Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pont Pedr

Ysgol Bro Pedr School, Peterwell Terrace, Lampeter, SA48 7BX

07990499498

The inspection visit took place on 17/11/2025

Service Information:

Operated by:	Cylch Meithrin Pont Pedr
Care Type:	Children's Day Care
Registered places:	18
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 have a voice and confidently make choices and decisions about where and what they want to play. They settle quickly into the effective routines and form positive relationships with staff that help them feel valued and safe. Children interact well and enjoy playing alongside others. They have access to exciting and inviting activities and resources that support them to develop a range of skills.

Staff follow effective policies, procedures and routines so children are safe. They have appropriate training and knowledge to support them in their role. Staff are caring and teach children about being understanding and respectful to others as they are good role models. They get to know children's needs and personalities so they can provide effective and tailored care and support.

The environment is welcoming, with neutral tones and displays of children's work, age-appropriate

furniture and resources that are clean and well maintained. The spaces are well organised, and well-equipped both inside and outside to meet the developmental needs of children. Outside play is very well supported with stimulating play opportunities for children to explore. Regular monitoring, risk assessments and daily checks are completed to keep children safe.

Leaders are motivated and committed to making improvements. They welcome feedback and are continuing to make improvements. Leaders ensure staff attend mandatory training and they have good partnerships with staff, parents, children and other professionals. They have good oversight and staff are well supported. Partnerships with parents and outside agencies are positive, benefitting children and their families.

Findings:

Well-being — Good

Children have good opportunities to make choices and decisions and have a strong relationship with the staff. They have access to a wide range of play activities such as messy play; role play and a sand pit. Children move freely between different activities, for example, children went from the mark making area to the messy play area independently. They can access areas of their own choice and are happy at doing this. Children are confident following daily routines such as circle time and tidying up, which most do with enthusiasm.

Children arrive at the setting excited to see staff and their friends. They have warm and positive relationships with staff and know that staff will help and support them. For example, when walking along the planks of wood children ask the staff to hold their hands in support. Children self-register during circle time and are asked how they are feeling. Most answer happy. They also ask for a cuddle if they need reassurance or comfort.

Children interact well with each other and adults, in line with their age and stage of development. For example, while playing in the role play area children play imaginatively together. They listen to the staff and respect what they have to say. For example, they listen to instructions when staff encourage them to wash their hands after going to the toilet and before eating. Children share well with others, for example children share the gardening tools while searching for worms in the mud.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests. Children engage in purposeful play, we saw children mark making with shaving foam, while others were busy in the role play area, baking cakes. Children confidently explore the outside area and enjoy physical play such as, riding bikes and using the balance planks.

Children are given regular opportunities to develop physical, social and emotional skills and they can follow their interests successfully. They develop their independence skills by using the toilet, washing and drying their hands and putting on wellies and coats to go outside. Children pull their sleeves up independently ready to get stuck into the messy play. They carefully pour water or milk from the jug into their cups at snack time. Children are also encouraged to develop their independence skills further by washing up their own plate and cup following snack time.

Care & Development — Good

Staff are aware of their role and responsibility to keep children safe. They implement effective policies and procedures for the setting. For example, making sure external doors and gates are closed and areas are checked before children are allowed to use them. Staff have appropriate first aid training, so they are aware of how to deal with minor accidents and incidents. These are recorded effectively so information is shared with parents/carers. Staff understand the procedure to follow if they identify any safeguarding issues. They record children and staff attendance, so this information is available when needed. It shows who is caring for the children at any one time. Staff complete regular fire drills with the children, so everyone is aware of the procedure to follow in an emergency.

Staff implement effective routines to help promote a healthy lifestyle. Tables are cleaned before and after use and children are supported and encouraged to wash their hands at appropriate times. This helps prevent the spread of germs. Staff give children regular opportunities to get fresh air and be active. They take the children on walks and access the outdoor space daily. Staff provide suitable snack choices that support a healthy diet.

Staff are caring and supportive with the children. They use calming voices to create an atmosphere where children are happy and confident to follow their interests and communicate their needs. Staff are enthusiastic to join in with children's play and learning experiences when invited to but also know when it is appropriate to stand back and let the children self-direct their play. For example, children wanted staff to join them when they were playing in the sand and enjoyed sharing their experiences. Staff talk about the routines and decisions they make, which helps children to know what is happening, so they feel safe. For example, staff talk to children when it is time to have their nappy changed and explain they can continue to play once they have finished their lunch or snack.

Staff get to know the children's needs and personalities, which helps to ensure they can provide tailored support and care for their individual needs. Information gathered before the child starts at the setting allows staff to get to know a child and is beneficial as it helps children to settle quickly. Staff use planning and tracking of children's progress effectively to support them in providing appropriate resources and activities for the children. The individual needs of the children are known and catered for well. This includes working with parents and outside agencies when needed.

Environment — Good

Leaders have systems and procedures in place to ensure the environment is secure. Doors are kept locked, and a record of visitors is kept. The environment is clean and exceptionally well maintained. Staff follow safety routines, for example making sure the outdoor area is secure. Risk assessments and daily checks are completed to ensure all spaces and off-site visits are safe. Fire drills are undertaken regularly, and a clear procedure is in place so that everyone is confident of what to do in an emergency.

Leaders ensure the environment offers a wide range of good quality resources and facilities to meet the needs of the children. There are a suitable number of children's toilets and nappy changing facilities for the children. However, children's privacy and dignity is not always preserved when completing nappy changes as lots of other children were allowed to use the toilet area at the same time. The indoor area is organised appropriately with interesting resources for play that promote children's curiosity and imagination. Children easily and independently access activities and resources both inside and outdoors. The outdoor area is a stimulating and an exciting place for children to play and explore, including a wild garden. All rooms are beautifully decorated in neutral tones and filled with natural light. The walls are decorated with children's artwork such as paintings of Pudsey, giving them a sense of pride and belonging. The playroom has plenty of space and is easily accessible for children to play with a defined home corner and quiet area for reading, and relaxing.

Most resources are easily accessible as they are stored at a suitable height for children to use independently. Additionally, staff ask children what they would like to play with. Boxes include jigsaws, small world animals, magnetic tiles, board games and colouring items. Areas in the outdoors are readily resourced and offer a variety of good play opportunities. Children help themselves to items, and staff understand the benefits of outdoor learning, encouraging them to use this area as much as possible. They are given good opportunities to develop gross and fine motor skills during activities such as drawing, stirring in the mud kitchen, riding bikes and balancing. Children's personal and social development is also encouraged through access to multicultural toys and books and celebrating festivals such as Diwali and Chinese New Year.

Leadership & Management — Good

Leaders are motivated, enthusiastic, knowledgeable and operate the service to a good standard. They are developing their vision and there are suitable policies and procedures in place. Leaders maintain an oversight of the service and ensure most record keeping is effective. Leaders have built strong relationships with children, staff and parents, ensuring they feel happy and valued. The statement of purpose reflects the setting well and contains all the required information. However, not all policies have been reviewed recently to ensure they reflect recent guidance and up to date information.

Leaders manage staff effectively and ensure the staff they employ are suitable and able to work in line with current childcare practices. Staff speak highly of the persons in charge, enjoy their work and feel supported. Leaders encourage staff to attend mandatory training which positively benefits their practice. They ensure there are enough qualified staff to care for children. Most staff are suitably trained and qualified and hold a current Disclosure and Barring Service (DBS) certificate. Supervisions and appraisals are undertaken. However, outcomes for children require improvement as some staff files did not contain all the necessary required suitability checks. This was quickly rectified during the inspection process, but leaders should ensure that these checks are in place prior to the commencement of employment. While no immediate action is required, this is an area for improvement, and we expect the provider to make improvements.

Leaders are due to complete their annual quality care review as they are approaching the end of their first year in operation. They are considering ways to gather viewpoints from parents, children and staff to reflect on the setting's strengths and areas for development and set targets for future improvements. Monitoring and oversight of the service is good as the Responsible Individual is clear and confident about their responsibilities. Parents told us *"Staff go above and beyond to ensure children are happy", "My child has developed a lot since being part of the cylch meithrin and it is so good to see"* and *"I feel everything works extremely well, communication, understanding, and a willingness to provide outstanding care for my child."*

Leaders build good relationships with parents and carers. They listen to parents considerately and share information with them about children's day-to-day activities at the end of sessions. Children benefit from the setting's relationship with the adjoining school, with good arrangements for sharing information and supporting successful transitions. Leaders also have beneficial links with a range of professionals and work closely with the Flying Start Advisory team which helps to support and develop their practice.

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 may be at risk if the provider fails to ensure the required suitability checks are in place prior to the employment of staff.	17/11/25

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)
Standard 4 - Meeting individual needs	Ensure children's privacy is consistently respected when intimate care is being provided.
Standard 5 - Records	Regularly review policies to ensure consistency with current legislation and guidance.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.