Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Ffynnonwen

Ffynnonwen Centre, Login, Whitland, SA34 0TG

07796413308

The inspection visit took place on 18/11/2025

Service Information:

Operated by:	CYLCH MEITHRIN FFYNNONWEN a LLANDYSILIO
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	Welsh
Flying Start service:	No
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 happy and settled at the setting. They have a strong voice and make choices about what they want to do and how they spend their time at the setting. Children feel safe and valued, which enables them to engage in purposeful play-based activities. They have formed positive relationships with staff and interact confidently with them.

Staff follow policies and procedures well to promote well-being, safety and healthy lifestyles. Staff encourage children to express themselves and interact with them in a very caring and positive manner. Staff are qualified, experienced and knowledgeable. They show genuine passion and enjoyment in their roles.

Staff care for children in an environment that is welcoming and friendly and promotes their play and learning. Staff have set up a variety of play spaces with a good range of resources to encourage children to play and learn. Overall, the resources and equipment meet the needs of the children.

well. Staff identify any unnecessary risks to children and eliminate them as much as possible. The outdoor environment is secure and offers play areas as an extension of the indoor environment.

Leaders are committed to providing good quality care. They strive to develop the provision and are committed to ongoing improvements. Overall, leaders ensure the setting's policies and procedures meet the regulations and national minimum standards. However, we have issued an Action for Improvement in relation to keeping records. They have strong partnerships with parents, carers and outside agencies who visit the setting.

Findings:

Well-being — Good

Children are given opportunities to make choices and the activities available to them appeal to their age and development. For instance, inside some children decide to play with the jigsaw's and happily invite staff to join them, while others independently took a book into the reading corner and sat with friends to read and chat. Children communicate confidently with each other, staff and visitors.

Children arrive at the setting happy and settled. They are welcomed by staff and other children are joyful to see them. They have warm and positive relationships with staff and know they will be listened to and supported. Children are familiar with the daily routine. For instance, following outside play, children know what happens next and happily sing along while tidying up. They are extremely comfortable around visitors and invite us to join in their play, offering us resources such as colouring pencils to help them colour, and a doll to be placed in the bath.

Children's interactions are positive and imaginative. For example, while playing outside, children prepare to travel to space. When asked where they were going, they replied "*we are going to space*, *let's get the rocket ready*!". They listen to the staff and respect what they have to say. For example, while building a tower outside they are asked "*how can we build it taller*?" with children answering enthusiastically. Older children support younger children by helping them put on their coat.

Children enjoy their play and learning activities. They access a range of opportunities within the setting and follow their own interests. For example, children chose to play in the construction area and show excitement racing cars and building towers. While building the tower one child said, "*this needs to be taller*." Another child replied, "*we need half a block more*". They were clearly enjoying the play. Children confidently explore the outside area and enjoy physical play such as, riding bikes and balancing on blocks.

Children are given regular opportunities to develop independence. For example, they carefully use scissors to cut out. Outside children put on helmets themselves before riding the bikes. Most of the children wash their hands independently before going to get a plate and cup ready for snack time. During snack time they enjoy socialising in a small group, however they do not prepare and serve their snack themselves. Children use the toilet independently, washing and drying their hands afterwards. Most children put on their coats themselves confidently.

Care & Development — Good

The setting is run by experienced staff who understand and effectively implement policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being. All staff have completed first aid, safeguarding and food hygiene training. They ensure children play outside every day. Staff follow appropriate hygiene guidance when serving food, helping children who need to go to the toilet and changing nappies. Healthy snacks and drinks are provided. Staff have a sound understanding of the setting's safeguarding procedures and emphasise that we all have a duty of care for every child. Staff record accident and incident logs, and parents or carers sign these. Leaders ensure that staff to child ratio is correct. However, this isn't always effective at busy times such as meal-time preparation, as some staff leave the main room to cook dinner.

Staff understand the behaviour management policy and act as positive role models. They listen attentively to children's views and respond carefully to their needs. Staff interactions with children are positive and kind, and they consistently treat children with dignity and respect. For example, they are thoughtful and vigilant when dealing with children's personal needs. Staff manage minor conflicts on the children's level, explaining how it's not nice to hurt other children and that it makes other children feel sad and unhappy. Staff can tell us, with pride, how well children have settled and developed since attending the setting. Staff show genuine care and enjoyment in their roles.

Staff offer a variety of play and learning activities suitable to the age and development of the children in their care. Staff plan well for the next stages and review progress regularly. This allows for purposeful planning to meet children's needs, based on staff observations and assessments of the children's abilities. Staff have in-depth knowledge of individual children and this in turn is effective in meeting their needs. They have systems in place to provide suitable care and opportunities for children with additional needs, including medical needs, should this be required.

Environment — Good

The setting is located in the old school which is now the community hall. It provides a clean, warm and safe environment. The setting has a suitable level of security, and the main entrance is locked. Leaders ensure that daily and general risk assessments, as well as fire risk assessments, are conducted and reviewed regularly. Fire drills are carried out at least termly, and these are recorded. Children can access the toilets with staff ensuring that clear and safe arrangements are in place. All visitors sign in upon arrival, ensuring the safety and security of the children and the setting.

The indoor area is spacious with play areas set up for the children. Confidential paperwork is stored in a locked cupboard, which can only be accessed by leaders. Children have access to a dedicated outside play area adjacent to the playroom. Here, children can ride bikes, play in the mud kitchen and climb various apparatus on the school yard. Children also have access to the large, grassed area which they use for physical activities.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice to stimulate curiosity. There are play areas set up, such as a book corner, playdough, mark making, role play area, water and sand play, mud kitchen and craft and painting area. Children can access the wide variety of toys and resources easily and independently, as they are stored at low level and within their reach.

Leadership & Management — Adequate

Leaders have a good understanding and practice to comply with the National Minimum Standards and regulations. They recognise it is their responsibility to achieve compliance. Leaders have a vision for the setting, which is shared with others, and they are keen to drive improvement. Leaders engage positively with CIW and have acted promptly following our inspection to action improvements. Leaders have systems in place to document regulatory records such as registers for children and staff. However, these are inconsistently completed and do not always accurately reflect which staff are present and their times in and out of the setting. We expect the provider to make improvements. Policies, procedures, and documents are regularly reviewed. They have appropriate public liability insurances for the setting.

Leaders are developing their self-evaluation system. They seek the views of people using the service. Leaders reflect on what they do well, and how they can improve, providing an action plan with timescales. Leaders are involved in the day to day running of the provision, as well as another nearby setting, providing a supportive and effective team working environment. They set high expectations and encourage best practice. However, this leaves minimal time to complete essential admin tasks.

The leader follows robust recruitment processes to safeguard children. There are complete suitability checks, and all staff have current and up to date Disclosure and Barring Service (DBS) checks. All staff are appropriately qualified. Leaders carry out regular supervisions and appraisals with staff, whilst committee members ensure these are completed for the leader. Staff have opportunities to undertake training and continual professional development is consistent. All mandatory training is completed by staff. Staff told us they feel well supported by leaders and there is an open-door policy.

Leaders tell us, they have good links with another nearby setting and meet together for events such as sports days. They confirmed they are working in partnership with local schools, as well as developing community relationships. Parents are kept informed of their children's development and progress through regular verbal discussions, which take place at the start and end of the day.

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
We found poor outcomes for children as not all records are accurately maintained.	18/11/25

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)
	No NMS Recommendations were identified at this inspection

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)
Ensure there are sufficient staff available at busy periods, such as lunchtime.
Ensure leaders schedule allocated time for admin tasks

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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