Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Carno

Canolfan Cymunedol, Carno, Caersws, SY17 5LH

07599623162

The inspection visit took place on 24/09/2025

Service Information:

Operated by:	CYLCH MEITHRIN CARNO A TI A FI
Care Type:	Children's Day Care
Registered places:	12
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 service provider 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 confident, happy and enjoy their time at Cylch Meithrin Carno. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do.

Staff are patient, kind and caring towards the children. They support children's learning and development through a wide range of planned activities led by the children's interests and developmental needs. Staff keep effective records of children's progress and track their development well.

The environment is welcoming, of consistently good quality and organised effectively. Staff follow thorough infection control procedures meaning the environment is clean and safe for staff and children. Staff undertake purposeful risk assessments to ensure all possible risks indoors and outdoors are minimised. The setting has a consistently good range of quality toys and resources for

indoor and outdoor activities.

Leaders are organised and they have a clear vision for the future. During the previous inspection we had significant concerns about safeguarding practices at the service; the rating awarded for Leadership and Management at that time was ‘Poor’. We took urgent enforcement action, and found at this inspection, the provider had made significant improvements, and the Leadership and Management is now rated as ‘Good’.

Findings:

Well-being — Good

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, some children choose to complete an adult lead activity, helping to build a scarecrow for the village competition. Other children choose to play independently with the magnetic tiles. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, children discuss the different body parts the scarecrow will need, "*pen, coesau a trwyn*".

Children feel relaxed at the setting as they are familiar with the environment and routines. Children have a good relationship with staff and happily approach them for comfort or support when needed. They form friendships with other children showing empathy and care, for example, children were concerned where a child was going when they had to leave early and wanted to know when they would be returning. Children interact well for their ages and stages of development. Children learn to co-operate, share, and take turns. For example, they waited patiently for their turn to scrunch the newspaper to stuff and fill the scarecrow. They respect each other and the resources, using them appropriately and helping to tidy up when asked. Children are well mannered, and we heard lots of "*please"* and "*thank you".*

Children really enjoy their time at the setting. For example, there were lots of smiles and laughter as a child explained to a member of staff "*you are just like my Nain*". Children engage in their chosen activity for an appropriate length of time for their age and stage of development. They can follow their interests and enjoy what they are doing. Children take pride in their achievements and celebrate their success with each other and the staff, for example, celebrating how they managed to identify the different shapes represented by the magnetic tiles.

The activities and resources available allow children to try things for themselves and develop a range of skills. Since our previous inspection visit there has been a significant improvement in children having regular opportunities to be independent. For example, a daily helper assists with preparing for snack and at lunchtime by placing out the lunch boxes. Children are encouraged to pour their own drinks and butter their own crackers. They can freely access items and the areas of learning they want and those who are able to, independently use the facilities, such as toileting and handwashing.

Care & Development — Good

Staff understand their roles and responsibilities to promote children's safety and well-being, implementing policies and procedures consistently. They are professional and supervise children appropriately. Staff have attended paediatric first aid training enabling them to deal with minor accidents confidently. Staff keep records of accidents and incidents and ensure parents acknowledge these records. Since the last inspection, all staff and leaders have attended advanced safeguarding training. Leaders have raised the profile of safeguarding with staff and those we spoke to confidently knew what action to take if they were concerned about a child. Staff promote healthy eating habits at snack times and water is always available to ensure children stay hydrated. There are suitable procedures in place to manage children's allergies and dietary requirements. Staff encourage outdoor play to ensure children get fresh air during the day, even when weather conditions are cold, wet, or windy.

Staff know children well and have a warm, friendly, and caring approach. They speak to the children affectionately, developing a positive rapport. We saw children readily go to staff for a cuddle or happily ask them to join in with their play. Staff manage interactions and behaviour well. They are patient, calm and clear when supporting children to manage more challenging feelings and emotions. For example, offering explanations as to 'why' they should take turns and providing children with enough time to prepare them for transitions. They praise children consistently for their efforts and celebrate their achievements, which reinforces positive behaviour and enhances children's self-esteem. Staff encourage children to be kind and polite. They sit with children at lunchtime and when eating snacks to promote their language and social skills.

Staff ensure children have many opportunities to direct their own play and learning as well as taking part in adult led activities if interested. They support children's learning and development effectively, engaging positively to help children learn naturally and in the moment. For example, they ask children to name colours, and count in English and Welsh whilst playing with a variety of resources. Staff undertake regular observations of children's development, recording their activities and achievements. They identify children's next steps in development and ensure that they revisit this information when conducting their next observation. Since our last visit there has been a significant increase in the use of the Welsh language. Staff consistently speak Welsh with the children, and they encourage and support children to return conversation in Welsh.

Environment — Good

The indoor environment is safe and secure. The outdoor area is safely surrounded by purposeful fencing and since our last visit the gate is now secured with a lock. Visitors access the setting through the main entrance and are welcomed by the staff. Children access the setting using the same entrance and are signed in by staff. Since our last visit staff now note the specific times of arrival and departure of all children. Staff arrival and departure times are recorded along with visitors attending. This further ensures leaders are confident of who is within the setting at any time. Effective risk assessments are in place, including daily checks of the indoor and outdoor area. Leaders clearly evidence all other required safety checks and complete these within appropriate timescales, including fire and smoke alarms, fire extinguishers and electrical testing. The toilet facilities are clean, accessible and are age appropriate. However, children's privacy and dignity is not always preserved when completing nappy changes as other children were allowed to use the toilet at the same time.

The indoor premises are warm and welcoming and provide a consistently good and beneficial environment for children to play and learn. Children have independent access to resources, ensuring they are curious and active learners. Outdoors, they have access to resources that promote their physical development. This provides increased opportunities to support children's physical development, curiosity as well as overall learning. The outdoor area is sufficiently resourced including slide, sand pit, water play, chalk board and trucks. Children are actively encouraged to investigate and make use of all resources to develop their natural curiosity. Staff prepare the resources in advance ensuring they are available for the children to use upon arrival.

Leaders provide a valuable range of age-appropriate toys and resources that keep children engaged. They encourage children to use various resources including the sensory equipment, the recycled materials and role-playing resources. Leaders ensure all toys and play equipment are clean and well-maintained and regularly cleaned. There is a range of resources available to promote cultural awareness, celebrations, and diversity within the setting.

Leadership & Management — Good

Leaders are effective in the way they manage and operate the setting and are committed to ongoing improvements. They ensure staff implement policies and procedures in practice. The statement of purpose has been updated since the last inspection to provide an accurate picture of the service offered, and includes the information required by regulation and the national minimum standards. This enables prospective parents to make an informed decision about using the setting. Leaders have worked positively with Care Inspectorate Wales (CIW) during this inspection.

Leaders follow timely and robust recruitment processes consistently to safeguard children and ensure the suitability of staff. They ensure the required Disclosure and Barring Service (DBS) checks are in place for all staff members. Staff files are complete which includes references, job description and CV. Staff members said they feel well supported and enjoy their role. Leaders undertake regular supervision and appraisal sessions that support staff with their role, learning and development and any performance issues that may arise. Leaders ensure staff are deployed appropriately to effectively oversee tasks, activities and support children.

Leaders actively seek feedback from staff, children and parents regarding the service and collate all feedback in their quality-of-care review report. Through this feedback and discussion with the team of staff, they decide on changes and improvements that will benefit the children.

Leaders have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the end of sessions and photographs are shared via a private social media platform as well as through an app. Leaders are currently developing a daily diary book which will be introduced to further communicate with parents. Parents we sought feedback from confirmed they are happy with the care given, *"My child is always happy to attend Cylch", "Fantastic little setting with great staff"* and *"The ladies work together very well. All with the mindset of ensuring all the children are safe, thriving, learning whilst having fun and making friends".* Leaders have a positive relationship with staff at the school they are based within which eases children's transitions from the setting and into school.

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)
Standard 4 - Meeting individual needs	Ensure children's privacy is consistently respected when intimate care is being provided.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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