Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Cwmbran

Ysgol Gymraeg Cwmbran, Henllys Way, Cwmbran, NP44 4HB

07549395100

The inspection visit took place on 06/08/2026

Service Information:

Operated by:	Cylch Meithrin Cwmbran
Care Type:	Children's Day Care
Registered places:	27
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	Adequate

Summary:

Children are happy, confident and actively engaged in play. They have a strong voice, make meaningful choices and form positive relationships with staff and peers. Children behave well, enjoy their learning and develop independence through daily routines. They feel secure, valued and are becoming more assured in what they can do.

Staff provide effective care and support that promotes children's safety, well-being and development. They build warm, nurturing relationships, manage interactions skilfully and know children well. High-quality planning, strong support for individual needs and the consistent promotion of the Welsh language enrich children's play, learning and development outcomes.

Leaders provide a safe, stimulating and well-organised environment that supports children's play, learning and independence. They use resources purposefully to encourage creativity, curiosity and exploration, while making effective use of indoor and outdoor spaces. Thoughtful organisation,

good-quality resources and strong safety practices promote positive outcomes for children.

Leaders provide clear direction, foster positive partnerships and promote continuous improvement. Effective quality assurance, staff support and collaborative working contribute to positive outcomes for children. However, safeguarding and reporting procedures require improvement as they are currently not implemented consistently in practice.

Findings:

Well-being — Good

Children have a strong voice and are confident staff listen to them and value their choices. They freely choose activities, decide where and with whom they play, and move independently around the indoor and outdoor learning environments. Children's interests and ideas are reflected in activities and resources that are adapted to meet their needs. They confidently express their wishes and needs, such as requesting resources or asking to use the toilet. Children communicate their needs and preferences effectively through a range of communication styles, which are recognised and respected by staff.

Children are settled, happy and secure. They arrive confidently and quickly become absorbed in their play. Children develop strong, positive relationships with staff and one another. They know the routines well and move smoothly between activities, supported by consistent approaches such as counting down before transitions. They show kindness towards one another and have formed meaningful friendships. For example, children were observed happily creating imaginative games together and one child proudly described another as *"this is my best friend".* These positive relationships help children feel valued and secure.

Children interact well and demonstrate positive behaviour. They cooperate, share resources and help one another during play. Children willingly assist with tidying away equipment and show respect for their surroundings by caring for resources and returning them to their proper place. They are developing an understanding of responsibility and work together effectively during daily routines. For example, children queued patiently after washing their hands before going outside and followed familiar routines with confidence.

Children thoroughly enjoy their play and learning experiences. They are fully engaged in meaningful play and confidently direct their own learning. They use their imagination effectively, creating games together and extending play according to their interests. Children remain engaged in play and learning for sustained periods. For example, children remained engrossed in chalk activities for extended periods, demonstrating good concentration and perseverance. They eagerly share their experiences, achievements and ideas with staff and visitors.

Children develop confidence, independence and self-help skills successfully. They independently wash their hands before and after snack and collect their bags and water bottles. Children confidently approach adults for support when needed and proudly share what they are doing. These worthwhile opportunities help children develop independence, resilience and confidence, enabling them to become increasingly capable learners.

Care & Development — Good

Staff promote children's safety, health and well-being effectively. They maintain a clean and tidy environment throughout the session, regularly cleaning resources and tidying play areas to reduce risks. Staff ensure children have access to drinking water throughout the day and encourage healthy habits and independence through daily routines. Mealtimes are calm, relaxed and sociable. Staff support children to wash their hands, collect their snacks and manage personal tasks independently, while remaining readily available to provide assistance when needed. Staff demonstrate a good understanding of safeguarding and are confident in explaining the procedures they follow should concerns arise. They work closely together and share information appropriately to help keep children safe. However, not all staff working directly with children have completed safeguarding training at the level appropriate to their role and responsibilities.

Staff manage interactions skilfully and create a warm, nurturing atmosphere. They are highly engaged in children's play and learning, joining activities enthusiastically and recognising when children would benefit from additional support, challenge or a change of activity. Staff are positive role models and consistently promote respectful behaviour. They frequently praise children's efforts and achievements, using comments such as "*Da iawn ti"* and "*Diolch yn fawr am dacluso"* to build confidence and reinforce positive behaviour. Staff encourage children to take turns, share resources and consider the feelings of others. Behaviour is managed consistently, fairly and sensitively. When minor disagreements occur, staff use calm discussion and questioning to help children understand and resolve situations for themselves.

Staff know children well and meet their individual needs effectively. They develop strong relationships with children and provide caring, responsive support. Staff work closely with parents, schools and external agencies to support children with additional learning needs. They use Individual Development Plans effectively and put support in place at an early stage to help children make progress. Staff monitor children's development through observations, one-page profiles and identified next steps, using this information to inform planning.

Staff promote children's play, learning and development successfully. Planning reflects children's interests and emerging needs and is captured through a range of approaches, including floor books and ongoing observations. Staff use skilful questioning and rich language to extend children's thinking, curiosity and problem-solving skills. For example, they encouraged children to explore colour mixing, discuss textures and solve problems during construction and train-track play. The promotion of the Welsh language is a particular strength. Staff consistently model high-quality Welsh, introduce new vocabulary naturally and encourage children to use Welsh throughout their play, routines and conversations. Staff ensure children benefit from regular opportunities for outdoor play and physical exercise, helping them to explore and develop new skills safely.

Environment — Good

Leaders provide a safe, welcoming and purposeful environment that supports children's play, learning and development. They complete daily checks and use risk assessments effectively to identify and minimise hazards while maintaining opportunities for children to experience appropriate challenge and managed risk. Staff actively monitor the environment throughout the session, removing potential hazards and ensuring children play safely. Secure entry arrangements, enclosed outdoor play areas, finger guards on doors and regular safety checks help protect children. Staff supervise children closely when accessing different areas of the provision and manage opportunities for physical risk, such as climbing equipment and rope play, well.

The setting operates from temporary accommodation within the school. Staff have adapted the available space successfully and have created an environment that meets children's needs. They organise the room thoughtfully, ensuring children can access resources independently and make choices about their play. Child-sized furniture, accessible storage, suitable toilet facilities and clearly defined play areas support children's independence and confidence. The room provides sufficient space for children and supports positive play and learning experiences. Staff also make effective use of the school's facilities, which strengthens children's familiarity with the school environment and supports transition arrangements. Staff select resources purposefully to encourage creativity, exploration and independent play. Indoors, they provide a broad range of activities, including construction resources, role-play equipment, books, threading activities and small world play materials. Staff organise resources at an accessible height so children can select and use them independently. They choose natural and authentic materials, including wooden resources, to enrich children's play experiences and promote curiosity. Multicultural books help children develop an awareness of diversity and the wider world.

Staff use the outdoor environment effectively to extend children's learning. They enhance children's experiences by introducing activities such as painting and chalk drawing and making purposeful use of existing resources. Leaders provide opportunities for children to develop physical skills, imaginative play and problem-solving through access to a mud kitchen, climbing equipment, a rope course, outdoor musical instruments and open space for self-directed play. Staff maintain close supervision while allowing children to explore and challenge themselves appropriately. Resources are suitable, well maintained and sufficient for children’s needs.

Leadership & Management — Adequate

Leaders provide clear direction and promote a positive culture where children, families and staff feel valued. They communicate a strong vision for the setting, based on the principles of Welsh-language immersion and a commitment to continuous improvement. Leaders maintain appropriate policies and procedures and provide an Active Offer of the Welsh language through bilingual information and communication. Leaders foster a collaborative and supportive culture in which staff work well together and contribute positively to the setting's ethos. They provide valuable support and oversight, helping to ensure the setting remains sustainable and focused on achieving positive outcomes for children.

Leaders evaluate the service effectively and use a range of evidence to inform improvement planning. The annual Quality of Care review takes account of the views of children, parents, staff and partners and identifies clear priorities for development. Leaders use feedback and external guidance well to improve practice and have managed the recent relocation to the school site successfully. They regularly review accident and incident information, monitor outcomes for children and implement clear action plans to support improvement.

Leaders manage staff and resources appropriately. They follow safe recruitment procedures and maintain staff records containing the required information. Leaders provide staff with regular training opportunities, supervision and appraisal arrangements. The setting's "Let's Talk" meetings are a particular strength, providing opportunities to discuss well-being, professional development and practice. Staff told us they feel valued and supported and are confident in sharing ideas and concerns.

Leaders have established appropriate safeguarding arrangements. The setting's safeguarding policy identifies clear reporting pathways, with suitable arrangements in place to ensure concerns can be escalated appropriately when the designated safeguarding lead is absent. However, leaders have not fully ensured that safeguarding concerns are escalated and referred promptly in accordance with the setting's procedures. Leaders do not notify Care Inspectorate Wales (CIW) of all significant safeguarding events within the required timescales. Outcomes for children require improvement because safeguarding and reporting procedures are not consistently followed, and we expect the provider to make improvements.

Partnership working is a strength of the setting. Leaders have developed positive relationships with parents, Flying Start, Mudiad Meithrin, the local school and other professionals. Parents spoke highly of the support provided to children with emerging and additional learning needs and described leaders as proactive in responding to children's individual circumstances. Daily communication, digital systems and regular information sharing help ensure parents remain well informed about their children's progress and experiences.

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 because safeguarding and reporting procedures are not always implemented promptly and consistently.	06/08/26

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 20 - Safeguarding	Ensure all staff working directly with children complete safeguarding training appropriate to their role and responsibilities.
Standard 20 - Safeguarding	Ensure leaders understand and follow the setting's safeguarding procedures, including the reporting pathways for safeguarding concerns, so that they are referred promptly and in accordance with the setting's procedures.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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