Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Cwm Gwyddon

Gofal Plant Cwm Gwyddon Ysgol Cwm Gwyddon, Newport, NP11 7NG

07528930422

The inspection visit took place on 19/01/2026

Service Information:

Operated by:	Cylch Meithrin Cwm Gwyddon
Care Type:	Children's Day Care
Registered places:	24
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, confident and settled. They make choices, enjoy exciting play opportunities and form positive relationships. They feel safe, valued and listened to. Children are motivated to follow their own interests and develop skills and independence appropriate to their age.

Staff provide effective, nurturing care that supports children's safety, health and development. They follow hygiene and safeguarding procedures, plan stimulating activities, and respond warmly to children's needs. Staff encourage positive behaviour and work well with families and agencies and promote a bilingual ethos.

The environment is safe, well maintained and welcoming. Staff carry out effective safety checks and provide well-organised, stimulating spaces indoors and outdoors. Children access good-quality resources that promote independence and development and enjoy learning about celebrations and other cultures.

Leaders provide effective, well-organised management. They meet regulatory requirements, support staff well and use strong self-evaluation to drive improvement. Leaders maintain positive relationships with parents, promote the Active Offer and work closely with the school community, ensuring the service runs smoothly and delivers positive outcomes for children.

Findings:

Well-being — Good

Children make choices and decisions about how they spend their time at the setting. They choose freely from a wide range of activities. For example, we saw children choosing to play with toys and resources that interest them. Children are confident to approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, children ask staff for support to use the toilet when needed.

Children are happy, settled and cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. For example, we saw children approach staff when they were upset for comfort and a cwtch, which soon settled them. Children are familiar with the routines of the setting which they enjoy and adds to their sense of safety and belonging. For example, we saw children excited when lining up to go back inside to wash their hands in preparation for 'amser snac'.

Children are beginning to form friendships in line with their age and stage of development. They play calmly alongside each other and together. Children are learning to respect each other and the resources of the setting, learning to share and use equipment appropriately. For example, some children were naturally sharing resources with one another.

Children enjoy their play and learning. They benefit from a wide range of age-appropriate play and learning resources inside and outside. They choose from a variety of exciting and enjoyable activities. For example, we saw children delight and enjoy using binoculars when looking through the window for birds in the garden and then identifying and naming the ones they could see with a fact sheet on the window. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development.

Children develop a good range of skills as they play. They have many opportunities to become independent. Children wash their hands independently in preparation for snack time. However, children did not have many opportunities to develop independence at mealtimes.

Care & Development — Good

Staff provide positive, effective care that supports children's safety, health and well-being. They follow good hygiene routines during snack times and clean the environment thoroughly, using the daily rota well. However, staff did not wear personal protective equipment when preparing and serving snack. They remind children to wash their hands and use the hygiene stations indoors and outdoors. Staff promote healthy choices by offering nutritious snacks and ensuring drinking water is always available. They ensure that children benefit from regular access to fresh air and exercise in the secure outdoor area, where staff support worthwhile activities that develop balance, coordination and gross motor skills.

Staff carry out nappy changes in a calm and respectful way, talking gently to children and supporting their comfort. However, staff must ensure that the nappy changing policy is followed by wearing personal protective equipment. They follow safeguarding procedures effectively and demonstrate up-to-date knowledge. Staff keep a record of visitors. They record their signing in and out, but children's times were not recorded accurately. Staff keep an accurate record of the room temperature and have a plan in place to open windows when it gets too warm. They have appropriate fire safety procedures in place and complete drills at suitable intervals. Staff store first aid materials securely and administer short-term medication safely with parental consent. They monitor accidents and incidents carefully and use this information to support children's needs. Staff gather valuable information during settling-in periods, helping them to tailor care to each child.

Staff build warm, nurturing relationships with children and contribute to a relaxed, welcoming atmosphere. They act as positive role models, using gentle voices and promoting kindness, sharing and turn-taking. Staff make mealtimes sociable and encourage polite behaviour. When minor disruptions occur, they respond promptly and support children with clear reminders of expectations. Staff praise achievements and use simple rewards, such as stickers and 'Helpwr Heddiw', to reinforce positive behaviour. They know children well and use this insight to guide and support them. Staff encourage children to take responsibility for their behaviour and to take part in group activities.

Staff understand children's individual needs and provide thoughtful, responsive care. They share keyworker responsibilities and work closely with families. Staff plan a range of stimulating experiences based on children's interests and their stage of development. They design activities which promote curiosity, creativity and learning, including role play and observing nature. Staff complete observations that inform purposeful planning. They work effectively with external agencies to support children with emerging needs and respond positively to feedback from quality assessments. Staff use the Welsh language confidently and help foster children's pride in their Cymreictod through songs, stories and play.

Environment — Good

The premises are safe and well maintained. The entrance is secure, and staff ensure only authorised access is granted. Leaders have put risk assessments in place for the setting. These, where possible, minimise risks to children, staff and visitor's safety. Staff are vigilant about any arising risks in the environment. Leaders ensure routine safety checks and certificates for the building and appliances are in place. They register the setting with the food safety department at the local authority. Records show that insurance certificates are all up to date.

The environment is welcoming and very child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. The playroom is spacious and light allowing children ample space and freedom to move around as they play. The room is well organised and laid out in an interesting manner to stimulate children's curiosity, exploration and development. There is a good range of purposeful resources and books which are easily accessible to children which encourages their independence. Resources in the indoor area include a sand table, home corner, a cosy reading area, painting stations and access to tabletop activities. Resources available to children outdoors encourage development of their gross motor skills such as space to run, use bikes and trikes and use balance spots to develop their core skills. Children's artwork and creations are displayed around the setting; this gives them a sense of pride and belonging. However, there are currently no photographs of the children and their families or photos of them at play displayed. A number of different multi-cultural festivals are celebrated which give children a sense of the world around them and the wider community. For example, children have enjoyed celebrating St David's Day, Diwrnod Santes Dwynwen and Christmas along with the Lunar New Year where they tasted Chinese food.

Toys, resources, furniture and equipment at the setting are in a good condition, well maintained and of good quality. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of children who attend. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh. Liquid soap and hand drying facilities are easily accessible to support children's independence when addressing their personal care.

Leadership & Management — Good

Leaders provide strong and effective oversight of the setting. They ensure the service meets regulatory requirements and the National Minimum Standards. They present a clear statement of purpose which provides an accurate picture of the service, and leaders communicate their vision successfully. Leaders offer a clear set of aims and policies which are well written and child focused. They update policies when required and make them available for parents. Leaders ensure staff understand and follow these policies. They promote a positive ethos in which children and staff feel valued, and they work purposefully to secure positive outcomes for children. They offer a bilingual service by implementing the Active Offer, ensuring that parents' and children's language needs are proactively met and that families can make an informed choice.

Leaders actively implement self-evaluation. They produce a thorough and reflective quality of care report, seeking and using the views of children, parents, and staff. Leaders involve all practitioners in assessing outcomes and their own performance through regular supervisions and appraisals. They seek and respond to the advice of external agencies, including Mudiad and the Local Authority, which helps identify and prioritise improvements and maintain good standards. Leaders respond to concerns and complaints promptly and use feedback to make changes where needed. They also plan future developments, including enhancing the outdoor area through grants and Parent Teacher Association (PTA) support.

Leaders follow safe and robust recruitment practices and define staff roles and responsibilities clearly. They ensure staff are sufficiently qualified and experienced, and they are deployed effectively. Leaders plan thoroughly to ensure they always meet required staffing ratios and ensure children are cared for by familiar staff. The setting leader manages their time well and agrees and achieves challenging and realistic targets for themselves and other practitioners.

Leaders are clear about their role and responsibility to establish good relationships with parents and foster this through transparent and open communication. They work with parents to identify individual needs and do this effectively during the settling in process by gathering important information. Leaders communicate and exchange information with parents on a day-to-day basis both virtually and face to face. They keep parents informed about children's progress and development, and parents told us that this was much appreciated. Leaders ensure parents are involved in decisions about their children and new families report that the information they received at the start was helpful and reassuring. Leaders have developed strong links with the school community and are vital in encouraging parents to continue their child's educational journey through the medium of Welsh.

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 5 - Records	Ensure times of arrival and departure of children are recorded.
Standard 10 - Healthcare	Ensure staff wear the correct PPE for preparing snack and when carrying out nappy changing, as stated in the nappy changing policy.

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)
Consider how to develop children's independence at snack time.
Consider how to include photographs of children in their play and their families into the environment.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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