



Meithrinfa Ty Hapus



Ysgol Gynradd Gymraeg Tan-y-Ian, 30 Hill View Crescent Clase, Swansea, SA6 7HN



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www.meithrinfatyhapus.com

Date(s) of inspection visit(s):

06/05/2025, 13/05/2025

Service Information:

Operated by:	The World of Play 2007 Limited
Care Type:	Children's Day Care
Registered places:	50
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and culture, or is working towards a bilingual service.

Ratings:



Well-being

Excellent



Care & Development

Excellent



Environment

Excellent



Leadership & Management

Excellent

Summary:

Children have many choices and opportunities to make decisions about how they spend their time. They are very happy at the setting and feel valued. Children interact positively with their friends and staff. They thoroughly enjoy and are completely absorbed in their play. Children are motivated to follow their own interests and have opportunities to develop their independence skills.

Staff have a clear understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a wide range of activities led by children's interests and developmental needs.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of resources promote children's all-round development.

There is strong leadership which work extensively to maintain and develop the setting. Leaders and staff are highly motivated and ensure robust policies, procedures, and records are in place. Leaders use self-evaluation effectively to identify and make improvements. Parents are kept well informed and up to date about their child's experiences and development.

Findings:



Well-being

Excellent

Children have a very strong voice in the setting. They make many choices and decisions about how to spend their time. For example, during large parts of each session, children can choose with what to play and whether to join in with activities or follow their interests. They use a wide variety of interesting activities and resources to shape their own play opportunities and develop their ideas. Nearly all children communicate confidently, including those who do not rely solely on verbal methods, as they know that the practitioners will listen and respond to them.

Children clearly have a strong sense of belonging. They arrive happily, settling quickly into play. Children's feelings, likes, dislikes and needs are acknowledged and highly valued as they have very strong bonds of affection. For instance, children excitedly went over to greet staff when they first arrived, and others proudly showed their pictures to staff. Children are very familiar with routines of the setting. When staff announce tidy up time, many children willingly collected resources to put them away. They receive lots of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn.

Interactions between children and adults are consistently good and children co-operate well. For example, they eagerly share their news with staff in the office, proudly show their awards and invite staff to join in with their play. Children interact exceptionally well with their peers. They develop a kind and respectful relationship towards others. For example, when helping friends to look for their water bottle. They work exceptionally well with other children and share and take turns patiently. During lunch and snack, children chat together, discussing their food choices and sharing their experiences. For instance, after checking with staff the name of the 'enchilada' meal, one child asked others "*do you like the enchilada?*" with many replying that they did.

Children are highly motivated, animated and fully engaged in their play and learning. They eagerly enjoy interesting opportunities indoors and can choose to relax and have quiet times. For instance, they can choose where to play within the main playroom or choose to play outdoors. Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate. They are delighted and express enthusiasm and enjoyment.

Children have considerable freedom to safely explore their environment, exploring the toys and resources on display or requesting specific activities. For example, children suggested songs to sing, and one child asked for stickers to use as part of their play. Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. Children experience innovative age-appropriate opportunities that fully promote their all-round development. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For example, they use tongs to self-serve their food and small jugs to pour their water.



Staff fully understand and consistently implement the setting's policies. They promote healthy lifestyles, physical activities, personal safety and well-being consistently. Staff identify and proactively and effectively manage risks. For example, they move around the play areas, positioning themselves to monitor the children effectively. Safeguarding is prioritised and staff have a thorough understanding of their responsibilities to protect children. They confidently answered what steps they would take if they had any child protection concerns. Staff implement robust cleaning and good hygiene practices as well as encouraging children to follow good hygiene habits. Staff complete accurate accident, incident and existing injury records and share these with parents. A varied and nutritionally balanced healthy snack and lunch menu is in place and drinking water is available throughout the day. There are robust systems in place to manage children's food allergies and individual dietary requirements.

Staff support children to speak or express themselves exceptionally well as they receive an effective and meaningful response and interaction. Their home language is celebrated and promoted and staff support children using their preferred language. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, they regularly praise the children and reinforce the behaviour they want to see. Staff are consistently responsive; they genuinely listen and respect children's views. The interactions are very positive, demonstrating warmth and kindness. Staff are sensitive to the needs and experiences of individual children. They are very responsive and nurturing, which means children approach them with ease.

Staff are committed to providing a broad range of play and learning activities. They follow children's views and preferences, observing their play and responding to their interests. Staff are aware of children's individual development. For instance, they use observations to monitor children's progress and plan well for the children's next steps, regularly reviewing progress. Staff understand their individual needs and know the children well, confidently discussing where children need additional support or their medical needs. Staff contribute to in the moment planning, which effectively supports the individual needs of all ages. Staff recognise when children may have additional needs. They take appropriate action in a timely manner and make good use of the support services. Staff offer some good opportunities to develop children's independence. Staff have a very effective relationship with parents and carers. They share and discuss their children's needs and achievements with them regularly and include them as part of their observation planning.



Environment

Excellent

Leaders and staff work consistently to keep the environment safe, secure, clean and well maintained. Staff ensure only authorised persons have entry to the setting and maintain a log for any visitors. Leaders and staff have comprehensive and very effective measures in place to ensure that everyone fully understands their responsibilities in relation to the safety and welfare of children. Leaders complete highly effective and comprehensive general and fire risk assessments, which are consistently reviewed and acted upon. For example, they have individual outings risk assessments which identify risks during the outing and include an evaluation of the outing. Leaders and staff carry out regular safety checks and provide evidence of annual safety checks including Portable Appliance Testing, gas boiler testing and firefighting equipment testing. Leaders and staff carry out regular fire drills, maintaining clear records of each practice and ensuring staff and children know how to evacuate the building safely in the event of an emergency.

Leaders ensure the environment has extensive indoor play space for children to move freely and explore. They ensure the environment meets the children's needs and enables them to reach their full potential. Leaders effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for all the age ranges cared for. Children have a lovely sense of belonging because staff display children's photographs and creative work around the setting. They also use the notice boards to promote safeguarding. The environment encourages children to explore independently. For instance, toys and resources are stored on low level shelves and open boxes for children to access. Leaders and staff offer a developing outdoor area and ensure that any outdoor play space is used as often as possible.

Leaders ensure that all children can easily access excellent quality and an extensive variety of age-appropriate furniture, toys and equipment to stimulate the children's interest and imagination. Children can access a wide range of resources and areas including imaginative, creative, exploratory, physical, literary and sensory. Leaders and staff offer recyclable, natural and real-life resources as well as commercially manufactured toys. Leaders provide good resources to promote children's curiosity about the wider society, promoting equality, and learning about cultural awareness. There is a good-sized outdoor play area which is well maintained and is being developed to present interesting opportunities for the children. The setting has very good quality furniture and resources to support children's independence. For example, child sized tables, chairs and suitable toilets and wash hand basins.



Meithrinfa Ty Hapus has a strong leadership team who are enthusiastic and understand their roles and responsibilities. They have a clear vision for the setting and are dedicated and motivated to continually improve upon the service they offer. Leaders maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided. Leaders regularly review and update their individualised policies and ensure that these are fully implemented in practice. They have a good understanding of their responsibilities to promote the Welsh language and are working towards the Welsh Language Active offer. Leaders ensure that the required children's records are accurately and safely kept. For example, they have contracts, permissions and collect further information to support children to settle and develop at the setting. Leaders ensure that they engage with Care Inspectorate Wales (CIW), notifying CIW of significant events, change of staff and updates to the statement of purpose. Leaders maintain an organised environment and all documents are easily accessed and in good order.

Leaders monitor and review the setting regularly, making plans for improvements and actively implementing self-evaluation. They seek and implement the suggestions of children, their parents/carers, staff and other interested partners. Leaders have good processes when dealing with any complaints or events and implement improvements in a timely manner.

Leaders consistently follow timely and robust recruitment processes to safeguard children. Staff files are of a good quality and all relevant checks carried out to ensure staff are suitable to work with children. They have excellent systems in place to ensure that suitability checks are updated in a timely manner. New staff are very well supported during their probation with a thorough induction process. The performance management process is good and encourages practitioners to attend a range of training and to apply their learning. Regular good supervision and appraisals are carried out which support their roles and enable staff to identify their strengths and areas for development. For instance, supervisions are differentiated to each role within the setting, to identify specific needs for each role. Leaders have a clear record of when children are in their care and which staff are working directly with children. They consistently ensure that staff are deployed effectively to ensure staffing ratios are met and often exceeded and that children's needs are fully met.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed via their App and also provide verbal feedback. They have good links with a range of professionals, the community and other stakeholders. Leaders respond positively to information and advice given to improve children's well-being and identified needs. They ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. These are followed consistently, and children have benefitted from the action taken.

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

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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