfully to individual strengths and interests, enabling staff to take ownership of key areas and contribute meaningfully to the ongoing development of the setting. This promotes accountability, professional growth and pride in their work. Effective supervision and appraisal arrangements provide appropriate support and challenge, contributing to a highly skilled and motivated workforce. Leaders maintain strong oversight of staffing and resources, ensuring staff are deployed flexibly and efficiently to meet children's needs.

Partnership working is a significant strength. Leaders have developed exceptionally positive and trusting relationships with parents and carers, supported by highly effective communication that keeps families informed and involved. Parents spoke warmly about the personalised support they receive, with one commenting, *"There was no pressure to leave [child] during the settling-in process; I was invited to stay as long as needed."* Strong partnerships also enhance children's learning through engagement with the local community, including events, visitors and shared experiences that help children develop a strong sense of belonging and pride in their local area.

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)
Leaders should continue to develop resources and play materials that promote cultural awareness, diversity and inclusion, including a wider range of authentic, real-life resources.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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