Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Caer Elen (Hwlffordd)

Ysgol Caer Elen, Withybush Road, Haverfordwest, SA62 4BN

07528327155

Date(s) of inspection visit(s): 14/07/2025, 17/07/2025

Service Information:

Operated by:	Cylch Meithrin Caer Elen (Hwlffordd)
Care Type:	Children's Day Care
Registered places:	20
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider 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, relaxed and have good relationships with staff and each other. They have opportunities to make decisions for themselves, and their needs and preferences are met. Interactions between children and staff are good. Children enjoy their play and are focused on their chosen activities. Children are provided opportunities to develop their independence.

Staff understand their roles and responsibilities in keeping children safe and healthy. They know, understand and meet the individual needs of children. Staff provide a nurturing and caring atmosphere and respect and promote the development of all children.

People running the setting ensure the environment is safe, secure and well-maintained. The indoor and outdoor play areas are spacious and provide good opportunities for play. There is an appropriate range of accessible resources suitable for the ages and stages of development of the children.

People running this setting are organised and they have a clear vision for the future. They follow good recruitment processes and suitability checks and organise staff effectively. People running the setting regularly review the quality of care of the service. Partnerships with parents are good.

Findings:

Well-being — Good

Children are happy, relaxed and have good relationships with staff and each other. Children confidently approach staff for support and comfort when they need it, for example we observed a child sitting on a staff members lap whilst playing with the building blocks. They approach staff when they want a story read to them and include them in their play whilst outdoors. Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with, such as, role play, construction and sand.

Children have a good sense of belonging. They feel confident within their environment and settle well to play amongst their friends. Children know their routines well. For example, tidying the resources away successfully. They understand when they need to join others on the carpet for circle time and they need to wash their hands before eating and after being outdoors.

Interactions between the children are good. They show respect and care towards others. For example, when accessing the slide, they wait their turn and form a queue. We also saw children helping one another with the liquid soap dispenser as they washed their hands. Children show kindness towards one another by sharing resources as they use the building pieces, discussing their creations proudly. During lunch time, children enjoy chatting to one another, comparing the content of their lunch bags as well as matching colours of crisp packets.

Children enjoy their play. They are focused on the activities offered to them. Children choose to take part in role play pretending to sell ice cream as well as imitating builders as they accessed play tools and the sand tuff spot. Children concentrate on tasks and their chosen play areas. Children develop Welsh language patterns through singing and discussions. They enjoy circle time, singing Welsh songs such as '*Beth yw dy enw di?*' (What's your name?) and '*Clap, clap,1,2,3.*'

Children are developing some opportunities to become independent. They access the sink to wash hands without instruction and place the paper towel in the bin after drying their hands. Children are able to further develop their independence at snack time. They attempt to open packaging and eat independently. They also return their food bags to the dedicated area once finished. Children show an awareness of names of colours, counting and names of animals.

Care & Development — Good

Staff have a good understanding of the setting's procedures for keeping children safe and healthy, and they follow them effectively. Nearly all staff have completed paediatric first aid training along with safeguarding and food hygiene. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The parents sign the records to demonstrate they have been informed. The staff are confident about the appropriate procedures to follow should they have any safeguarding concerns about a child.

Staff encourage children to eat healthily and to drink plenty. They ensure children have access to their drinks throughout the session. They follow effective procedures to ensure the needs of children with allergies are always met and this information is clearly displayed. They encourage children to wash their hands as required and follow the appropriate procedures when changing nappies. The staff ensure children are given regular opportunities to spend time outdoors, ensuring they develop their physical skills.

Staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect, for example *“Be ofalus darling”.* Staff use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they offer additional resources if children want to play with the same items and explain they need to share what’s on offer. Staff use both Welsh and English throughout the day and encourage and promote bilingualism with the children, for example a child told a staff member, “*look at my turtle”* in which she responded, *“ie, crwban".*

The staff provide a choice of free play activities they know the children will enjoy. Through in the moment planning, staff consider children’s views and interests. However, at present there is no formal planning recorded. We discussed this with staff and the person in charge, and they told us they are attending training on planning, and this will be embedded as part of their practice. The setting has suitable arrangements for identifying and supporting children with additional learning needs and appropriate procedures are in place to work with external agencies to offer additional support. The people who run the setting ensure they collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively to meet the needs of all individual children. Staff keep a record of observations detailing children’s progression.

Environment — Good

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete accurate risk assessments and maintenance safety checks are conducted regularly. The setting is clean, generally tidy, and well maintained. Effective cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. The premises is secure, and a robust system is in place to record any visitors to the setting. The staff also ensure regular fire drills are held so that children and staff know how to leave the premises quickly and safely in an emergency.

People who run the setting ensure the environment is suitable for children with well-maintained furniture and resources to support children's independence. For example, tables, chairs and plenty of low-level storage which allows children to access and choose their own resources. They also make certain the environment has good indoor play space, which children freely explore. The setting is bright, welcoming and accessible. Children benefit from colourful displays and people who run the setting told us children's work is displayed which strengthens their connection to the space. However, on the day of the visit, displays had been taken down due to it being the end of term. The room has specific areas which support children in their play and learning. For example, role-play, construction, arts and crafts area and small world play.

The setting has a dedicated outdoor area which is accessible throughout the session. This includes a grassed area as well as an undercover area. Specific areas have been set up for children to access including a mud kitchen, role play home corner play shed, slide and small climbing structure along with access to further resources such as sand and water play in tuff trays. We discussed the fabric hanging loosely in the role play shed with the person in charge during the visit. This was removed immediately following the visit.

People who run the setting provide a wide range of resources, allowing children a variety of choice. Children can access toys and resources easily, as they are stored at low level or within their reach. The service promotes diversity, equality, and a variety of celebrations. For example, children engage in activities related to the Chinese New Year, Diwali and Santes Dwynwen.

Leadership & Management — Good

People who run the setting are effective in the way they manage and operate the setting and are committed to ongoing improvements. They ensure staff implement policies and procedures in practice. The statement of purpose was updated during the inspection process to provide an accurate picture of the service offered, and includes the information required by regulation and the national minimum standards. This enables prospective parents to make an informed decision about using the setting. People who run the setting have worked positively with Care Inspectorate Wales (CIW) during this inspection.

People who run the setting follow timely and robust recruitment processes consistently to safeguard children and ensure the suitability of staff. They ensure the required Disclosure and Barring Service (DBS) checks are in place for all staff members. Staff files were missing some documentation on the day of the visit, which included references, job description and CV. This was rectified immediately following the visit and we were provided proof of documentation. Staff members said they feel well supported and enjoy their role. People who run the setting undertake supervision and appraisal sessions that support staff with their role, learning and development and any performance issues that may arise. However, the person in charge has not been provided opportunities for regular one to one supervision or appraisal. People who run the setting ensure staff are deployed appropriately to effectively oversee tasks, activities and support children.

People who run the setting actively seek feedback from staff, children and parents regarding the service and collate all feedback in their quality of care review report. Through this feedback and discussion with the team of staff, they decide on changes and improvements that will benefit the children.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the end of sessions and photographs are shared via a private social media platform as well as through an app. Parents we spoke to confirmed they are happy with the care given, *"They're brilliant and really efficient. I'm happy with everything."* People who run the setting have a positive relationship with staff at the school they are based within which eases children's transitions from the setting and into school.

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 13 (Day Care) - Suitable Person	Ensure the person in charge is provided regular opportunities for supervisions and annual appraisals.
Standard 7 - Opportunities for play and learning	Ensure the planning of activities is in place.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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