A report on

Cylch Meithrin Bwlchygroes

Cylch Meithrin Bwlchygroes
Yr Hen Ysgol
Neuadd Bwlchygroes Hall
Pembrokeshire
SA35 0DP

Date of inspection: March 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Cylch Meithrin Bwlchygroes

Name of setting	Cylch Meithrin Bwlchygroes
Category of care provided	Sessional day care
Registered person(s)	Sion Jones
Responsible individual (if applicable)	
Person in charge	Georgina Davies
Number of places	24
Age range of children	2 – 3 years
Number of 3 and 4 year old children	3
Number of children funded for early education	3
Opening days / times	Monday to Thursday 9 – 11.30
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Date of previous CIW inspection	12 March 2020
Date of previous Estyn inspection	November 2017
Date(s) of this/these inspection visit(s)	25/03/2025
Very few children come from Welsh-speaking households.	

Summary

Theme	Rating
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Ensure that targets focus on specific elements of development to support individuals effectively.

R2. Ensure leaders inform CIW of every significant incident within the correct deadline.

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Children have a strong voice in the setting. They make choices and decisions on how to spend their time. For significant parts of every session, children can choose what they want to play. They use the variety of interesting activities and resources to steer their own play opportunities and to develop their ideas. Nearly all children can communicate confidently, and know the practitioners will listen and respond to them.

Robust and flexible settling in procedures help the children to feel safe and allow them to relax. Nearly all children arrive happily, proceed to play with ease and feel at home at the setting. Children develop warm and close relationships with the practitioners and know that they can tell them what they want. For example, children ask for more water when they are thirsty, or ask to read a story with a practitioner when they want to do so.

Children behave very well and as is appropriate for their age and their stages of development. Nearly all children play together or play side by side. They encourage each other to complete tasks and acknowledge when they have completed those tasks. Children are very familiar with the daily routines. They learn to follow rules and to respect other people and items, for example when they work together to help tidy up.

Nearly all children take an enthusiastic and continuous interest in their play. There are a wide variety of interesting and exciting activities for them to choose from. As a result, children learn how to concentrate and persevere, and nearly all children spend extended periods of time taking part in activities of their choice. For example, they create a path across the room and count how many steps it takes to reach the other side. They are also able to name colours confidently and count the numbers on the clock on the wall. The valuable adult led group sessions are also beneficial to children, for example the circle time and singing sessions give children valuable opportunities to develop their vocabulary. In general, children show enthusiasm when taking part in these sessions.

Children develop and learn well through the wide range of opportunities that are offered to them. By moving between activities and following their own interests, they gain confidence when making decisions and ask for help when they need it. They develop independence and complete practical tasks for themselves. For example, they put on their coats and take off their coats, and manage their personal needs such as washing their hands independently, as well as choosing snacks and pouring their own drinks.

Learning (only applies to three and four year old children who do not receive education in a maintained setting):

There is no report on the children's learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

Care and development: Good

Leaders have developed a comprehensive range of relevant policies and procedures to help practitioners keep children safe. They are reviewed annually. Leaders and practitioners have a very sound knowledge of how to protect children and know what to do if they have any concerns. Practitioners work well to keep the children safe and healthy. They follow the setting's detailed policies and procedures in relation to hygiene and health and safety. They complete relevant and detailed records of accidents and incidents. Leaders promote healthy lifestyles among the children. They provide healthy snacks and milk or water to drink. As a result, they have been approved as a suitable provision for children in line with the national guidance on food and nutrition. Leaders and practitioners allow the children to spend as much time as possible in the outdoors which ensures they have enough fresh air and exercise. Practitioners keep correct registers of attendance and a visitors book and conduct fire drills, all of which contribute to ensuring safe provision for the children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are caring and supportive. They interact with the children in a warm, relaxed and friendly manner, and they create a positive, happy and lively atmosphere. Practitioners are calm and show respect when talking to the children and each other, and they show a good example to the children. For example, they thank the children for their help to tidy up and praise them for waiting their turn. There is a suitable behaviour management policy that encourages practitioners to use positive techniques such as explaining and demonstrating. As a result, children learn how to manage their own behaviour within an atmosphere that develops and promotes their self-esteem.

Practitioners are able to meet the needs of each child effectively, and they have guidance in place to support children with additional learning needs. There are very good systems in place to support the children and their families, and as a result they know the children very well. Practitioners work effectively with external agencies such as the local authority's advisory teachers and implement information they receive during training. As a result, each child makes good progress in their development.

Practitioners are very responsive to children's individual needs. They play effectively with them to support and expand their learning, for example, by using a wide variety of mathematical language, exploring books, discussing ideas and promoting the Welsh language. Leaders and practitioners plan an exciting variety of relevant activities and experiences in each of the areas of learning and development. They consider children's favourite toys, equipment and interests when planning, and understand the importance of allowing them to continue playing for extended periods of time when something is of special interest to them.

Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting): Good

Practitioners develop wonderful relationships with the children, and value each child's involvement. They work together effectively to provide a broad and balanced curriculum which offers valuable experiences and responds to children's needs successfully, in accordance to the principles of the Curriculum for Wales. As a result, children play curiously for extended periods and are fully immersed.

Practitioners plan learning experiences which engage children's interest. The voice of the pupil is clear within the plans and practitioners ensure that the children's opinions and ideas are considered when these plans are in place. For example, after observing on the children's curiosity on shells, they have included shells in the provision, as well as plan visits to the shell house in the local area and plan interesting activities for the children.

They ensure that children are skilful and develop their physical skills successfully by planning worthwhile activities. A range of indoor and outdoor play and learning experiences have a positive effect on children's development. Practitioners offer valuable opportunities for children to learn practically and to be creative, such as decorate a mask in the mark making area or build and decorate a sandcastle with natural resources.

Practitioners plan learning experiences that encourage children's independence to develop into independent and skilful learners. They offer opportunities for them to put toothpaste on a toothbrush, choose a snack, pour their drinks, spread butter on crackers and cut fruit independently.

Practitioners offer a wide range of different activities and high quality resources that develops the children's numeracy, literacy and digital skills effectively. For example, they have circle time, with resources which engage children and help them to count and recognise letters. This also develops their communication skills effectively. Practitioners make skilful use of the play opportunities. They play alongside children purposefully to encourage their learning successfully. For example, they join the children on the bus outside, whilst singing ‘Mae’r olwynion ar y bws yn troi a throi’ (The wheels on the bus go round and round), or pretend to fall into the water and ask for help to cross the river.

Practitioners keep detailed records of children's achievements and the weekly plans include individual targets. They undertake valuable and regular observation focussing on children's progress, and detailed systems are in place to record these observations. However, targets do not focus on specific elements of development to support individuals more effectively.

Practitioners have sound methods in place that ensure a feeling of belonging to the community and to Wales. They plan purposeful opportunities for children to visit the local community, such as delivering Christmas cards and inviting visitors to the Cylch occasionally. They promote children's awareness of traditions and cultural celebrations in Wales and from around the world, such as Saint David's Day and Ramadan.

There is solid provision for developing children's social, moral, cultural and spiritual skills. For example, they sing a prayer of thanksgiving for the food during snack time. Practitioners teach children the difference between right and wrong and the importance of respecting others. They support children to be kind and encourage them to respect each other effectively by ensuring that everyone asks and answers to 'sut wyt ti?' (how are you?) during circle time.

Environment: Good

The service is located within the old primary school. It is warm and very well maintained. The site is secure and the doors are kept locked. No one can access the setting unless practitioners give them permission and open the door. Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are identified, monitored and managed effectively. They have created thorough risk assessments that outline potential hazards and the action taken to reduce or prevent the risk to children. They also review these documents regularly, and undertake additional assessments in relation to any new activities, including trips to other locations. Practitioners complete daily checks of the play areas, toys and resources and keep a log of any further action needed. Practitioners deal with any hazards identified quickly and effectively. For example, cleaning milk from the table and floor to minimise the risk of slipping.

The play room is comfortable and cosy, and there is plenty of room for children to move around freely. Leaders ensure children have a sense of belonging by displaying examples of their work on the walls, including photographs of the children playing. Practitioners ensure that the play room offers a wide range of stimulating and exciting activities and resources, which enrich the children's experiences successfully. For example, there is a painting area, a reading area, and mark making resources within the play areas such as the play house, all of which encourage the children to use their imagination by creating a list of food required from the shop. Leaders and practitioners ensure that the outdoor play area is used daily and is an extension of the learning environment. The outdoor area is divided into different areas and includes good resources for children to explore and play enthusiastically. It is enclosed and offers play experiences in the mud kitchen, sand area and the willow den where children are able to read stories and look at books. In addition, the bikes and cars offer opportunities for children to develop their physical skills.

Leaders ensure that the wide range of resources are clean and of good quality. These are stored at a low level to allow the children to select them independently without adult intervention. These include a good choice of resources which encourage equal opportunities and multicultural awareness, that are included in the small world and dressing up areas. The setting has appropriately sized furniture and resources, for example, low tables and chairs. The toilets and nappy changing facilities are suitable for children and they are able to reach these independently.

Leadership and management: Good

Leaders promote safe practices and a culture of safety, and there are policies, safeguarding information, and appropriate documentation available on the Cylch's noticeboard by the front door. There is a positive ethos at the setting where children and staff feel valued and there is a positive working relationship between leaders and practitioners. The setting has a clear statement of purpose that offers an accurate image of the setting. They offer the Welsh Language Active Offer, comply with CIW's rules and meet the National Minimum Standards. However, they do not always inform CIW of every significant incident, for example, when they are closed during trips or visits to the school.

The setting takes advantage of opportunities to develop staff effectively and encourage them to attend regular and purposeful training. This has a positive impact on daily learning and teaching standards. They take advantage of reviews, advice and feedback from external agencies such as the advisory teacher and Mudiad Meithrin. The setting addresses concerns effectively, by referring purposefully to the correct agencies to support individuals.

Leaders and practitioners form valuable connections with the wider community to develop children's feeling of belonging. For example, they create a wreath to place within the community on Remembrance Day and arrange parties for the community from time to time. There are sound transition procedures in place to ensure that children can transition successfully to school. For example, children visit the school regularly, and the school staff visit the Cylch, which decreases the children's concerns during the transition period.

Leaders prioritise the issues they wish to improve and act on them effectively. For example, they have recently completed training wth regard to the targets within the improvement plan. They ensure staff are given opportunities to contribute to the setting's self-appraisal purposefully.

The use made of the budget and grant funding prioritises expenditure against the setting's targets effectively. Leaders allocate resources wisely and fund useful equipment in line with the setting's targets. For example, they have developed the external area by investing in colourful signs to enhance literacy and vocabulary opportunities in the external areas. As a result, the provision provides meaningful opportunities with a real life context for children to develop their information and skills.

Leaders follow safe, sound and timely recruitment processes and all practitioners have a contract of employment and a relevant job description. The performance management process has been embedded purposefully, and comprehensive records are kept of findings and practitioners' targets.

Leaders and practitioners have a sound relationship with parents and carers. They communicate effectively with them so that they work effectively to improve children's day to day well-being and learning. Leaders and practitioners use a variety of apps and social media in a purposeful manner to track development and to communicate skilfully. Good use is made of these to inform parents and carers of important messages and incidents and to report on the children's development and care individually through pictures. The children's pictures and work are used in a valuable manner to show individuals progress during their time at the setting and there is a balance of the children's work and pictures within them.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point rating scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysg (Welsh to English).

© Crown Copyright 2025: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 02/06/2025

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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.