



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

Inspection Report

Cylch Chwarae Trebannws



Trebannws Primary School, Trebanos Pontardawe, Swansea, SA8 4BL



07375125403

The inspection visit took place on 04/02/2026

Service Information:

Operated by:	Julie Corry
Care Type:	Children's Day Care
Registered places:	12
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:



Well-being

Excellent



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children thoroughly enjoy their time at Cylch Chwarae Trebannws. They know their ideas, opinions and suggestions will be listened to. They have a clear sense of belonging and engage positively with those around them. Children follow their interests fully and have opportunities to develop their independence skills.

Staff consistently support children's safety, well-being and development. They manage risks well and maintain good hygiene standards. Staff encourage and promote positive behaviour through praise, clear communication and sensitivity. They offer a range of activities and resources which follow children's interests. Staff track children's progress and work with parents and outside agencies, ensuring each child receives well-informed support.

Leaders maintain a generally safe and clean environment, using checklists, routine cleaning and annual assessments. Indoor and outdoor areas offer sufficient space and resources for children to

explore and use. The layout and storage in the environment ensure children can access equipment independently.

Leaders work positively to maintain and develop the setting. They have a range of documents and information which supports the staff and provide families with a positive experience. Leaders review practice, gather feedback and reflect on their quality of care. Recruitment checks, training and support for staff are in place. The setting's communication with parents is consistent, with families reporting positive experiences.

Findings:



Well-being

Excellent

Children have a strong voice at the setting. They can make choices about the things which affect them. For example, they can choose where to play, what to play with and whether to join in with activities. Children are very confident communicators as their wants, moods and needs are fully considered. They freely share their thoughts, ideas and interests with the staff and visitors at the setting. For instance, children asked us questions about who we were and why we were at the setting.

Children feel very secure, settled and valued. They clearly have a strong sense of belonging, confidently moving around the play areas, requesting toys or support. Children are very familiar with routines of the setting. For example, when staff announced it was “amser tacluso” (tidy up time), children began putting the toys and resources away.

Interactions between children and adults are consistently good. Children respond positively to staff members questions and requests and show pride when thanked for helping staff. Children co-operate well for their age and stage of development. They happily share resources with each other and enjoy sharing their experiences. For instance, children excitedly prepared food and styled a staff members hair as it was their ‘birthday’. They are developing friendships and enjoy joining in with each other’s play. For instance, a child joined their friend on the climbing frame asking them, “where are we going?” with the friend responding that they were off on an adventure.

Children are enthusiastic and interested in their play and learning. They eagerly explore the different play and learning areas and enjoy sharing what they have achieved with staff. For example, when outside, children enthusiastically told staff that the ice had melted, this inspired further discussion about the reason for the ice melting and the weather. Children enjoy a good range of interesting opportunities and can choose to relax and have quiet times.

Children are self-motivated to initiate their own play and to influence their tasks and activities. They concentrate for age-appropriate periods of time to successfully complete their chosen activity. For instance, when pouring themselves a drink, they focused until the water got to their desired depth before closing the tap and stopping the flow. Children are beginning to work together to solve problems and support each other. For example, a child struggled to lift their coat from the post, a taller, older child came over to pick up the coat and proudly gave it to the other child. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully including self-serving snack, washing hands or putting their coats on.



Care & Development

Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They work consistently to support each other and promote safety. For example, when moving between the indoor and outdoor space, staff make sure everyone is aware of their whereabouts. Staff identify and actively manage risks including tidying resources to ensure they are not trip hazards or cleaning spills quickly. Staff implement robust cleaning and good hygiene practices. They encourage and support children to wash their hands when needed and follow best practice for food preparation as well as wearing appropriate personal protective equipment (PPE) when nappy changing. Staff monitor children effectively, moving around the play areas and supporting children's play. They record a range of information to keep children safe including accident and incident records and ensure parents acknowledge the entries. Staff have a clear understanding of their responsibilities to protect children and confidently answered what they would do if they had any child protection concerns.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They show genuine interest in the children, engaging fully in their discussions and responding to their requests. Staff utilise distraction techniques, praise and open communication with children to support and promote positive behaviour. For example, staff reminded children to use please during snack, when one child was polite, this was celebrated and other children also used manners. Staff are consistently responsive; they listen and respect children's views. The interactions are very positive, demonstrating warmth and kindness. Staff are sensitive to the needs and experiences of individual children. They adapt their language to suit the needs and understanding of the children. For instance, they used communication resources to help a child transition from one activity to another.

Staff are committed to providing a broad range of play and learning activities. They provide toys, resources and equipment within the environment which support children's ideas and interests and spark their imagination. For instance, they use 'real-life' resources within the home corner to foster curiosity and support their understanding of everyday objects. Staff are aware of children's individual development and use children's interests to support their planning. They observe and review children's progress, using these records to plan for their next steps. Staff use 'wow' moments to celebrate children's achievements. They keep parents informed through regular photos and messages via their app. Staff support and provide for children with additional needs, utilising one-page profiles and discussion with parents to understand children's individual needs. They have a clear understanding of what steps they should take if they have concerns about a child's development and work well with outside agencies to support children.



Environment

Good

Leaders ensure that the environment is safe and well maintained. The premises are secure, with a visitors' book in place. They complete a daily checklist of potential risks to monitor and deal with any issues within the environment which may occur. They carry out regular cleaning routines that reflect good hygiene practices and complete monthly deep cleans which ensure all areas are targeted regularly. Leaders complete satisfactory general and fire risk assessments, which are reviewed annually. However, these written records do not identify all risks within the environment. There is evidence of heating, firefighting and portable appliance testing (PAT) being completed annually and there is suitable insurance in place. Leaders and staff carry out regular fire evacuation drills, ensuring that children know what to do in an emergency.

Leaders and staff ensure the environment has good indoor play space for children to move freely. They can access the main playroom, a storage area for coats and bags, a bathroom area and a good-sized outdoor area. There is enough toys, resources and equipment which allows children to develop their imagination, curiosity, language and physical skills. Leaders and staff organise the environment appropriately so that it provides a satisfactory range of play opportunities suitable for most of the age ranges cared for. Low level storage allows children to access objects, tools and resources independently and allows them to follow their interests fully.

Leaders ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys and equipment. These help support children's ideas, interests and imagination. Leaders provide resources to support children's personal care development including potties and steps to help them reach the sinks. Outdoors includes resources and equipment which support and encourage children's physical development, and this area is used as often as possible. Leaders and staff develop children's curiosity and enjoyment of the world around them by providing opportunities to engage with nature, use recyclable materials in their play and celebrate different cultures and their festivals.



Leadership & Management

Good

Leaders work positively to develop, support and provide a beneficial setting. They have a clear statement of purpose which reflects the service provided. Leaders have developed a range of clear and worthwhile policies, which help support the running of the setting. However, not all policies fully reflect the setting. These are reviewed at least annually and shared with staff when changes are made. Leaders collect appropriate information about the children in their care, including information about their individual needs, consent forms and personal details. These are kept securely and ensure that the setting can provide a positive experience for children and families. Leaders have a good understanding of their responsibilities to promote the Welsh language. They meet the obligations of the Active Offer of the Welsh language.

Leaders engage with children, parents/carers and staff to review their quality of care. They collect feedback in a variety of ways and use this to help develop their setting. Leaders produce a reflective report, responding to ideas or comments raised and highlighting areas they do well. This is completed annually and shared with others. Leaders ensure they engage with Care Inspectorate Wales (CIW). For example, completing notifications around changes of staff or an updated statement of purpose. They also ensure that they complete their Self-Assessment of Service Statement (SASS) when required.

Leaders follow a safe recruitment process to safeguard children. Of the staff files seen, all evidence of required pre-employment checks are in place and leaders have ensured that staff are suitably qualified. The performance management process is good and encourages practitioners to attend a range of training and to apply their learning. For instance, staff have attended training including Sign along, supporting language and learning and observations. Regular good supervision and appraisals are carried out, which offers staff opportunities to raise any issues, discuss what is going well, where support is needed and targets for the future. Staff told us that they feel very well supported, they work really well together and have developed good relationships with their families. Leaders ensure that they meet staffing ratios and clearly record when children attend and who is caring for them.

Leaders ensure that all communication and engagement systems with parents are good. They share daily updates about children's activities via the app and share information with parents/carers at pick up time. Parents told us that they are extremely happy with the setting, they have great communication, staff are approachable, helpful and understanding and their children love attending the setting.

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)
	No NMS Recommendations were identified at this inspection

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)
Further develop the setting's written risk assessments to identify all risks at the setting.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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