Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Groes-wen

Cylch Meithrin Groes-wen, Ysgol Gynradd Groes-wen Primary School, , Rhodfa Plasdwr, , St Fagans, , Cardiff, , CF5 2FG

07958299994

The inspection visit took place on 06/05/2026

Service Information:

Operated by:	Cylch Meithrin Groes-wen
Care Type:	Children's Day Care
Registered places:	96
Main language(s):	Welsh
Flying Start service:	No
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	Adequate
Care & Development	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children are content and settled within the setting. They have formed good relationships with each other and staff, which helps them feel safe and valued. Children make some choices about how they spend their time, and they are confident and secure in their environment.

Staff are kind, caring and interact well with children. They keep children safe and implement suitable routines, policies and procedures. Staff manage behaviour appropriately and have realistic expectations.

The environment is safe, secure, clean and welcoming. There is a range of play spaces and resources to support children's play and learning. Leaders ensure children are able to have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

On the whole, leaders have adequate knowledge and understanding of their regulatory responsibilities. However, improvements need to be made in relation to safeguarding policies and supervision for staff. Following the inspection visit, leaders have implemented several changes, acting swiftly to address recommendations made. Staff develop positive relationships with parents.

Findings:

Well-being — Adequate

Children are confident to explore their environment freely and move between areas with ease. For example, some children choose to engage in activities at the arts and crafts table, while others opt for outdoor play. Children particularly enjoy selecting where in the outdoor area they wish to play and choosing from the resources available to them. However, children's access to some resources is restricted as items are stored out of reach or kept in boxes. As a result, children are not always able to make independent choices or fully lead their own play throughout the session.

Nearly all children appear settled, happy and relaxed during the day. They arrive ready to begin their day and engage confidently in their chosen activities. Children have developed reliable relationships with staff and are confident to approach them for guidance or comfort. They are familiar with daily routines such as tidying up, washing hands and sitting down for snack, which helps them feel secure.

Children interact positively with staff and each other. They chat about their play, organise imaginative games together and share resources with minimal adult support. Children take turns on equipment such as the slide and help one another, for example by pointing out where water bottles are stored. They enjoy the praise they receive for positive behaviour. Children show awareness of others' needs and work cooperatively during play. Younger children are beginning to understand expectations around behaviour, with reminders and support from staff when needed.

Children enjoy their play and are keen to involve staff in their activities. They engage in imaginative play, creative activities and outdoor play, including role play and physical activity. The majority are developing their language skills well and use incidental Welsh during their play. Most children are curious learners, experimenting with sand, creating objects using magnetic shapes and using cardboard boxes to construct exciting role play opportunities.

Children are developing suitably in line with their age and stage of development. They are learning to do some things safely for themselves such as accessing the toilet facilities and washing hands independently with staff supervision. However, opportunities for children to develop independence skills are not sufficiently promoted, such as helping to serve at mealtimes.

Care & Development — Adequate

Staff are clear about their responsibilities and have sound knowledge of how to keep children safe and healthy. They provide children with regular access to physical exercise and fresh air outdoors. We saw staff supervising children closely on the classroom floor and reminding them about safe play, such as sitting correctly on the slide. Staff record children's attendance with arrival and departure times. They follow procedures for recording the administering of medication, accidents, and incidents. However, some records are not specific to the setting and accidents are not always accurately recorded. Staff maintain effective cleaning and hygiene practices. They tidy as they go, sweep floors and take practical steps to reduce risks such as moving resources out of children's way.

Staff support children's emotional well-being in a warm and respectful way. We heard staff checking how children feel by asking, "*Pawb yn hapus?*" and "*Are you okay?*", which helps children feel cared for and reassured. Staff celebrate positive behaviour and encourage cooperation. They thank children and praise their efforts, including when children help to tidy up. We saw children respond well to this approach. Staff show respect towards children; for example, we heard a member of staff apologise when a child became upset about going outside.

Staff provide suitable opportunities for children to play and enjoy their time at the setting. They respond to children's needs and interests during the session. We saw staff helping children find their belongings, offering help when needed and joining in conversations. Staff join children's play when invited, which supports positive relationships. They retain individual files for children that contain pieces of work they have completed. However, staff do not observe or record what children do in order to plan their next steps in play, learning and development. Staff promote the Welsh language effectively through everyday conversations and vocabulary.

Environment — Good

Leaders have effective procedures in place to ensure that the environment is safe, secure, and well maintained. They implement appropriate safety measures including locked gates and controlled access through school doors, and clear arrangements for children's arrival and collection. Leaders ensure that systems such as fire and electrics are serviced in line with requirements. Staff keep all areas clean and hygienic such as checking the outside area before children go out and cleaning areas before children sit to eat. Records show that kitchen areas, food preparation and storage areas are safe and in line with food standards legislation. Leaders undertake risk assessments to cover key activities such as sand and water play, and a there is a general risk assessment appropriate for the setting. They ensure fire safety arrangements are in place, and staff undertake fire drills with children regularly.

The environment is bright, welcoming, and child-friendly, with a warm and natural feel. There are colourful displays of children's achievements, to celebrate their crafts and painting work. The indoor areas are clean and attractively presented, with clear spaces for play, quiet activities and group times. Furniture, fixtures and fittings are appropriate for the age range, and children can access child-height sinks and toilets to wash their hands independently. The outdoor area provides suitable space and equipment for physical play, including trikes, slides and water play.

Leaders ensure that equipment and resources are plentiful and are of a good quality to meet the needs of the children. They provide resources for children's creativity, language, mathematical development and imaginative play. Leaders provide a range of play materials indoors and outdoors, including small world toys, dolls, construction resources, craft materials, bikes and water play equipment. Staff set out resources which support children's play and enjoyment, and add materials to extend play, particularly outdoors. On the day of inspection, at times, children only accessed a limited number of resources, particularly in relation to loose parts and real-life materials that encourage exploration and creativity. The quality and condition of the resources provided are suitable and support a positive play environment, contributing to a good overall experience for children.

Leadership & Management — Adequate

Leaders are experienced and manage the setting adequately. However, improvement is required to comply and meet the national minimum standards and regulations suitably. Leaders have a clear vision for the setting and are passionate about their role. They ensure there is a range of appropriate policies and procedures in place, and they are improving systems to manage review time scales effectively. However, outcomes for children require improvement because safeguarding policies are not specific to the setting and do not clearly outline procedures for reporting concerns. We expect the provider to make improvements. Leaders maintain children's records which are accurate and include the necessary permissions.

Leaders have appropriate systems in place to monitor and review the quality of the service. They gather the views of children, parents and staff and take account of feedback from the management committee and partner agencies. Leaders identify strengths and areas for development and outline priorities for improvement.

All staff have completed appropriate safeguarding training and hold current Disclosure and Barring Service (DBS) checks. Leaders ensure staff are suitable by completing necessary recruitment checks. However, these are not always documented appropriately. Staff confirmed they enjoy working at the setting and feel supported. However, outcomes for children require improvement because staff are not given opportunities to reflect on their practice through regular formal one to one supervisions or appraisals. We expect the provider to make improvements.

Leaders are developing partnerships with outside agencies. Arrangements between the setting and the school are well established and support children's transitions, helping them experience continuity throughout their day. Leaders and staff work closely with a variety of external agencies to ensure children and families receive the support needed, for example, speech and language services. Leaders maintain good partnerships with parents and have identified opportunities to make improvements in communication. Feedback from parents and carers gathered during the inspection was positive and reflects confidence in the care provided.

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 are at risk of harm because the Responsible Individual has not ensured that the safeguarding policy and procedure contains details of how staff should refer any concerns including allegations of whistleblowing.	06/05/26
Children are at risk of harm because staff are not in receipt of regular supervisions or appraisals to support their practice and provide them with opportunities to identify training and development needs, and discuss any concerns.	06/05/26

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 5 - Records	Maintain staff and visitor attendance records specific to the setting and ensure accident records are consistently accurate.
Standard 7 - Opportunities for play and learning	Observe and record what children do to help plan their next steps in play, learning and development.
Standard 13 (Day Care) - Suitable Person	Maintain complete and up to date staff files so that important information is managed appropriately.

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)
Promote children's independence in managing everyday tasks.
Provide more opportunities for children to make choices in their play.
Consider setting out more loose parts and real-life resources in the environment to support children’s exploration and creativity.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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