Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Bodhyfryd

Cylch Bodhyfryd, Ysgol Bodhyfryd, Ffordd Brynycabanau, Wrecsam, LL13 7DA

01978 542340

The inspection visit took place on 23/03/2026

Service Information:

Operated by:	Cylch Bodhyfryd
Care Type:	Children's Day Care
Registered places:	78
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	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children are happy, settled and feel secure in the setting. They benefit from warm, consistent relationships. Children are familiar with routines which promotes a strong sense of belonging. Children make choices confidently, develop independence and enjoy purposeful play that supports their wellbeing and development.

Staff safeguard children effectively and promote their health and wellbeing through positive relationships and nurturing interactions. Children benefit from purposeful play and Welsh-language experiences. However, systems for recording observations, tracking development and planning next steps are inconsistent across the setting.

Leaders provide safe, secure and well-maintained indoor and outdoor environments that support

children’s independence and learning. Resources are varied, accessible and age-appropriate. Access arrangements are effective. However, some risk assessments do not identify all hazards or undergo regular review.

Leaders provide a well-managed and supportive service, with effective systems for governance, recruitment and partnership working. However, staff supervision arrangements are not regular or sufficiently robust, limiting effective monitoring of practice and professional development. As a result, leaders must strengthen supervision to improve outcomes for children.

Findings:

Well-being — Good

Children's wellbeing and happiness is at the heart of the setting. The setting runs from three different locations within the school grounds and consists of a cylch meithrin, flying start, meithrin mwy and an afterschool provision. In each provision children 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. For example, children can choose a book for the staff to read to them or can choose to play with water and make bubbles.

Children are happy, settled, and enjoy attending the setting. They are familiar with the routines which adds to their sense of safety and belonging. For example, children happily gather to wash their hands before lunch and sit at the table to eat their snack. Children form positive relationships with the consistent staff who they know well. They are confident communicating their wants and needs and will ask for help and support from staff. For example, they ask for comfort when they are upset and ask for help to build a tall tower. Children have a good sense of belonging as both the flying start and cylch buildings are used exclusively by them and are separate from the school. Some of their artwork is displayed on the walls, giving them a sense of pride. Children happily approach visitors to ask them to join in their play or to ask questions, showing they feel secure and settled in their surroundings.

Children form positive emotional attachments with staff, and relationships are consistent and warm. Children interact and communicate well in line with their ages and stages of development and are beginning to develop friendships. 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. In the flying start and cylch meithrin sessions children are developing their fine and gross motor skills playing with water, sand and painting. Children in the meithrin mwy and after school club expressed enjoyment playing in the outside areas on bikes, climbing frames and slides. Children follow their own interests, have freedom to safely explore their environment and can choose to relax and have quiet times.

Children have opportunities to develop their independence skills. They put on their own coats and independently access the toilet facilities and wash their hands. They feed themselves, and support staff with tidying up by taking their own plates to the sink.

Care & Development — Adequate

Staff understand the importance of ensuring the safety and wellbeing of the children attending the setting. They 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 and safeguarding. Children's attendance is recorded effectively, and incident and accident forms are completed and signed by both staff and parents. Fire drills are conducted regularly in the cylch meithrin and flying start so staff and children are aware of how to evacuate the premises if needed. However, not all fire drills are recorded for each location. Staff promote a healthy lifestyle through effective routines and prepare healthy snacks. They promote good hygiene practices and encourage children to wash their hands at appropriate times. There are thorough procedures in place for catering for children with allergies, intolerances, and dietary preferences.

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. They are warm and caring towards the children, providing appropriate comfort and reassurance. For example, staff comfort children if they are upset by talking, engaging in their play and reading them their favourite story. The positive interactions assist children in developing their speech and language skills and support their wellbeing and development.

Staff know the children well and are aware of their individual needs, however these details are not always recorded. They model positive communication to children and promote a positive, calm atmosphere. Staff provide a range of activities, resources and opportunities. They engage and develop children's learning naturally through their play. For example, children learn to count in Welsh as they fill a teapot up with water or go down a slide.

Staff prepare a range of interesting and purposeful play and learning activities. There is evidence of effective planning that reflects children's interests and ideas, however this is not fully embedded throughout the setting. Staff identify children needing additional support or intervention and will make observations and discuss this with parents and carers. However, staff do not record observations, track development or plan for the next steps for all children. Staff know the children well and work hard to meet children's individual requirements. They take appropriate actions to support children with additional learning needs by working with parents and seeking support from the services that are available to them. Staff use the Welsh language continuously with children and promote the Welsh language through music, singing and questioning.

Environment — Good

Leaders provide safe, secure and well-maintained environments across all provisions. The setting operates from two self-contained buildings on the school site, alongside a designated room and play space within the school for the meithrin mwy provision. All areas are well ventilated, welcoming and suitably organised. Access to the premises is securely managed, with visitors signed in and access controlled by school staff. All outdoor areas are safely enclosed by fencing. The indoor areas consist of one large room with various activities and resources which promote children's independence, curiosity, and learning. Leaders review and complete a range of risk assessments. However, they do not identify all hazards, and some have not been updated regularly. Routine safety checks for the building and certificates are up to date.

A kitchen area within the two self-contained rooms enable staff to prepare snacks without having to leave the main area, and toilet and nappy changing areas provide continuous opportunities for children to be independent. 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 at the back of the cylch and flying start buildings offers space for children to experiment with loose parts play, a mud kitchen and bikes and ride in cars. To the back of the meithrin mwy area, children have access to a large play area complete with bikes, slide, climbing frame and musical instruments. They also have access to the school's large 'Pentref Prysur' outdoor area. However, this was not in use during the inspection. There are many authentic, natural and age-appropriate resources for the children to access. They ensure the setting's paperwork is stored confidentially.

Leaders 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 cutting activities and building towers with plastic cubes. Resources are stored at appropriate levels and children can access them and make their own choices. Outside, to the back of the self-contained buildings, is an inviting space where children can explore and learn about the world around them and develop a range of skills. Leaders ensure children experience a range of diverse celebrations and festivals throughout the year, such as Diwali and Chinese New Year.

Leadership & Management — Adequate

Leaders are experienced and offer a consistently good service for parents and carers. They have clear expectations of staff and support them to do their best through offering worthwhile training. The statement of purpose reflects the setting well and contains all the required information. Leaders regularly review their policies and procedures and ensure staff implement them successfully. 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 many 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 and seek the views of parents 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 improving their outdoor learning environment to promote exploration and physical development. They create goals for the future running of the setting.

Leaders actively support staff to provide a good quality provision to both children and their families. There is a dedicated team of staff who work well together and are enthusiastic, knowledgeable, and experienced. There is a robust recruitment process in place and leaders undertake all relevant checks to ensure staff are suitable to work with children. Leaders support further training and the professional development of staff. They have a suitable system in place for monitoring when updates to mandatory training are required. Staff express they feel supported at the setting and enjoy working there. They have annual appraisals. However, leaders do not provide staff with regular one to one supervision. Outcomes for children require improvement because staff supervision lacks sufficient rigour and consistency and we expect the provider to make improvements.

Leaders ensure the children are provided with a good and consistent level of care across all aspects of their service such as their cylch meithrin, flying start, meithrin mwy and after school club. The setting has a close working relationship with the school in which they operate which aids transition. Leaders and staff develop strong relationships with parents who are kept informed about their child through the setting's app, emails or verbal feedback at the end of sessions. Parents we spoke to told us their children are happy and have thrived since attending the setting. Parents are happy with the staff and described them as lovely and approachable. Partnerships with outside agencies such as flying start are good and benefit the setting and the care the 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.

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
Children are potentially at risk as the provider does not have a formal process in place to regularly monitor and review staff performance to ensure staff possess effective knowledge to support children's safety and wellbeing.	23/03/26

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 7 - Opportunities for play and learning	Staff to ensure that they observe and record what children do so that they can plan the next steps in children's play, learning and development.
Standard 24 - Safety	The provider must formally record the details of regular fire drills for all locations within the setting to ensure children know how to safely exit each building in the event of a fire or an emergency.
Standard 24 - Safety	To review risk assessments yearly and ensure they reflect the current setting.
Standard 18 - Quality assurance	The provider must ensure that they seek the views of children, their parents and staff to create and annual Quality of Care report.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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