Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Llannon

Llanon Cp School, Heol Y Nant Llannon, Llanelli, SA14 6AE

07961067723

The inspection visit took place on 03/06/2026

Service Information:

Operated by:	Cylch Meithrin Llannon
Care Type:	Children's Day Care
Registered places:	8
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	Good

Summary:

Children experience positive outcomes and feel valued, listened to and secure. They make choices about their play, enjoy a wide range of activities and develop independence. Children interact well, form positive relationships and show respect for others. They are engaged, confident and motivated, demonstrating enjoyment and perseverance in their play and learning.

Staff generally promote children's safety and health appropriately. Suitable supervision, hygiene practices and record keeping are in place. However, some inconsistencies mean that arrangements do not always fully support children's health and safety.

Leaders provide a safe, suitable and welcoming environment. They ensure resources support children's independence and are organised into clearly defined areas for play. Leaders offer opportunities for children to engage in a range of indoor and outdoor experiences.
Leadership is effective and supports the smooth running of the setting. Leaders have appropriate

systems in place, including policies, supervision and appraisal processes, and gather feedback to inform improvement. Partnerships with parents and other agencies are strong.

Findings:

Well-being — Good

Children have a strong voice and are actively involved in decisions about their play and daily experiences. They independently access a wide variety of resources stored at child height and move freely between areas, enabling them to make meaningful choices about how they spend their time. Children feel listened to and understand that their views are valued, which supports high levels of engagement in their play. They confidently express their preferences and know these will be responded to. For example, children requested to play with modelling dough during snack time, and this was provided immediately afterwards.

Children are happy, settled and demonstrate a strong sense of security within the setting. They are engaged in play and show familiarity with routines. Children approach staff confidently for support, such as assistance with opening food containers or clothing, and receive warm and responsive interactions. They feel valued as staff spend time engaging with them, for example during snack time. Children develop positive relationships and, as a result, are confident and comfortable within their environment.

Children interact well and develop appropriate social skills. They engage in cooperative play, including imaginative scenarios such as caring for a baby, organising a picnic and discussing holidays. Children join each other's play willingly and sustain interactions. They learn to share and take turns through consistent support, which they understand and follow. This helps them develop positive friendships and respect for others.

Children show enjoyment and sustained engagement in their play and learning. They participate in a broad range of activities, including creative play and playing musical instruments. Children have regular opportunities to play outdoors, where they enjoy painting with chalk and water. These experiences support imaginative and exploratory play. Children demonstrate imagination and perseverance, for example when creating models with modelling dough and experimenting with a car and cardboard tube. The activities are often based on children's interests, which enhances children's learning experiences.

Children are developing independence effectively. They manage personal care needs, such as using the toilet and washing hands, and take responsibility for their belongings. They move confidently around the environment and access resources independently. This supports children's confidence, resilience and preparation for the next stage in their learning.

Care & Development — Adequate

Staff promote children's safety and health appropriately. They maintain appropriate staffing ratios, ensuring children are effectively supervised. Staff promote children's health and well-being by consistently encouraging good hygiene routines, such as handwashing, and maintaining cleanliness through regular cleaning of surfaces following activities. Staff maintain records of accidents, incidents and medication, and know where to access a first aid kit. However, not all staff hold current first aid training. The person in charge holds paediatric first aid training, but not all supporting staff have completed training. Staff work in partnership with external professionals, including health visitors, to support children's well-being and individual needs. They maintain records of children's allergies, but this information is not always readily available to all staff, which may impact awareness of individual needs. In addition, staff allow children to bring food and drinks from home, including squash and juice, which do not align with current healthy eating guidance for childcare settings.

Staff manage interactions well and build positive relationships with children. They consistently communicate at children's level, using clear, calm and supportive language, which helps children to understand expectations and feel secure. Staff promote positive behaviour effectively, and model respectful and courteous interactions, which children readily imitate. They use consistent strategies to support positive interactions, including sharing and turn taking. Staff interactions are warm and responsive, and this contributes to a calm, inclusive environment where children feel respected and supported in developing their social skills.

Staff support children's play and learning through a child-centred approach. They respond well to children's interests and make use of opportunities to extend learning. Staff strongly promote the Welsh language, consistently modelling vocabulary and encouraging children's use of Welsh. They promote inclusive practice and work with external agencies to support children's individual needs. However, systems for observing, assessing and planning for children's next steps are not sufficiently embedded. This limits the setting's ability to consistently monitor children's progress and plan effectively to support ongoing development.

Environment — Good

Leaders maintain a safe environment. They have effective systems in place for signing children and visitors in and out, supporting security. Leaders ensure a comprehensive range of risk assessments covers key areas, including fire safety, outdoor play and outings, and these are reviewed regularly. Leaders conduct fire drills regularly and complete relevant safety checks. These arrangements help to minimise risk and promote children's safety.

Leaders provide a suitable environment that supports children's needs. Furniture is appropriately sized, and resources are stored at child height, enabling children to make independent choices in their play. Leaders organise the environment into clearly defined areas for different types of play, supporting a range of learning experiences. They display children's work throughout the setting, contributing to a welcoming environment and promoting a sense of belonging. Leaders provide opportunities for outdoor play, with an area that enables children to engage in creative, physical and exploratory experiences that support their development.

Leaders provide a good range of resources to support children's development. These include natural materials, such as wooden toys, and resources that promote diversity, including dolls representing different ethnicities and multicultural dressing-up clothes, supporting children's understanding of the wider world and encouraging inclusive play. A shed is equipped with a variety of resources, including chalk, role play equipment, books and natural materials such as cones, wooden pegs and stones, which promote exploration and imaginative play. The outdoor area further enhances provision with resources such as a mud kitchen, see-saw and watering cans, enabling creative, physical and exploratory learning. A wide range of good quality resources is available, supporting children's learning and engagement, however, at times, the quantity of resources within the space can impact accessibility and limit children's opportunities to engage fully across all areas of provision.

Leadership & Management — Good

Leadership is effective and demonstrates a clear commitment to maintaining and improving the setting. Leaders have policies and procedures in place which they review within appropriate timescales. The responsible individual and person in charge work collaboratively with an active management committee, which supports the setting through meetings and fundraising activities. Effective communication systems, including the use of digital platforms, support engagement with parents and staff. This contributes to the smooth day-to-day running of the setting.

Leaders demonstrate a positive approach to self-evaluation and continuous improvement. They review the quality of care annually and produce a report. Leaders gather feedback from parents through questionnaires and ongoing communication. They use this information to identify strengths and areas for development and make improvements to the setting. These arrangements support the setting's ongoing development and contribute to improved outcomes for children.

Leaders have systems in place for regular supervision and annual appraisals, providing staff with opportunities to reflect on their practice and supporting their ongoing professional development. They implement robust recruitment procedures and ensure that staff files contain key documentation, including references, employment history and qualification certificates.

Partnership working is a strength. Leaders work effectively with parents, who provide very positive feedback about the care and support offered. Parents describe the setting as *"friendly,"* *"professional"* and *"welcoming,"* and report that their children are happy, settled and keen to attend. Parents commented that staff are caring, know children well and communicate effectively, which contributes to children feeling secure and supported. Leaders told us they have established strong links with the local school, supporting continuity of care and children's transition.

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 12 - Food and drink	Ensure staff have clear and accessible information about children's allergies.
Standard 7 - Opportunities for play and learning	Strengthen planning and observations to clearly identify children's next steps in learning.
Standard 12 - Food and drink	Ensure food and drink follows current healthy eating guidance.
Standard 10 - Healthcare	Ensure all staff complete appropriate first aid training.
Standard 23 - Equipment	Ensure the resources are effectively organised and easily accessible.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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