Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Gellionnen

Ysgol Gynradd Gymraeg Gellionen, Gellionen Road Clydach, Swansea, SA6 5HE

07971805018

www.cmgellionnen.co.uk

The inspection visit took place on 29/06/2026

Service Information:

Operated by:	Cylch Meithrin Gellionnen
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 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, settled and confident, making meaningful choices about their play and daily experiences. They form positive relationships with staff and others, engage enthusiastically in activities and show curiosity, resilience and increasing independence. Children develop a strong sense of identity and actively participate in the daily life of the setting.

Staff promote children's health, safety and well-being effectively through nurturing care, positive interactions and secure safeguarding practice. They provide a broad range of worthwhile experiences and work collaboratively with families and professionals to support children's progress. However, emergency medical consent arrangements and planning systems require further improvement.

Leaders provide a safe, welcoming and stimulating environment that supports children's play and exploration. They maintain effective safety arrangements, provide a wide range of accessible

resources and create spaces that encourage choice, creativity and physical activity. Ongoing investment in the provision demonstrates a commitment to enhancing children's experiences.

Leaders provide effective direction and foster a positive culture across the setting. They evaluate practice, identify priorities for improvement and support staff through training, supervision and professional development. Strong partnerships with parents and external agencies support positive outcomes for children, although some governance and record-keeping arrangements require strengthening.

Findings:

Well-being — Good

Children have a strong voice within the setting and make meaningful choices about how they spend their time. They select resources and activities and freely move between the indoor and outdoor environments throughout the session. Children choose what they would like to eat and drink at snack time from a range of healthy options and make decisions about how they play and who they play with. They direct their own play, make meaningful choices and influence their daily experiences. For example, one child chose not to join a group singing activity and continued playing with magnetic tiles, with staff respecting their decision. Children show increasing independence and understand that their views and preferences are valued.

Children feel safe, happy and valued within the setting. They arrive settled and quickly engage in activities of their choice. Children develop secure and trusting relationships with staff and readily seek comfort, support and conversation when required. For example, children approached staff for cuddles, reassurance and assistance throughout the day. They are familiar with daily routines and transitions, which helps them feel secure. Children demonstrate a strong sense of belonging, supported by family photographs and displays celebrating their experiences and achievements. New children settle quickly and become involved in activities and routines.

Children interact positively with one another and with adults. They play cooperatively, share resources and communicate effectively during play and daily routines. Children show kindness and consideration towards their friends, willingly sharing resources and taking turns. For example, children were heard asking, *“Can I have this one?”* and responding, *“here you go.”* They collaborate during role-play and outdoor play experiences, negotiating roles and developing friendships. Children socialise well during snack and lunch times and respond positively to gentle reminders about manners and expectations.

Children thoroughly enjoy their play and learning experiences. They engage enthusiastically in a wide range of activities and sustain concentration for extended periods. Children show curiosity, imagination and creativity through construction activities, role play, sensory experiences and outdoor play. They express enjoyment through their comments, interactions and enthusiasm for activities. For example, one child told us, *“this is so much fun building this game,”* while others became excited and animated when exploring bubble play outdoors. Children remain focused and engaged in both child-led and adult-supported experiences throughout the session.

Children develop a good range of skills that support their learning and independence. They access resources, make decisions about their play and manage their belongings appropriately. Children understand routines and expectations and are increasingly able to attend to their own personal

needs. They independently access drinks, retrieve equipment and move safely between learning environments. For example, one child fetched a chair before joining friends at snack time, while others accessed their belongings and water bottles throughout the day. Children show confidence in their abilities and undertake tasks for themselves while seeking support appropriately when needed.

Care & Development — Good

Staff promote children's health, safety and well-being effectively. They provide healthy snack choices and demonstrate a good awareness of children's dietary requirements and medical needs. For example, staff referred to clearly displayed allergy information and discussed individual dietary needs during snack preparation to ensure children received appropriate food choices. Staff support children to develop healthy hygiene habits through regular handwashing and toothbrushing routines and ensure they benefit from daily outdoor play and physical activity. They demonstrate a secure understanding of safeguarding responsibilities and confidently describe reporting pathways and the use of a digital reporting platform. Staff followed appropriate hygiene procedures during nappy changing and interacted positively and respectfully with the child throughout. They are knowledgeable about children's individual health needs and have undertaken relevant training to ensure they can respond appropriately in the event of a medical emergency. However, leaders must ensure written parental consent for emergency medical treatment is obtained for all children.

Staff manage interactions with children successfully and create a calm, nurturing atmosphere where children feel valued and respected. They communicate positively with children throughout the day, listen attentively and respond sensitively to individual needs. Staff explain routines and transitions clearly, helping children understand what will happen next and preparing them for changes during the session. For example, staff explained that children would tidy away resources, wash their hands and have snack before returning to their chosen activities. They use praise and encouragement effectively through comments such as *“da iawn”*. Staff also promote positive behaviour through gentle reminders and consistent expectations. They provide reassurance and comfort when needed, helping children develop trusting relationships and confidence in seeking support from familiar adults.

Staff promote children's play, learning and development well and provide a broad range of worthwhile experiences that support progress across all areas of learning. They make effective use of the indoor and outdoor environments to provide a variety of play opportunities. Staff use planning systems that include long-term themes, celebration calendars and focused activities, and maintain observations and developmental records to support children's learning. They understand children's individual needs and use a key worker system to provide consistent support. Staff work effectively with families and external professionals to help meet children's individual needs and support their progress. They promote Welsh language and culture naturally through songs, greetings and daily routines and use children's interests and experiences to extend conversations and support language development. Planning and observation systems support children's learning. However, they do not consistently identify children's next steps in learning and development or fully reflect the principles of Curriculum for Wales.

Environment — Good

Leaders have effective arrangements in place to promote children's safety. They maintain secure access arrangements, with entry controlled through a locked gate and supervised access to the premises. Leaders complete a comprehensive range of risk assessments covering the indoor and outdoor environments, individual children's needs, severe weather conditions, fire safety and emergency situations. Safeguarding information, reporting procedures and key contacts are readily available to staff, helping to protect children. They ensure staff understand emergency evacuation procedures and have arrangements in place to support children who may require additional assistance during an emergency. Leaders encourage regular opportunities for children to play outdoors in a secure, well-supervised environment where risks are managed appropriately.

Leaders provide a welcoming, stimulating and child-centred environment that supports children's play, learning and development. They organise the setting thoughtfully into purposeful areas, including spaces for reading, construction, imaginative play, water play and creative activities. Leaders celebrate children's experiences, achievements and participation in cultural events through attractive displays in the setting. They provide comfortable areas for relaxation and quieter activities alongside extensive opportunities for outdoor learning and physical play that encourage exploration and independence. Leaders have secured grant funding to refurbish the whole building as well as a covered area to the outdoor space, demonstrating their commitment to enhancing children's experiences and outcomes.

Leaders provide children with a good range of resources and equipment that support their interests, independence and development. They ensure resources are stored at children's height, clearly organised and easily accessible, enabling children to make independent choices about their play. Leaders provide a variety of construction, role play, creative and sensory resources that encourage curiosity, imagination and problem-solving skills, making effective use of natural, recycled and open-ended materials both indoors and outdoors. They also provide a range of outdoor resources, including a mud kitchen, climbing equipment, sand pit and gardening opportunities, which promote physical development and exploration. Leaders have begun to develop resources that promote diversity and cultural awareness, including multicultural dressing-up clothes and activities linked to different cultural celebrations.

Leadership & Management — Good

Leaders provide clear and purposeful direction for the setting and promote a positive culture focused on children's well-being and continuous improvement. They have established clear expectations and support staff to understand their roles and responsibilities in delivering good-quality care and support. Leaders work closely with an active management committee that contributes effectively to strategic decision-making and oversight of the setting. They demonstrate ambition for the future development of the provision. Leaders are committed to strengthening links with the local school and enhancing children's experiences through ongoing development opportunities. Whilst leadership arrangements are effective overall, they must ensure accident, incident and medication records are consistently signed by parents to confirm they have been informed. They must also ensure policies and risk assessments are reviewed annually and remain up to date with current legislation, guidance and terminology.

Leaders actively evaluate the quality of the setting and identify appropriate priorities for improvement. They reflect on practice and use feedback, observations and their knowledge of the provision to identify areas for further enhancement. Leaders have identified priorities that include enriching role-play opportunities, extending outdoor learning experiences, strengthening planning and observation systems and developing transition arrangements with the local school. They demonstrate a commitment to continuous improvement through investment in the environment and by exploring new approaches to capturing children's voices and evidencing progress. Leaders adapt practice to improve outcomes for children and families.

Leaders manage staff and resources effectively to promote positive outcomes for children. They provide regular supervision, appraisal and professional development opportunities and foster a culture of ongoing learning. Leaders ensure staff access a broad range of mandatory and specialist training, including safeguarding, paediatric first aid, additional learning needs, outdoor learning and allergy management. They hold regular meetings to discuss children's progress, safeguarding matters and developments within the setting.

Leaders have developed strong and effective partnerships that support children and their families. They work closely with parents through daily discussions, electronic communication systems and regular information sharing. Parents provide highly positive feedback and consistently describe staff as caring, supportive and approachable. One parent told us, *“my child loves coming here, the staff are lovely,”* while another described the setting as *“the best childcare setting in the local area.”* Leaders work effectively with the local school, additional learning needs services, health professionals and community organisations to support children's development and well-being. They also demonstrate a strong commitment to supporting families through practical initiatives, including food parcels, hygiene products and access to parenting information and community resources.

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 5 - Records	Ensure accident, incident and medication records are consistently signed by parents to confirm they have been informed.
Standard 24 - Safety	Review policies and risk assessments annually to ensure they remain up to date and reflect current legislation, guidance and terminology.
Standard 7 - Opportunities for play and learning	Develop planning and observation systems to better support the identification of children's next steps in learning and development and to reflect the principles of Curriculum for Wales.
Standard 10 - Healthcare	Obtain written parental consent for emergency medical treatment for all children.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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