Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Cefnfaes

Cylch Meithrin Cefnfaes, Plas Ffrancon, Coetmor New Road, Bangor, LL573DT

07815085323

The inspection visit took place on 05/06/2026

Service Information:

Operated by:	Cylch Meithrin Cefnfaes
Care Type:	Children's Day Care
Registered places:	35
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	Adequate

Summary:

Children feel secure and settle confidently at the setting, forming positive relationships with each other and staff. They make independent choices and engage purposefully in their play, demonstrating enjoyment, cooperation and persistence. Children behave positively and show consideration for others. They follow routines, developing confidence in managing their daily experiences.

Staff demonstrate a clear understanding of their responsibilities in keeping children safe and healthy and implement appropriate procedures to support this. They build warm, respectful relationships with children and promote positive behaviour effectively. Staff support children's learning through good interactions and planning. They work well together to meet individual needs.

Leaders provide a safe, clean and well-maintained environment, with effective systems to manage access and minimise risks. They organise space thoughtfully to support children's independence

and free movement. Leaders ensure a wide range of accessible, developmentally appropriate resources and facilities that promote inclusive, engaging play and support children's learning.

Leaders demonstrate an appropriate understanding of their roles and maintain generally suitable systems to support the running of the setting. They show a commitment to improvement and support staff effectively. Leaders develop positive partnerships with parents, supporting consistency in children's care and their experiences.

Findings:

Well-being — Good

Children have a strong voice and make meaningful decisions about their play and daily experiences. They choose freely what to do, where to play and who to play with, with prompt and warm responses from staff supporting these choices. For example, when a child asked for more water for the flowers, staff responded immediately, ensuring the child had the resources needed to continue their play and learning.

Most children separate confidently from their parents and settle quickly. They form positive friendships and develop close, trusting relationships with staff, which helps them feel safe and relaxed. Most children feel comfortable around visitors, often inviting them into their play because they are confident and secure in their surroundings. Children understand and follow daily routines, which supports their confidence and sense of security.

Most children interact positively with each other and with staff, engaging enthusiastically in conversation during their play. Children share resources willingly and include others, demonstrating kindness. For instance, one child noticed another did not have any modelling dough and spontaneously shared their own to support the play. Most children show consideration and thoughtfulness. For example, a child returned a sticker to another child after noticing it had fallen to the floor. Children follow expectations for behaviour, demonstrating respect, patience and good manners. For instance, during snack time, children wait calmly, take turns pouring drinks into their cups, and thank staff.

Children enjoy their play and learning experiences. They make effective use of the freedom to move throughout the setting, both indoors and outdoors, confidently following their interests. They engage in a range of purposeful activities and use their imagination effectively. For example, they take on roles in their play, wearing protective goggles and pretending to cut wood with a chainsaw, supporting their creativity and understanding of real-life experiences. Children play cooperatively with one another, showing clear enjoyment and enthusiasm. In the outdoor area, they work together to construct the tallest tower possible using wooden pieces. They demonstrate persistence, cooperation and problem-solving skills, responding positively when their towers collapse, laughing together and working as a team to rebuild and improve their structures.

Children develop appropriate independence skills. On arrival, they place their belongings on their designated peg, demonstrating a growing sense of responsibility for their personal items. They independently follow hygiene routines, such as washing their hands after using the toilet and before eating. At mealtimes, they collect their own plates and cups and take turns carrying food to the tables, demonstrating increasing independence and a willingness to help.

Care & Development — Good

Staff have a clear understanding of their responsibilities in keeping children safe and healthy. They are confident in the actions they would take if they have concerns about a child's welfare. Staff record incidents and accidents appropriately. However, systems are not always robust, as they do not consistently ask parents and carers to acknowledge accident records to confirm they have been informed. Staff carry out and maintain records of regular fire drills to support children in becoming familiar with safe evacuation procedures. They keep accurate registers, demonstrating that appropriate staffing levels are maintained at all times, and work effectively as a team to ensure children are well supervised. Staff promote healthy lifestyles by providing regular opportunities for outdoor play and offering healthy snacks, such as fruit, with milk and water available to drink. They follow appropriate hygiene procedures, including cleaning tables before mealtimes and ensuring children wash their hands before eating. Staff involved in food preparation hold up-to-date food hygiene training and wear suitable personal protective equipment. Staff consistently follow nappy changing procedures to maintain good hygiene practices and minimise the risk of cross infection.

Staff develop warm relationships with children by treating them with care and respect. They communicate gently and clearly, using consistent and effective strategies to promote positive behaviour in line with the setting's policy. For example, staff offer regular praise to support children's confidence and acknowledge their efforts, using phrases such as "*Ffantastig, da iawn*" and "*Da chi'n gwneud job dda, dydach?"* Staff listen attentively and explain expectations calmly and with care. For instance, they sensitively explain to children that wearing dressing-up shoes outdoors may be unsafe as they can be slippery. Staff model good manners consistently, contributing to a positive atmosphere and ethos across the setting.

Staff demonstrate a good understanding of child development. They gather relevant information about children before they start and have strengthened their systems to ensure they consistently provide support that meets children's individual needs. Staff provide a range of engaging activities, both indoors and outdoors, that reflect children's interests and extend their learning and exploration. For example, when a child showed an interest in butterflies, staff planned activities to build on this interest. These included reading stories about caterpillars, completing arts and crafts focused on butterflies, and providing opportunities for children to observe chrysalides developing into butterflies and their subsequent release. Staff work proactively with relevant external professional agencies to ensure children with additional learning needs receive appropriate support, contributing to positive outcomes.

Environment — Good

Leaders provide a safe and clean environment where children can play independently. They ensure both indoor and outdoor areas are secure, with effective systems in place to manage access to the premises. Leaders require all visitors to sign in on arrival and sign out when leaving. They implement appropriate processes to identify, monitor and manage risks, reviewing and updating risk assessments to minimise potential hazards. Leaders ensure staff complete daily checks of the indoor and outdoor environments and follow a structured cleaning schedule.

Leaders provide a well-organised environment with sufficient space for play, enabling children to move freely between different areas. They organise the main room effectively, with clearly defined areas including a construction corner, a home role-play area, spaces for eating and tabletop activities, a sensory area, and quiet areas for reading and relaxation. Leaders and staff display children's work and photographs, celebrating their achievements and contributing positively to a welcoming environment. Leaders ensure suitable facilities are available, including a kitchen for the safe storage and preparation of food. They provide child-friendly toilet facilities, with sinks at appropriate heights to promote independence in handwashing, as well as a dedicated nappy changing area that maintains children's privacy and dignity. Leaders provide access to two outdoor areas which extend opportunities for learning and play. One area is directly accessible from the main playroom, allowing children to move freely between indoor and outdoor environments. Leaders and staff have recently developed the outdoor provision, creating a stimulating environment that supports children's play, learning and physical development. A range of activities is available to support safe exploration, including water and sand play, a mud kitchen, and a gardening area where children can plant and care for flowers and plants.

Leaders ensure children have access to a wide range of resources and equipment that are appropriate to their ages and stages of development, including low-level tables and chairs. They store resources at child-friendly heights, enabling children to select and use them independently. Leaders provide real-life items, such as teapots, telephones and keyboards, in the home role-play area to support purposeful play and develop children's understanding of everyday experiences. Leaders provide a variety of natural materials, such as wooden discs and shells, which encourage exploration and stimulate children's curiosity. They promote inclusion and cultural awareness effectively by offering resources that reflect diversity, including dolls representing different backgrounds and cultures, and musical instruments and dressing-up clothes from around the world. Additionally, Welsh-language books and soft toys are readily available, supporting children's engagement with Welsh as a natural language for play and communication within the setting.

Leadership & Management — Adequate

The setting has experienced recent changes in leadership, which have presented some challenges, but appropriate measures are in place to support stability and ongoing improvement. Leaders have a developing vision for the setting and meet most regulatory requirements. They took prompt action during the inspection to address matters relating to the statement of purpose, which now provides parents and carers with the information they need to make informed decisions about the care provided. Leaders have developed a range of policies and procedures that prioritise children's needs. They notify Care Inspectorate Wales (CIW) of some significant events affecting children. However, outcomes for children require improvement because leaders do not notify CIW of all events, and we expect the provider to make improvements.

Leaders demonstrate a commitment to improvement and achieving positive outcomes for children. They gather the views of parents through questionnaires as part of their self-evaluation processes and use this feedback to inform the annual quality of care review, which identifies strengths and some priorities for further development. Leaders have not submitted the most recent Self-Assessment of Service Statement (SASS) to CIW. Outcomes for children require improvement because leaders do not provide CIW with an accurate and up-to-date assessment of the service, and we expect the provider to make improvements.

Leaders ensure staff have the appropriate qualifications, skills and experience to care for children. They have arrangements in place for ongoing supervision and annual appraisal, providing staff with opportunities to reflect on their practice and identify areas for development. Leaders ensure staff complete mandatory training and encourage them to access additional learning to meet their individual development goals and further enhance the quality of care provided. For example, staff have completed training in a range of healthcare topics and communication. Staff told us they are very happy in their roles and enjoy working at the setting, highlighting strong teamwork and a supportive, positive working environment.

Leaders work in partnership with parents and the wider community. Parents spoke highly of the setting. They described staff as supportive and said their children are thriving, including in their Welsh language development. Parents highlighted strong communication, including regular updates and photographs, and a positive community ethos. Leaders organise open mornings and participate in community events, such as the local carnival. They also arrange visits within the local community to support children's personal and social development and broaden their experiences beyond the setting.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Outcomes for children may be impacted because leaders do not ensure the Self Assessment of Service (SASS) is submitted to Care Inspectorate Wales (CIW) when requested.	05/06/26
Outcomes for children are poor because leaders do not notify CIW of all significant events at the setting.	27/01/26

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 parents and carers acknowledge accidents and incidents to evidence they have been informed.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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