Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llandysilio

Llandissilio Village Hall, Llandissilio, Clynderwen, SA66 7SY

07760135392

The inspection visits for this service took place between 25/03/2026 and 26/03/2026

Service Information:

Operated by:	CYLCH MEITHRIN FFYNNONWEN a LLANDYSILIO
Care Type:	Children's Day Care
Registered places:	24
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 and communicate confidently with their peers and staff. They develop strong relationships. Most children are independent and are given choices and opportunities to express their opinion in the knowledge that their voices will be heard.

Nearly all staff are experienced, and overall they understand and follow policies and procedures to promote well-being and safety. Staff encourage children to express themselves and interact with them in a positive and caring manner. They plan well to meet children's requirements and interests.

Leaders have clear policies, enabling staff to understand their role in keeping children safe. They ensure a welcoming, well-maintained and secure environment. Leaders have good health and safety measures in place to minimise risks to children. They offer play areas which are organised with accessible and age-appropriate resources.

Leaders have a clear vision and are aware of their regulatory responsibilities. They have strong partnerships with parents, carers and the local community. They have a system in place to review the service annually.

Findings:

Well-being — Good

Children are happy and enjoy their time at Cylch Meithrin Llandysilio. Children are given good opportunities to make choices and decisions and express their opinions. They communicate confidently with staff and their peers. Their wishes, feelings and needs are always consistently considered and respected, which supports them to feel valued, listened to, and that their individual needs are met. For example, they confidently tell staff when they want to return indoors from outdoor play, showing they understand their views matter.

Children feel secure and have formed good relationships with staff and their peers. They are active and express enjoyment in their play. They have a sense of belonging and they are clearly familiar with daily routines which helps them to feel relaxed and content. Children are learning to understand their feelings and show sheer delight when telling us their parent is collecting them shortly. Children confidently show us resources they enjoy playing with at the setting and they ask us questions about why we are here, which reflects their comfort and confidence.

Children interact confidently and openly. They work together and socialise in a friendly and kind manner. Most children understand how to take their turn, wait, and share, supporting the development of their social skills. For example, a group of children happily took turns as they placed vehicles on the train track. Interactions between the children and the staff are warm and demonstrate that children develop good communication skills, for example children are encouraged to say ‘please’ and ‘thank you’ during snack time.

Children have the freedom to freely explore their indoor environment and do so with confidence, enjoying the opportunity to follow their own instincts and ideas. They spend time in different areas such as the home corner, placing the doll in the highchair and pretending to hoover the floor. Children enjoy spending time in the creative area, painting their hands with different colours of paint as well as gluing pasta to create Easter cards. Outdoors, children are provided opportunities to be active, for example with plastic hoops, balancing on stepping stones and throwing bean bags as well as undertaking an Easter egg hunt.

Children have access to a good variety of self-directed experiences which enable them to gain a range of skills, be independent and promote their overall development. For example, they can decide when they wish to have their snack and they understand to wait their turn if the table is full. Children demonstrate increasing independence with personal care tasks, such as washing and drying their hands and disposing of their paper towels with minimal support. During snack time, children choose their own fruit, pour drinks and use safety knives independently and carefully. Children are encouraged to wear their coats and close the zip independently before outdoor play.

They also help distribute the bags and coats before home time.

Care & Development — Good

Nearly all staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses. Staff are familiar with the child protection policy and are confident with the setting's procedures, should they have concerns about a child. All staff have completed child protection training. Staff follow good hygiene procedures and maintain cleaning routines, such as sanitising tables before snack time. Staff also encourage children to wash their hands as they promote their personal hygiene, particularly following activities and before snacks. Staff provide a healthy snack of fruit with an option of milk or water for children to drink. During nappy changing, staff maintain children's dignity and privacy and speak calmly and reassuring to them. However, not all staff adhere to the setting's nappy changing policy with regards to the use of personal protective equipment (PPE). Parents are informed about nappy changes. Staff are knowledgeable regarding the setting's procedures when dealing with allergies and are fully aware of children's dietary needs. Accidents and incidents are recorded accurately, however from the records viewed at inspection not all are signed by parents to evidence they have been informed. Leaders told us parents are informed via an app, however records do not indicate this action has been consistently evidenced

Staff respond in a consistent manner and listen to children's views and respect them. They interact very well and demonstrate encouragement, warmth, and kindness as well as sensitivity to individual children's needs and experiences. Staff interact quietly and softly with the children and show genuine care and enjoyment in their roles. Staff proudly tell us how much children have progressed since attending the setting.

Staff are committed to providing a good range of play and learning experiences suitable for the age and development of children in their care. They support and extend children's understanding in their play and learning, for example, by introducing new vocabulary when looking at a story book together and discussing the creation of new colours as they mix paint. Staff use Welsh throughout the session to further extend language development. We heard songs in Welsh and listened to children joining in. Staff plan activities weekly and assess children through observations. Staff plan appropriately for children's next stages and review progress regularly. They have systems in place to provide suitable care and opportunities for children with additional needs, ensuring all children access appropriate care and development opportunities.

Environment — Good

The setting is located in a community hall and provides a warm, welcoming and safe environment. The setting is clean, tidy and well maintained. The setting has a suitable level of security, and the main entrance is locked. Leaders ensure that daily and general risk assessments are conducted and reviewed regularly, and safety checks are in place for the building. However, the risk assessment for the outdoor area needs to be further developed to cover all areas and activities. Fire drills are carried out and recorded in detail. Leaders ensure that the ratio of staff to children is maintained, which enables them to supervise children very well. Children can access the toilets with staff ensuring that clear and safe arrangements are in place. Visitors' records, along with children and staff registers are used efficiently, strengthening the safety and security of the children at the setting.

The indoor area is very spacious with some play areas set up for the children. 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. Play areas include a book corner, role play, construction and craft and painting areas. Children can access the variety of toys and resources easily and independently, as they are stored at low level and within their reach. During the inspection process, leaders explained how loose parts play is carefully considered, taking into account the age and developmental stage of children to ensure children play safely. Leaders ensure children are provided opportunities to learn about culture and diversity through celebrations throughout the year and this was evident in their planning. However, access to resources through an otherwise inclusive environment which further promote this aspect is limited.

Staff ensure that resources are well maintained and in good condition. Leaders provide suitable furniture and resources to support children's independence. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and well maintained, meeting children's needs effectively. Confidential paperwork is stored in a locked cupboard, which can only be accessed by leaders, ensuring information is secure. Children have access to a large outside play area which includes a grassed area for physical activities, tennis courts area along with an outdoor garden area, providing valuable opportunities to spend time outdoors.

Leadership & Management — Good

Leadership and management is effective, and the responsible individual supports the smooth and consistent running of the setting. Policies and procedures are in place, and the nappy changing policy has been reviewed following the visit to support consistent practice. The Statement of Purpose was updated during the inspection process to include daily routines. It meets the National Minimums Standards and now reflects the service that is provided to children and families.

Overall, leaders implement safe recruitment procedures to safeguard children and staff files include the documentation required and are fully complete following the inspection visit. They ensure staff's Disclosure and Barring Service (DBS) checks are up to date. There is a performance management process in place, and staff and leaders have annual appraisals and regular supervisions to support accountability and professional development. Leaders ensure staff complete mandatory training and opportunities for further professional development is offered. Leaders have contingency plans in place in the event of staff sickness or absences to provide continuity of care. All staff promote the Welsh language, supporting language development and cultural identity.

Children's files are in place and include the required documentation, however from the sample viewed at inspection, not all permissions are fully completed. Overall, they ensure required records are organised and accurately kept. Leaders engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement and promptly notify CIW of significant events. Leaders actively implement self-evaluation. They produce a thorough and reflective quality of care report, seeking and implementing the views of children, parents, and staff and acting on feedback to improve outcomes for children.

Leaders told us they ensure applications are made for grants to purchase items to enhance children's learning and are currently awaiting the outcome of their most recent application. Leaders have good partnerships within the community, visiting local farms and the local care home. Partnerships with the local school are positive and helps the children with the transition process into school. Leaders ensure parents and carers are kept informed through daily face-to face discussions, as well as a digital app, supporting trusting relationships.

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	Further develop risk assessments to include all outdoor areas and activities.
Standard 10 - Healthcare	Ensure nappy changing is carried out as per policy and procedure.
Standard 5 - Records	Ensure all accident and incident records reflect actions taken to inform parents.
Standard 6 - Working in partnership with parents	Ensure children's permission records are fully completed by parents/carers.

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)
Further develop the range of loose parts, natural and sustainable resources and resources which promote multi culturalism and diversity.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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