Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pen-y-Garth

Ysgol Pen Y Garth, Redlands Road, Penarth, CF64 2QN

07999816355

The inspection visit took place on 15/06/2026

Service Information:

Operated by:	Cylch Meithrin Dinas Powys
Care Type:	Children's Day Care
Registered places:	18
Main language(s):	Welsh
Flying Start service:	Yes
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 engaged. They have a strong voice, make meaningful choices and influence planning through their interests. Positive relationships with staff help children feel safe and valued. They interact well with others, enjoy purposeful play, and develop independence through everyday routines, self-service opportunities and responsibilities.

Staff support children's safety, health and development effectively. They create a nurturing environment, promote healthy lifestyles and encourage children to develop independence through daily routines, such as serving their own drinks, helping to tidy resources and managing aspects of their personal care. Staff build positive relationships, respond well to individual needs and provide engaging play experiences that promote communication, curiosity and the confident use of Welsh.

Leaders provide a safe, secure and welcoming environment where children's well-being, learning

and independence are promoted effectively. Robust safety procedures, regular risk assessments and secure premises ensure children are protected. High-quality resources support creativity, exploration and development, while the well-organised indoor and outdoor environments offer a wide range of engaging learning opportunities and experiences.

Leaders support staff effectively through regular supervision, appraisals and training, helping them develop their skills, confidence and professional practice. Staff feel valued and well supported, creating a positive culture. Strong partnerships with families, effective communication and positive feedback from parents contribute to high-quality care and positive outcomes for children.

Findings:

Well-being — Good

Children experience positive outcomes and their well-being is promoted effectively. They have a strong voice within the setting and confidently influence their play and learning experiences. Children freely choose from a wide range of activities, move independently around the playroom and access the outdoor area under supervision. Children benefit from play and learning experiences that reflect their interests and ideas. For example, although the current theme is holidays, experiences are adapted to reflect children's strong interest in water play. Children confidently express their needs by asking for snack, requesting to use the toilet and engaging visitors in conversation. They are chatty and keen to share their experiences, demonstrating that they know their views will be listened to and respected.

Children feel safe, happy and valued. They are settled and comfortable in the environment and have developed warm, secure relationships with staff who know them well. Children approach staff naturally, include them in their play and confidently share personal news with them. Consistent routines help children feel secure and develop a strong sense of belonging. Children are familiar with expectations throughout the day and move confidently between activities.

Children interact positively and are developing strong social skills. They share resources, take turns and support each other during daily routines. At snack time, children independently serve themselves before engaging in natural conversations about the food they are eating. We heard children asking each other and staff, "*Do you like milk?*" and commenting, "*Yummy*," demonstrating confident communication. Children independently tell staff when they have finished before returning their plates and cups to the sink. They are developing positive relationships and are learning how to manage minor disagreements during play with support from staff. Children can choose whether to play with others or independently, and their choices are respected.

Children thoroughly enjoy their play and learning. During the inspection, all children were purposefully engaged and busy. They demonstrated sustained concentration in child-led activities, particularly dinosaur play and transporting water outdoors, becoming deeply absorbed in extending their own ideas.
Children are developing confidence and independence well. They routinely wash their hands, prepare snacks, self-serve food and drinks, tidy resources and return plates and cups independently. Children take pride in responsibilities such as the 'plentyn y dydd' role, which includes taking part in snack preparation and safely cutting fruit with appropriately sized knives. Many children speak Welsh naturally and confidently share their work and achievements.

Care & Development — Good

Staff promote children's safety, health and development effectively. They understand their responsibilities well and create a nurturing environment where children feel secure and valued. Staff follow robust safeguarding procedures, know how to report concerns and have access to clear safeguarding guidance. All staff have current safeguarding training and several hold relevant first aid and food hygiene qualifications. Staff supervise children well and manage risks effectively. For example, they escort children to the toilet, monitor arrivals and departures, and support children to access the outdoor area safely through clear routines and close supervision.

Staff promote healthy lifestyles successfully. They maintain high standards of hygiene through effective cleaning practices and ensure children wash their hands before eating. Children have continual access to drinking water and enjoy healthy snacks including fruit, vegetables and cheese. Staff encourage independence by enabling children to pour their own drinks and make choices during snack time. Mealtimes are calm and sociable, with staff sitting alongside children and engaging them in meaningful conversations. Nappy changing procedures are hygienic and respectful, promoting children's dignity and well-being.

Staff manage interactions skilfully. They are kind, patient role models who consistently promote good manners and respectful behaviour. Positive behaviour is encouraged through praise, stickers and initiatives such as 'seren y dydd', which children clearly value. We heard staff praise children warmly, saying, "Da iawn, diolch am wrando." Staff address minor conflicts calmly through gentle reminders and redirection, helping children understand expectations while maintaining a positive atmosphere.

Staff know children well and support their learning and development successfully. They identify additional learning needs promptly and work effectively with external agencies to secure appropriate support. Children benefit from worthwhile arrangements when they start at the setting, including pre-admission visits and opportunities for parents to stay during initial sessions, helping them settle confidently. Planning reflects children's interests, developmental needs and next steps, and is informed by observations, photographs and assessment records. Staff promote communication, curiosity and learning through meaningful discussions, role-play and active participation in children's games. For example, staff engage enthusiastically in a travel agency role-play and joining outdoor games such as dodgeball and 'Beth yw'r amser Mr Blaidd?'. They provide a good range of experiences that reflect children's interests; however, opportunities to extend spontaneous play and learning are not always maximised. Staff use Welsh naturally throughout the day and model language appropriate to children's age and stage of development. As a result, children develop their Welsh language skills well and use Welsh confidently during play and daily routines.

Environment — Good

Leaders ensure children are cared for in a safe and secure environment. Robust arrangements are in place to minimise risks and protect children's well-being. Leaders ensure that doors remain locked and visitor access is monitored. Staff undertake daily risk assessments and safety checks to help identify and manage potential hazards, and these are reviewed regularly. They demonstrate a good awareness of safety routines and supervise children effectively. Fire safety arrangements are appropriate and include regular drills, risk assessments and clear procedures. The indoor environment is tidy and well maintained, with finger guards fitted to doors, secure windows and electrical points positioned safely. Leaders also maintain a range of risk assessments for the premises, outdoor area and activities. Children benefit from a secure outdoor play area enclosed by fencing, where they enjoy activities such as water play, scooting and planting opportunities. The setting has appropriate procedures in place to support infection prevention and control.

Leaders provide a welcoming and suitable environment that promotes children's play, learning and independence. The playroom is organised effectively and offers children sufficient space to access a range of experiences. Children's artwork, photographs and family displays create a sense of belonging and celebrate their achievements. Furniture, equipment and facilities are appropriate for the ages and stages of development of children attending. Leaders provide child-sized sinks, coat storage and accessible resources which encourage children to develop independence skills. Toilet and nappy changing facilities are suitable and managed effectively despite being located outside the main playroom. The environment is clean, comfortable and maintained to a good standard throughout.

Leaders ensure children have access to a wide range of good-quality resources that support their learning and development. Resources are clean, well organised and readily available to children. Children benefit from a balanced range of natural, recyclable and manufactured materials, including loose parts and authentic resources that encourage imaginative play. Role-play areas contain real-life items such as handbags, telephones, kitchen utensils and travel accessories, which enhance children's experiences and creativity. Leaders provide resources which promote awareness of the wider world and diversity. Children benefit from a secure outdoor play area that provides opportunities for physical activity, exploration and learning. They enjoy using resources such as scooters, helmets, water play equipment and planting areas. However, whilst children are able to experience some challenge outdoors, the environment does not consistently provide sufficient opportunities for them to assess risks, test their abilities and develop confidence through managed risky play.

Leadership & Management — Good

Leadership and management is effective and supports positive outcomes for children. Although new to the role, the Responsible Individual demonstrates effective leadership and a clear commitment to improving the setting. They work well alongside the person in charge, setting high expectations and supporting a culture of continuous improvement. Their proactive approach is already contributing to positive developments for staff and improved outcomes for children. The leadership team has a good understanding of the regulations and National Minimum Standards and leads the setting with a clear focus on children's well-being. Policies and procedures are comprehensive, up to date and reviewed regularly. Leaders are committed to maintaining strong safeguarding practice

Leaders have established a positive culture where staff and families feel valued. Communication is strong and supports the smooth running of the service. Staff told us they feel well supported and confident to raise concerns or seek advice when needed. Safeguarding arrangements are effective. Staff know who to approach for advice and support and are confident in reporting concerns to the designated safeguarding lead

Leaders evaluate the quality of the service and seek the views of others to identify improvements. They gather feedback from families through questionnaires and responses are very positive, with parents describing the service as warm and caring. Leaders use this information to produce an annual report which reflects on their quality of care and identifies priorities for improvement.

The management of staff and resources is effective. Leaders follow safe and timely recruitment procedures, helping to ensure suitable staff are employed. Staff are appropriately qualified and benefit from regular training opportunities. They told us these arrangements support their professional development and help them feel valued in their roles. Records viewed provide evidence that supervision and appraisal systems are embedded in practice.

Partnership working is a strength of the setting. Leaders have developed positive relationships with the school, families and the wider community. Parents told us they are very happy with the care provided and several commented on the warm and welcoming atmosphere. They praised the setting's strong communication, caring staff and positive impact on children's development, stating, *"I … can see how much all of the staff care for the children."*

Staff know children and families well and are quick to identify when additional support may be needed. The setting also uses communication networks effectively, including messaging groups with staff and committee members, to share information and promote collaborative working. Leaders maintain strong communication with families and ensure information is shared daily. This helps parents remain informed about their children's experiences and contributes to effective partnership working.

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	Develop the outdoor environment to provide children with more opportunities for appropriately managed risky play

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)
Develop ways to ensure children's interests are recognised and responded to, with resources used to extend their play and learning in the moment

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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