Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Machynlleth Nursery

Machynlleth Town Council, Y Plas, Plas Machynlleth, Machynlleth, SY20 8ER

01654702933

The inspection visit took place on 10/03/2026

Service Information:

Operated by:	Machynlleth Community Children`s Project Ltd
Care Type:	Children's Day Care
Registered places:	9
Main language(s):	Welsh and English
Flying Start service:	
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Adequate
Leadership & Management	Good

Summary:

Nearly all the children are happy and settled and have worthwhile play and learning experiences within the setting. They make choices about which activities they engage in and are free to move between all activities offered. Children have warm relationships with each other and with staff, and interactions are consistent and positive. Children's social and independence skills are developing positively and age appropriately.

Staff follow the setting's policies and procedures effectively to promote children's safety and well-being. They are familiar with safeguarding procedures and maintain effective records. Staff show kindness and care in their interactions, helping children feel valued and happy. They know children well and meet individual needs.

The environment is generally welcoming and organised appropriately. Leaders ensure staff implement sufficient hygiene routines and infection control practices. The indoor environment is clean and safe, and suitable for the children to play independently. Leaders make sure there are mostly good quality toys and resources for indoor activities. The resources are suitable for the ages

and stages of development of children.

Leadership is strong and well organised. Leaders support staff through clear expectations and effective training. They monitor the service, review quality of care annually and set development goals. They follow safe recruitment procedures and record keeping and communication are robust. Strong partnerships ensure consistent care across all parts of the provision.

Findings:

Well-being — Good

Children arrive happily at the setting and cope positively with separation from their parents and carers. Children are comfortable within the room, in their daily routines, and with all staff and visiting adults. From observations, children have developed positive and effective bonds with staff and each other. These bonds have clear and worthwhile impact on their well-being. For example, children from the youngest group to the oldest, understand that staff respond well to their needs and requirements. These include when tired or requiring a specific resource. Children nearly always approach all staff confidently.

Children have built positive friendships with each other and play together on various resources and activities. For example, children were playing with a box and sharing blocks and a spoon. Nearly all were keen to include us in their play. Other children were enjoying playing in the sand. Children patiently wait their turn in all activities. For example, the children wait naturally and effectively to take turns when using various items when playing in the sand.

Nearly all children are non-verbal but are able to communicate with staff and each other successfully and show a very strong interest in activities. For example, they decide what resources they wish to access, where to play and if they require some hugs from members of staff. They engage effectively in the activities and experiences presented to them. Nearly all children show natural curiosity and explore the valuable play opportunities available. For example, children engage with various activities, such as drawing and mark making opportunities and with noisy toys. Despite their very young ages, children gain a sense of achievement from what they do. For example, children played with a puzzle, putting the small wooden people in the wooden block. When they succeeded, they were mimicking clapping and had happy smiles.

Children develop their independence through the activities and opportunities provided. For example, children are encouraged to feed themselves at snack-time and eat independently. The older children are encouraged to sit at the table and eat appropriately. They were observed feeding themselves with toast, fruit and drink. The younger children are supported by staff and encouraged to handle the toast and crumpet to eat. Children’s interests are observed and acted upon by the staff within the setting.

Care & Development — Good

Staff promote children's safety and health effectively. All staff have completed safeguarding training and follow procedures consistently. They are confident about their individual responsibilities to report child protection concerns to the relevant external agency. Records relating to accidents, incidents and pre-existing injuries are detailed and reviewed regularly. Staff promote safety well. For example, they quickly clean up any spilt sand to avoid slips and they undertake regular checks on sleeping children. However, recent safe sleep guidance is not considered fully as some children are placed to sleep in pushchairs. Staff implement good hygiene practices in relation to nappy changing and food preparation. They ensure children wash their hands regularly. The setting manages children's allergies effectively, and staff are informed about individual children who have specific dietary requirements. Staff have paediatric first aid training which enables them to manage accidents confidently. However, emergency medical consent and permission for children to sleep in pushchairs is not sought from parents.

Staff interact warmly and respectfully with children and create a calm, nurturing atmosphere. They are attentive to children's needs, offering comfort, reassurance and encouragement. This consistent approach supports children's emotional well-being and helps them to feel secure. There is a behaviour management policy in place and staff manage children's behaviour appropriately, using positive reinforcement and modelling gentle, respectful communication. They adapt their interactions depending on children's developmental needs, supporting turn-taking, sharing and emotional expression.

Staff know the children very well and support them to develop new skills. They promote children's learning and development effectively through activities linked to their interests and developmental stages. The children explore sensory materials, music and imaginative play and they benefit from sensory experiences and warm one-to-one interactions. We heard some staff use the Welsh language, using phrases such as 'diolch' and 'bore da' when chatting with children. However, the Welsh language is not used consistently.

Environment — Adequate

Leaders provide an environment that is sufficiently safe and secure. The entrance doors are kept locked at all times. Visitors are granted access by staff through the entrance and are required to sign in and out. Leaders ensure risk assessments are regularly reviewed and are reflective of the premises, activities and outings children participate in. These assessments are available for staff caring for the children. They ensure potential hazards are identified, and measures are implemented to minimise risks to children. Daily checks are completed prior to children using the space. This ensures any potential hazards are identified and eliminated. Regular maintenance and safety checks are completed within the required timescales. Examples include fire and smoke alarm testing, fire extinguishers and electrical testing. Leaders ensure regular fire drills are conducted to ensure staff and children understand what to do in an emergency. Due to the age of the children, children require nappy changing facilities. Despite hygiene procedures being followed on the day of the inspection, children's dignity and privacy were not respected effectively. The placement of the changing table was not appropriate. Since the visit, evidence has been presented of changes carried out by leaders. Cleanliness of the setting is appropriate, and it is cleaned daily. Staff were also observed cleaning surfaces during the day especially before and after snack time.

Leaders provide an appropriate indoor environment for children which is used to promote their learning and development. The area available for children does not benefit from a readily available outdoor area, leaders make effort to plant and provide visits to nearby outdoor areas within walking distance and make use of a large community hall. The setting's environment is generally welcoming and child friendly. Some examples of children's work are displayed.

The setting provides some age-appropriate toys and resources that keep children engaged, the furniture and equipment are of suitable quality. Toys and play equipment are well-maintained and are regularly cleaned. Leaders work hard to ensure the children have access to natural and recycled materials. For example, tables, chairs and seating. At present, leaders do not provide sufficient resources to promote cultural awareness, celebrations, and diversity within the setting.

Leadership & Management — Good

Leadership and management of the setting is strong and successful. They have clear expectations of staff and effectively support them to do their best through offering consistently good and worthwhile training. Leaders are organised and ensure their records are easily accessible. The statement of purpose ensures a beneficial reflection of what the setting offers and provides parents with consistently good information about the provision offered. Leaders regularly review their policies and procedures and ensure staff implement them successfully. There are valuable record keeping systems in place including children's contracts and children's attendance. However, these were not signed by parents/guardians. The records of attendance for staff and children show ratios are consistently met. Leaders inform Care Inspectorate Wales of events as set out in regulations, providing relevant information within the required time periods.

Leaders understand the importance of reviewing and monitoring their setting. They review the quality of their care annually and seek the views of parents, children, and staff. The review offers a good evaluation of the impact of their service on children and identifies some broad areas for development such as developing a bilingual setting and further developing the use of an electronic app to keep parents informed. They create goals for the future running of the setting and review these regularly.

Leaders actively support staff to provide a good quality provision to both children and their families. There is a dedicated team of staff who work very well together and are enthusiastic, knowledgeable, and experienced. There is a robust recruitment process in place. Staff files are up to date, well organised and leaders undertake all relevant checks to ensure staff are suitable to work with children. Leaders support further training and the professional development of staff. They have a suitable system in place for monitoring when updates to mandatory training is required. Staff have regular supervisions and appraisals, and they express they feel supported at the setting and enjoy working there.

Leaders and staff develop strong relationships with parents who are kept informed about their child through the setting's app. During the inspection process we gained parents' views through questionnaires. Some comments include, *"My child is happy and content there. Very flexible on adding in extra dates and when they can't, they communicate this quickly." "They offer the children a variety of activities, snacks and staff are always helpful and communicative. They make you feel so comfortable and like your little one is in the best hands!"*

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 4 - Meeting individual needs	Develop consistent use of the Welsh language
Standard 10 - Healthcare	Ensure all parental permissions are sought including that for emergency medical consent and sleeping arrangements for children over 12 months
Standard 4 - Meeting individual needs	Ensure children's privacy is always maintained when intimate care is being provided
Standard 23 - Equipment	Provide sufficient suitable toys, play materials and opportunities for the children to develop their awareness of cultural diversity
Standard 2 - The Contract	Ensure the written contract shared and agreed with parents/guardians is signed

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)
Consider recent safe sleep guidance and procedures especially for children under 12 months

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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