Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Y Llewod Bach

Ysgol T Llew Jones, Brynhoffnant, Llandysul, SA44 6EA

01239654553

The inspection visit took place on 05/05/2026

Service Information:

Operated by:	Cylch Meithrin Y Llewod Bach
Care Type:	Children's Day Care
Registered places:	14
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, confident and actively involved in their play, making independent choices and expressing their views. They feel safe, form secure relationships with staff and settle well. Children interact positively, cooperate with others and enjoy engaging experiences.

Staff support children's health, safety and well-being effectively. They apply safeguarding procedures consistently, maintain appropriate supervision and promote good hygiene practices. Positive behaviour is encouraged through calm, respectful interactions. Staff provide engaging learning experiences and support children's development well, although systems to identify next steps are still developing.

Leaders provide a safe, secure and welcoming environment that supports children's well-being and development. The indoor environment is well organised and resourced, providing high-quality materials that effectively promote engagement and support children's independence. The outdoor

environment offers rich and stimulating learning experiences, with ongoing development work further enhancing the overall quality of provision.

Leaders demonstrate a strong commitment to improving the setting and provide effective oversight. Staff work collaboratively and are supported through training and appraisal. Systems for monitoring and evaluating quality are in place and continue to develop. Positive partnerships with parents, the school and community contribute to consistent care and good outcomes for children.

Findings:

Well-being — Good

Children are happy, confident and express their views by making meaningful choices about their play and learning. They independently choose activities and respond positively to prompts by staff to make their own choices, demonstrating good understanding and engagement. Children select resources and decide where they want to play, moving freely between areas. They make decisions with confidence, knowing staff are there to support them in considering options when they are unsure. This ensures children have a strong voice and are actively involved in shaping their experiences.

Children feel safe and develop secure attachments with staff. They settle quickly, including those new to the setting, and separate confidently from parents and carers. Children approach staff readily for reassurance and support, for example when seeking help with personal care or during activities. They feel valued and emotionally supported through consistent, warm and sensitive responses from staff. Children are relaxed and comfortable in their surroundings, demonstrating a strong sense of belonging within the setting.

Children interact positively with each other and staff. They play cooperatively, share resources and begin to negotiate and take turns during play. For example, one child said to another, *“Fi’n cal bach a ti’n cal bach”* while sharing paint pots, demonstrating an understanding of fairness and turn-taking. Children follow instructions well and are familiar with daily routines, such as snack time and brushing their teeth. This contributes to a calm and well-organised environment, where children understand expectations and feel secure.

Children enjoy their play and remain engaged for sustained periods of time. They take part enthusiastically in a range of activities, including creative tasks and story-based learning. Children engage by responding to questions, thinking about their ideas and experiences, and talking about their feelings. For example, one child described a character as *“trist, achos mae e moen mami fe”,* indicating the character felt sad and missed their mother, demonstrating a developing understanding of emotions.

Children are developing independence appropriate to their age and stage of development. They access resources, tidy away and participate in routines such as handwashing and circle time. They show increasing awareness of expectations and take responsibility for simple tasks.

Care & Development — Good

Staff demonstrate a clear understanding of their responsibilities to keep children safe and promote their health effectively. All staff have completed relevant mandatory training, including safeguarding, paediatric first aid, and food hygiene. This ensures they have the knowledge and skills required to carry out their roles effectively and respond appropriately to any matters arising. They confidently describe safeguarding procedures and explain the actions they would take if they had concerns about a child's welfare. Staff demonstrate a sound understanding of wider safeguarding procedures and apply them consistently in practice. For example, they maintain appropriate ratios and supervise children closely, ensuring that children always remain safe. They follow appropriate hygiene practices, including regular cleaning of surfaces and when supporting children with personal care, ensuring consistent standards are maintained. Staff encourage children to adopt good hygiene routines, such as handwashing before meals and after activities, helping them to develop positive habits. Staff provide children with nutritious snacks such as toast and fruit. Staff respond promptly to children's needs, which contributes to a secure and supportive environment. They carry out regular fire drills, ensuring they understand how to respond safely in the event of an emergency and can support children to do the same.

Staff manage behaviour positively through calm, consistent and respectful interactions. They use praise and encouragement effectively, such as "*da iawn ti*" and "*arbennig*" which supports children's confidence and reinforces positive behaviour. Staff model appropriate behaviour at all times and treat children with dignity and respect. Through these positive interactions, staff build strong, trusting relationships, helping children feel secure and confident in expressing themselves. As a result, children respond well to expectations, which effectively supports their social and emotional development. However, opportunities to further extend children's independence and support them to reach their full potential are not always consistently maximised. Staff consistently use the Welsh language which supports children's communication skills and strengthens their engagement in activities.

Staff promote children's learning and development through a balance of planned and child-led experiences. They know the children well and have a sound understanding of their individual needs and interests. Planning reflects children's interests and supports their engagement in activities. Staff use effective questioning to extend children's thinking and learning, encouraging them to count, solve simple problems and talk about their feelings. This supports the development of children's communication and social skills. Staff observe children's progress and maintain development records, which provide a useful overview of children's achievements. However, systems to consistently identify clear next steps in learning are not yet fully embedded. As a result, opportunities to further challenge children and support their ongoing progress are not always met.

Environment — Good

Leaders provide a safe, secure and well-maintained environment within a school setting. They ensure appropriate security arrangements, including controlled entry systems, to protect children at all times. Leaders work effectively with the school to ensure regular safety checks are carried out, including fire safety procedures and equipment testing. This collaborative approach strengthens the overall safety of the environment and ensures compliance with relevant requirements. Leaders have risk assessments in place which identify risks within the environment. However, these do not fully reflect all aspects of the setting's activities and do not consistently support safe and effective practice across all areas of the provision.

Leaders ensure that the indoor environment is clean, welcoming, and well organised to meet children's needs effectively. They work with staff to arrange the space thoughtfully, with clearly defined areas that support a range of play experiences, including creative, imaginative, and construction play. This enables children to move freely between areas and engage in activities that interest them. Leaders maintain displays throughout the setting that reflect children's work and experiences, promoting a sense of belonging and helping children feel valued. The outdoor environment enhances children's play and learning experiences effectively. Leaders provide children with access to a secure, enclosed outdoor area and additional facilities within the school grounds, including a larger outdoor space and woodland area. These provide valuable opportunities for children to engage in physical activity, exploration and learning in a varied and stimulating environment. For example, collecting natural materials fosters children's curiosity, creativity and understanding of the world around them.

Leaders ensure resources and equipment are suitable, clean and of good quality. They provide a range of developmentally appropriate materials to support children's learning across different areas. Resources are kept at appropriate levels, enabling children to access and use them confidently and purposefully, which supports their independence and engagement. Leaders have provided recent additions, including role-play resources, which enrich the quality of the provision and support imaginative play. The outdoor area includes a variety of resources, such as bikes, ride-on toys, sand play and a mud kitchen, which support active and exploratory play. Leaders ensure children experience other cultures and significant events such as Diwali and the Chinese New Year.

Leadership & Management — Good

Leaders demonstrate a clear commitment to developing and improving the setting. The person in charge is relatively new in post and continues to develop confidence and experience within the role. She identifies strengths and areas for development and takes appropriate action to address these. This reflective approach has already led to improvements, including strengthening communication with parents. The responsible individual maintains a visible and active presence within the setting, providing effective oversight and support, which contributes to the smooth and consistent running of the setting.

Leaders understand the importance of monitoring and evaluating the quality of provision. They have established systems to review practice, including gathering feedback from parents, staff and children. This information is used to inform the quality of care review report and supports leaders in identifying priorities for improvement. Leaders take a proactive approach to development, for example, they continue to enhance the outdoor environment to broaden learning opportunities. These arrangements contribute to ongoing improvement and positive outcomes for children.

Staff work well together as a team and provide a consistent standard of care. Leaders support staff through annual appraisals and access to training opportunities, which contribute to their professional development. Staff receive support and guidance. However, regular one-to-one supervision is not consistently in place to enable staff to reflect on practice and identify development needs. The management committee plays an active and supportive role in the running of the setting. Members meet regularly and work collaboratively with staff, contributing to decision-making and supporting leadership changes. The setting benefits from strong community involvement, including fundraising activities, which enhance resources and support ongoing improvements.

Leaders maintain positive partnerships with parents, the school and external agencies. Parents provided positive feedback, reporting their children settle well and benefit from caring relationships with staff. Effective partnerships support children's experiences and help ensure continuity of care and learning.

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 7 - Opportunities for play and learning	Continue to develop assessment and observation systems to ensure they consistently identify and inform children's next steps in learning.
Standard 24 - Safety	Further develop risk assessments to ensure they fully reflect the outdoor environment and individual activities.
Standard 13 (Day Care) - Suitable Person	Further develop and formalise a robust system for the effective one-to-one supervision of staff.

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)
Extend opportunities for children to develop their independence.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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