Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Plas Coch

Plas Coch Primary School, Stansty Road, Wrexham, LL11 2BU

01978318906

The inspection visit took place on 27/01/2026

Service Information:

Operated by:	Cylch Meithrin Plas Coch
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	Welsh
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider promotes, 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 happy, confident and settled. They freely make choices and explore activities that interest them. Staff build warm and positive relationships with the children that help them feel secure and valued. Consistent routines support their sense of belonging. Children develop friendships, communicate well, and enjoy varied play that nurtures their independence.

Staff prioritise children's safety and wellbeing. They follow policies, complete required training, and maintain clear records. Staff promote healthy routines and good hygiene. They build warm relationships and manage behaviour positively. Staff understand children's individual needs, provide suitable activities and track progress. They support additional needs effectively.

The setting is secure, well-maintained and welcoming. Indoor and outdoor areas support children's independence and learning. Resources are varied, good quality and accessible. There are appropriate risk assessments in place, however some need further development. Children benefit

from a wide range of age-appropriate materials and rich play opportunities that encourage exploration and choice.

Leaders provide a consistently well-run service with clear expectations and effective training. They review their quality of care annually and set improvement goals. Staff feel supported and receive annual appraisals. They follow safe recruitment processes. However not all documentation is available in staff files. The strong partnerships with parents, the school and external agencies enhance children's care and experiences.

Findings:

Well-being — Good

Children's wellbeing and happiness is at the heart of the setting. They have good opportunities to make choices and have their voice heard. Children confidently make decisions about what they play with and move freely and happily between activities, which are of interest to them. Their opinions are respected, and they are given time and space to make effective decisions. For example, children can choose to join in the dance session or to have their snack during snack time. This supports children to develop confidence and a sense of control over their day.

Children are happy, settled, and enjoy attending the setting. They are familiar with the daily routines, which supports their sense of safety and belonging. For example, children gather confidently to wash their hands before snack and lunch. Children form positive relationships with the consistent staff who they know well. They are confident communicating their wants and needs, both verbally and non-verbally, and will readily ask for help and support from staff when needed. For example, children will ask for more playdough when they have finished cutting the playdough for their 'soup'. Children have a good sense of belonging as the playroom is used exclusively by them and is separate from the school. Photographs of the children and their families are displayed on the wall, and children remove their shoes, demonstrating a feeling of belonging and familiarity to the setting. Children happily approached visitors to show their toys or activities, showing they feel secure, valued and settled in their surroundings.

Children form positive emotional attachments with staff and interactions between them are consistent and warm. Children communicate well in line with their age and stage of development. They are beginning to develop friendships and show concern for others. For instance, they chop 'vegetables' together and when playing in the house, one child pretends to sleep and the other tucks them into a blanket to keep them warm. Children learn to respect the resources, using them appropriately and returning them when they have finished playing. Children are interested and enjoy their play and learning activities. They concentrate for appropriate lengths of time for their age and stage of development. Children have opportunities to improve their fine motor skills and imaginative play whilst playing with playdough and playing in the home area. They express excitement as they experiment with water and create bubbles. Children follow their own interests, have freedom to safely explore their environment and can choose to relax and have quiet times.

Children have many opportunities to develop their independence skills. They independently access the toilet facilities and wash their hands, and they independently pour their own paint and fetch paper to paint. During snack time they help share out plates and pour their own drinks as well as serving and feeding themselves.

Care & Development — Good

Staff understand the importance of ensuring the safety and wellbeing of the children attending the setting. They fully implement policies and procedures to keep children safe and healthy. They understand the safeguarding policy and know the procedure to follow should they have concerns about a child. Staff have completed mandatory training including first aid, food hygiene and safeguarding. Children's attendance is recorded effectively, and medication, incident and accident forms are completed and signed by both staff and parents. Fire drills are conducted regularly so staff and children are aware of how to evacuate the premises if needed. Staff promote a healthy lifestyle through effective routines and snack choices. They promote good hygiene practices and encourage children to wash their hands at appropriate times, and to wipe their own noses effectively and hygienically to prevent cross contamination and the spread of germs.

Staff manage interactions and behaviour well. They have developed positive and warm relationships with children. Staff sit alongside the children whilst they play, offering guidance and encouragement or asking questions about their play. They are warm and caring towards the children, providing appropriate comfort and reassurance. For example, staff comfort children if they are upset by talking to them and listening to their concerns. The positive interactions assist children in developing their Welsh language skills and support their wellbeing and development.

Staff know the children well and are aware of their individual needs. They model positive communication to children and promote a positive, calm atmosphere with plenty of laughter and smiles. Staff provide a range of activities, resources and opportunities which are suitable for the ages and stages of development of the children attending. Staff naturally support children's learning through play. For example, they provide resources for building a den and talk with the children about their ideas and plans. They observe children's progress and track their development and next steps. They recognise, support and care for children with additional needs. Staff take appropriate action and make good use of the support services. Staff support children's language development by asking questions, modelling language and through dance and song. For example, as children dance and sing with their soft toy, they learn the language related to movement.

Environment — Good

Leaders offer a secure, self-contained setting on the school site, which provides an open and well-ventilated play space. Leaders ensure the environment is safe, inviting and well maintained. They have a suitable system to manage access into the premises. For instance, visitors are granted access by staff through the school's main gate which is secure and are signed in once they reach the setting. The outdoor area is safely enclosed by fencing. The indoor area is one large room with various activities and resources which promote children's independence, curiosity, and learning. Examples include a creative area with paints and glue, a small world area and a role-playing area. Leaders review and complete a range of written risks assessments. However, they are not always specific to the setting, do not identify all hazards and are not updated regularly. Leaders told us that routine safety checks for the building and certificates are completed by the school.

The environment is warm, welcoming and child friendly. A kitchen area within the setting enables staff to prepare snacks without having to leave the main room. The toilet areas provide continuous opportunities for children to be independent. However, as the toilets are shared, at times, the promotion of privacy and dignity during nappy changing cannot consistently be promoted. Leaders have developed their outdoor environment to offer good areas of learning which promotes the children's independence and learning experiences. For example, the outdoor area is secure and offers space for children to experiment with loose parts play, water play and a mud kitchen. Indoors there are many natural and age-appropriate resources for the children to access, including authentic resources, free painting and sand play. They ensure the setting's paperwork is stored confidentially.

Staff provide a broad range of resources that allow children variety and choice within the setting. Furniture, toys, and equipment are clean, of good quality and developmentally appropriate to children. We saw children enjoying a variety of resources including dressing up as princesses and dinosaurs, arts and crafts and building a den. Resources are stored at appropriate levels and children can access them and make their own choices. Outside there is a large inviting space where children can explore and learn about the world around them and develop a range of skills. This includes a canopied area, mud kitchen, loose parts such as sticks, tyres and stones, cars, buggies and an area for planting. Leaders ensure children experience a range of diverse celebrations and festivals throughout the year, such as Chinese New Year.

Leadership & Management — Good

Leaders are experienced and offer a consistently good service for parents and carers. They have clear expectations of staff and effectively support them to do their best through offering good and worthwhile training. The statement of purpose provides a beneficial reflection of what the setting offers and provides parents / carers with clear information about the provision offered. Policies and procedures are generally appropriate. However, they require updating to ensure they reflect current best practice and guidance. There are valuable record keeping systems in place including children's contracts, external agency visits and children's attendance. The records of attendance for staff and children show ratios are consistently met. Leaders inform Care Inspectorate Wales of any changes or significant events as set out in regulations, providing relevant information within the required time periods.

Leaders understand the importance of reviewing and monitoring their setting. They review the quality of their care annually and seek the views of parents, children, and staff. The review offers a good evaluation of the impact of their service on children and identifies some broad areas for development such as purchasing a new floor for the playroom and attempting to gain funding to enhance their toilet and nappy changing area. They create goals for the future running of the setting and review these regularly.

Leaders actively support staff to provide good quality provision to both children and their families. There is a dedicated team of staff who work very well together and are enthusiastic, knowledgeable, and experienced. There is a robust recruitment process in place to ensure staff are suitable to work with children. However, not all evidence of pre-employment checks were available in staff files on the day of the inspection visit. Leaders provide access to training and the professional development of staff. They have a suitable system in place for monitoring when updates to mandatory training is required. Staff have annual appraisals, and informal supervision is provided at times. However, supervision does not take place consistently for all staff and is not formally documented. Staff express they feel supported at the setting and enjoy working there.

Leaders ensure the children are provided with a good and consistent level of care across all aspects of their service. The setting has a close working relationship with the school in which they operate, which aids transition and provides them with support. Leaders and staff develop strong relationships with parents who are kept informed about their child through verbal feedback at the end of sessions and private messaging via an electronic app. Parents we spoke to told us their children are happy attending and described the staff as lovely and approachable. Partnerships with outside agencies such Wrexham University, Flying Start, Mudiad Meithrin and Early Education are good and benefit the setting and the care children receive.

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 24 - Safety	To review the written risk assessments to ensure they fully reflect the setting.

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)
To review the area used for nappy changing to ensure the consistent promotion of privacy and dignity.
To ensure that all evidence of pre-employment checks are available in staff files.
To review and update the current policies to ensure they fully reflect the setting.
To develop appropriate supervisions for all staff members and to document them formally.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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