



# Inspection Report

**Cylch Meithrin Myrddin**

**Yr Atom  
16-18 King Street  
Carmarthen  
SA31 1BH**



**Date Inspection Completed**

08/02/2024

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## About Cylch Meithrin Myrddin

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Carys Augustus
Registered places	10
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	<a href="#">[30 November 2017]</a>
Is this a Flying Start service?	<a href="#">[No]</a>
Does this service promote the Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

For further information on ratings, please see the end of this report

## Summary

The children feel happy and safe in the setting. They have a strong voice and they pick and choose resources confidently. There is strong interaction between the children and the practitioners. The children enjoy their play and learning experiences. The majority of children develop good independence skills.

Staff employ good procedures to ensure that the children are safe and healthy. The staff and the children interact in a warm and caring manner. Staff feed and promote the Welsh language successfully and recognise the children's development and next steps.

The leader runs a clean, welcoming, warm and safe service. They ensure an accessible and suitable environment and provide an enriching indoor area for play and learning. Leaders provide and set out high quality resources.

The leadership is well-organised and committed to providing high quality care. Effective systems are in place to ensure effective self-evaluation. Leaders ensure that good induction processes are in place for staff. Partnerships with parents and the local area are effective and successful.

Almost all children feel happy and safe in the setting. On arrival, they settle down immediately by playing and communicating with the familiar staff. Most of the children develop a very good level of self-confidence while playing. Children were observed smiling when praised for playing well and good painting skills. Most of the children take pride in their painting by saying *"Ta da!!"* and a staff member responds by saying that the work is *"Arbennig!"* (Special) Children smile upon hearing their names during circle time and children are heard singing 'Hei, Mr Urdd' happily while playing.

Most of the children demonstrate that they have a strong voice. On arrival at the setting, the children are seen moving freely from one play resource to another. For example, some children played jigsaws and others chose to play with farm toys. Most of the children feel that the staff listen to them and respect them. Children were seen fetching their comforters from their bags naturally and this was respected by the staff. Another example was children asking the staff for pasta to play with in the role play kitchen. While playing, almost all children feel very confident to ask for more paper to paint pictures of their choice and others choose free play.

There is strong interaction between the children and the staff. Almost all children approach the staff happily while playing. Children show respect towards their friends and the staff. For example, children offer to help staff by asking *"Ga'i 'nôl y paent?"* (May I get the paint?) Most of the children 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. Children were seen sharing cooking resources during role-play and children were heard interacting beautifully while playing shop asking *"Beth ti moin?"* (What do you want?) *Beth ti moin i fwyta?"*

Children enjoy their play and learning experiences. They are happy to play independently and with others. Children were seen holding a mobile phone and having an imaginary chat with mum. Children enjoy playing with money during role-play as shopkeeper and customer. Children were seen choosing to buy a cake and some fruit and putting them in their shopping bag. Children listen and focus for increasingly long periods of time for their age and ability when painting a rainbow and pictures of their family. Almost all children enjoy listening and taking part in the story about the three little pigs and imitate 'Mr Wolf' from the story enthusiastically.

The majority of children develop good independence skills. They count in Welsh when playing and using money in the shop. They use problem solving skills when completing puzzles. Children know colours in Welsh and use their skills to arrange objects according to size when playing. Children develop independence skills during snack time by pouring their own milk and choosing healthy food.

Staff employ good procedures to ensure that the children are safe and healthy. They provide healthy and nutritious food for children including fruit, crackers and milk. They ensure that the tables have been disinfected and that they wear aprons and gloves to prepare food. Staff ensure that they and the children wash their hands before eating. Staff have an awareness of the children's dietary and medical needs, and a record of these is clearly displayed on the wall. Nappy changing procedures meet policy requirements. Staff have a good understanding of child safeguarding procedures. They demonstrated an awareness of the arrangements should a safeguarding case arise. Staff keep a record of accidents. However, there is no record of previous accidents which happen before children attend the setting.

The staff and the children interact in a warm and caring manner. They create a very homely ethos for the children and as a result, the children have a good sense of belonging to the setting. Staff consider children's feelings at all times and value their responses and opinions consistently. Staff are very good role models. They encourage the children to be polite and they model good manners when playing with the children. Staff promote the children's self-confidence well. For example, they said "*Da iawn*" (Very good) to children for putting sea creatures in the correct place and praise was given to children who found it difficult to share initially and then listened well.

Staff feed and promote the Welsh language successfully. For example, staff are heard questioning and feeding the language as the children discuss the names of food items, count and discuss colours and the weather. They sing Welsh songs such as 'Mrs Wishi Washi', 'Bore da sut wyt ti' and 'Mr Hapus ydw i.' Staff have a wonderful way of communicating with the children and staff were heard telling children who were about to finish painting; "*Ti moin papur arall Twts?*" (Do you want another paper dear?) and the children agreed. Although there is no record of child development at present, staff recognise the ability of every child well and their next steps. They have an understanding of additional educational needs in line with the policy. Staff use the children's voices and interests to prepare themes and activities for each term. They mark annual celebrations including those which promote the children's awareness of the wider world. For example, stories about life in India, the Chinese New Year, Santes Dwynwen and Christmas.

The leader runs a clean, welcoming, warm and safe service. The setting provides a good level of security. The service is based in a Welsh community centre in the town. Although the service is based in a community setting, all the facilities required by the staff and the children are within the Cylch itself. The toilet facilities, kitchen and play areas are safe and promote the children's independence. The door which leads to the setting is kept secure by a solid security system. The leader keeps a record of visitors to the setting and checks visitors' personal badges. They manage and check potential risks and cleaning records daily. Leaders maintain detailed risk assessments in relation to the building and they created detailed assessments for the setting during the inspection, including environmental and fire risk assessments. They ensure that maintenance certificates and detailed records of regular fire drills are kept.

Leaders ensure an accessible and suitable environment and provide an enriching indoor area for play and learning. The play room promotes the children's independence where resources are kept at a low level and within the children's reach. There are a suitable number of toilets for the number of children attending and the nappy changing facilities are clean and ensure the children's privacy and dignity. Low-level tables and chairs are provided for mealtimes and table activities. The setting does not have a specific outdoor area at present but the leaders have arranged an opportunity for children to use the centre's outdoor area during the Autumn to collect leaves. Leaders ensure that the children are given frequent opportunities to go for walks in the local area, for example, to the shop and to visit the local library for story sessions. However, the setting does not have a specific outdoor play provision at present.

Leaders provide and set out high quality resources. There are a good number of Welsh language books and resources and some which include personal morals and multicultural awareness. Colourful and attractive displays promote well-known Welsh characters. There are role play resources including a kitchen, shop and dressing up clothes; small world play with farm animals, dolls and superheroes; train tracks; puppets, construction toys, sand, puzzles and games. Physical resources include a balancing resource, yoga resources and balls for physical activity.

The leadership is well-organised, experienced and manages the service well. The statement of purpose provides relevant information for parents and this was updated during the inspection. Policies and procedures are in place. However, they are not reviewed annually. The children's agreements and consent forms are in place, as well as public liability insurance. An effective action plan was updated during the inspection.

The children and their parents benefit from a setting which is committed to providing high quality care. Effective systems are in place to ensure that a formal self-evaluation of the system is undertaken every year. Leaders act on feedback from children, parents, the committee and the Mudiad Meithrin in order to create targets and make improvements to the service for the future.

The leader and the staff form a highly-motivated and close-knit team and they enjoy their work. Staff files are of a high standard and meet regulatory requirements. The staff receive regular verbal supervision sessions and annual appraisals which are recorded on paper. However, supervision sessions are not recorded at present. Regular staff meetings are held and staff, leaders and the committee communicate effectively with each other. The leader is competent and experienced and another member of staff is working towards finishing her childcare qualification.

Leaders ensure that good induction processes are in place for new members of staff and that the required training is in place. A clear system is in place to ensure that staff have up to date checks from the Disclosure and Barring Service (DBS). Safeguarding, food hygiene and first aid training is also in place. However, the leader is waiting for full first aid training in order to meet the national minimum standards.

The setting has established good communication links with partnerships in the county, the Mudiad Meithrin and other settings in the local community. Parents are very happy with this service. They feel that their children are very happy and look forward to attending the setting every day. Parents feel that the Welsh language is encouraged very effectively. They are aware of the policies and feel that they are aware of what is happening in the Cylch. The leader has arranged for the children to go to the local library, the Mudiad Meithrin festival in the Botanic Gardens and a local cafe. They take part in activities to raise money for charities and are involved in celebrations which promote the Welsh language such as 'Parti Mr Urdd'. They also joined up with another local Cylch to visit Father Christmas before Christmas.



### Summary of non-compliance

Status	What each one means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection.	N/A
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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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 5 - Records	Ensure that previous accidents are recorded and signed by parents
Standard 7 - Opportunities for play and learning	Develop an outdoor area to provide opportunities for outdoor play for children
Standard 14 - Organisation	Develop a system to record staff supervision sessions and develop a system to review policies and procedures regularly
Standard 10 - Healthcare	Ensure that first aid training meets the requirements of the national minimum standards

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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