Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Beddau ar Safle Garth Olwg

Ysgol Garth Olwg, Main Road Church Village, Pontypridd, CF38 1DX

07891897160

The inspection visit took place on 05/06/2026

Service Information:

Operated by:	CYLCH MEITHRIN BEDDAU
Care Type:	Children's Day Care
Registered places:	40
Main language(s):	Welsh and English
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	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Excellent

Summary:

Children experience excellent well-being outcomes. They are confident, independent and actively engaged in their play and learning. Children make meaningful choices and influence their experiences. They feel safe, secure and valued, forming strong relationships with staff and peers. Children interact positively and develop skills that support their overall development and independence.

Staff provide effective care and development opportunities. They promote children's health, safety and independence through strong routines and safeguarding practice. Interactions are consistently positive, with meaningful use of Welsh and effective praise. Staff actively support and extend play, respond to children's interests and use community experiences to enhance learning and development.

Leaders provide a safe, secure and well-maintained environment that supports children's learning and development. Staff manage risks effectively and make good use of indoor and outdoor spaces

to promote independence, exploration and physical activity. Resources are accessible and suitable, and the environment supports meaningful play, curiosity and engagement.

Leaders provide highly effective direction with a clear vision and strong teamwork. Staff benefit from regular, purposeful supervision and appraisal, alongside a wide range of relevant training that enhances skills and confidence. Staff feel valued and well supported. Strong partnerships further enhance outcomes for children's well-being and development.

Findings:

Well-being — Excellent

Children experience very positive well-being outcomes and benefit from a nurturing, responsive and supportive environment. They have good opportunities to make choices and influence aspects of their daily experiences. Children confidently select from a range of activities and move independently between indoor and outdoor areas. They approach staff readily to request resources, seek support or share ideas, and staff respond positively to their needs. Children's interests help shape experiences and activities. For example, children independently explored water play using squirting bottles, sponges and containers, and showed enthusiasm for themes such as dinosaurs and honeycomb. They also make choices during group activities, selecting songs and choosing books during library visits. Staff listen carefully to children and respect their preferences. Younger children and those who choose not to participate in group activities are supported sensitively to continue their play, ensuring their individual needs are considered.

Children are settled, happy and secure. They form warm relationships with staff, who know them well and provide consistent care and reassurance. Staff interact with children in a calm and respectful manner and support their emotional well-being effectively. During personal care routines, staff promote children's dignity and comfort. Children demonstrate that they feel safe through their confidence in exploring the environment, engaging with others and following familiar routines. This contributes positively to their sense of belonging.

Children interact well with one another and are developing positive social skills. They cooperate during play, share resources and take turns appropriately for their age and stage of development. For example, they work together during water play and participate enthusiastically in group games. Children communicate confidently with peers and staff, talking about their interests, experiences and home life. Staff support children to resolve minor disagreements in a sensitive manner, helping them to understand fairness and develop positive behaviour.

Children enjoy their play and learning experiences. They engage well in activities and show concentration when exploring areas that interest them, particularly during outdoor play. Children willingly involve staff in their play and demonstrate curiosity and enthusiasm.

Children develop good independence skills. They confidently complete age-appropriate tasks such as accessing drinks, washing their hands, using bathroom facilities and choosing resources. They help tidy away equipment and make decisions about their play and learning. As a result, children are confident, motivated and well supported to make progress in their emotional, social and developmental learning.

Care & Development — Good

Staff successfully promote children's health, safety and development. They follow effective hygiene routines, cleaning tables and encouraging children to wash their hands before eating. After lunch, staff clean surfaces and encourage children to help tidy, reinforcing good practice. Staff ensure children drink water and manage their own personal care, promoting independence. They make purposeful use of the outdoor environment and local community. For example, children visit the local library regularly, holding hands, looking out for cars and listening to birds in nests, with staff asking, "wyt ti'n meddwl bod babis?" ("Do you think there are babies?") Staff also provide free-flow access to outdoors, so children benefit from fresh air and exercise. They demonstrate a strong understanding of safeguarding procedures and complete records accurately, including attendance registers, ensuring children are accounted for. However, staff do not always ensure that records relating to medication are fully completed. We saw occasions where signatures and dates had not been consistently recorded on all related forms and documentation by both the parent/carer and the responsible member of staff.

Staff manage interactions in a consistently positive and skilful manner. They are actively involved in children's play, engaging in meaningful conversations and following children's interests. For example, staff ask, "Where are you going on the weekend? You're going to Disney?!" and respond with genuine interest. They use Welsh naturally throughout the day, greeting children with "Prynhawn da, sut wyt ti?" and supporting learning through questions such as "pa ddydd yw hi heddiw?". Staff model good manners, encouraging children to say "ga i?" and "diolch yn fawr," Mealtimes are relaxed and sociable, with staff discussing food preferences such as porridge and yoghurt while encouraging independence. They use praise effectively, for example "well done you for sharing", promoting confidence and positive behaviour.

Staff support children's play, learning and development effectively. They take an active role in play, joining in and extending learning through purposeful interactions. For example, staff take part in physical play such as jumping hoops, enhance water play by suggesting "ti'n golchi babi?" ("are you washing the baby?") and encourage counting in Welsh. They balance this well by allowing children to lead their own play. Staff use teachable moments to respond to children's interests, such as developing a honeybee theme when a child noted "this looks like honeycomb". Planning reflects children's interests and includes purposeful activities with clear links to development and next steps.

Staff enhance learning through meaningful experiences. Library visits are purposeful, allowing children to choose books linked to themes such as "o dan y môr", while staff model appropriate behaviour. Staff understand children's individual needs and work with others where required.

Environment — Good

Leaders ensure the environment is safe, secure and well maintained. The premises are clean and organised, with staff tidying and removing hazards promptly throughout the day. Staff respond quickly to emerging risks, such as removing broken items or addressing maintenance issues without delay. Secure entry systems and locked gates help keep children safe, and they are well supervised both indoors and outdoors. Staff demonstrate a good understanding of safety procedures and follow these consistently, including completing daily checks and headcounts as children move between areas. Risk assessments are detailed and regularly reviewed, including for outings in the community, where staff carry out in the moment assessments, for example when crossing roads. Staff ensure that fire safety arrangements are appropriate, with regular alarm testing, fire drills and clear evacuation procedures in place. The required safety documentation is available and up to date.

Leaders provide a welcoming and suitable environment that supports children's play and development. The premises are light, bright and arranged thoughtfully into areas of learning, enabling children to move freely and access a range of experiences. Furniture and resources are at an appropriate height, supporting children to select and return items independently. Leaders ensure that independence is promoted effectively through accessible storage, clear layout and suitable facilities. They see that toileting and changing areas are clean, spacious and maintain children's privacy and dignity. Displays of children's work, photographs and themes such as families and "I am unique" create a child-centred environment and promote a sense of belonging.

Leaders ensure children benefit from a stimulating outdoor environment that supports learning well. The outdoor space is well resourced and used purposefully to extend children's experiences. Children access a range of opportunities for physical play, exploration and investigation, including a mud kitchen, construction materials, water play and loose parts such as wooden blocks and ramps. Staff enhance learning by introducing natural materials, such as leaves in small world play, encouraging curiosity and imagination. Children engage in activities such as bug hunting and exploring their surroundings, developing their understanding of the natural world. The wider community is also used effectively through regular walks and visits, providing valuable real-life experiences.

Leaders ensure children have access to a good range of suitable resources. They see that toys and materials are clean, well maintained and appropriate for children's ages and stages. Children have access to some resources that promote awareness of diversity and culture; however, this range is not yet fully developed across all areas of play. Children benefit from varied play opportunities, including role play, construction, creative and sensory experiences, supported by natural and real-life materials that encourage exploration and imagination.

Leadership & Management — Excellent

Leaders provide strong and highly effective direction for the service, resulting in positive outcomes for children and staff. They fully meet regulatory requirements and maintain a clear statement of purpose that accurately reflects the service and their vision. Leaders communicate this vision effectively, creating a positive and inclusive culture where children and staff feel valued and respected. Policies and procedures are comprehensive, regularly reviewed and consistently implemented in practice. There is a strong emphasis on promoting safe practice, high expectations and continuous improvement. Leaders work collaboratively, with clear communication between the person in charge and senior management, ensuring effective oversight and accountability. The setting demonstrates a well-embedded 'Active Offer' of the Welsh language, with this being evident in daily practice.

Leaders have highly effective arrangements for self-evaluation and improvement. They complete a detailed and reflective annual quality of care review, drawing on the views of parents, staff and external partners. Feedback is analysed carefully and used to inform clear, meaningful action plans that drive improvement. Leaders demonstrate a strong commitment to developing the service, building on strengths and addressing areas for development in a timely way. They actively seek guidance from external agencies and use this to enhance practice. There is a clear focus on evaluating the impact of provision on children's outcomes, which supports continuous and sustainable improvement.

Leaders manage staff and resources exceptionally well. Recruitment processes are robust and ensure staff are suitable, qualified and experienced. There is a clear management structure, with well-defined roles and responsibilities, and staff are deployed effectively to meet children's needs. Leaders ensure there are sufficient staff available, including those trained to take on leadership roles when needed. Staff benefit from regular, meaningful supervision and appraisal, which supports ongoing professional development and sets clear targets. Monthly team meetings provide opportunities for reflection, shared learning and clear communication, with staff required to read and acknowledge information. This contributes to a cohesive and well-informed team. Staff report feeling listened to, valued and confident in their roles.

Partnership working is a significant strength. Leaders maintain strong, open communication with parents through daily discussions, digital systems and regular updates about children's progress. Parents are supported to contribute to their child's learning and development. Leaders work effectively with schools, professionals and community partners to support children's individual needs. Strong links with the local community further enrich children's experiences.

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 11 - Medication	Ensure all medication administration records are consistently completed, with signatures and dates recorded by both the parent/carer and the responsible member of staff.
Standard 23 - Equipment	Develop and enhance the range and quality of toys, resources and play materials that reflect and promote diversity and cultural awareness

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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