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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Penllwyn

Y Cabin
Penllwyn
Aberystwyth
Ceredigion
SY23 3LP

Date of inspection: November 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Penllwyn

Name of setting	Cylch Meithrin Penllwyn
Category of care provided	Full day care
Registered person(s)	Cylch Meithrin Penllwyn
Responsible individual (if applicable)	
Person in charge	Angharad Rennie-Davies
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4 year old children	9
Number of children funded for early education	5
Opening days / times	Monday – Friday 8.30 – 15.00
Flying Start service	Yes
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	16 May 2022
Date of previous Estyn inspection	22 January 2018
Date(s) of this/these inspection visit(s)	11/11/2025
Additional information	

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. Develop more opportunities for children to learn about the wider world and a variety of other cultures.

R2. Ensure practitioners give children sufficient opportunities and time to solve problems independently before offering support or guidance.

What happens next

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

Main findings

Well-being: Good

Almost all children are happy and content at the setting. They settle and cope well with leaving their parents at the start of the session. Most children make decisions for themselves successfully and choose how to spend their time effectively. They move around the learning areas easily and confidently. This enables them to follow their interests and take part in learning and play experiences in their own time successfully.

Most children express themselves in a confident manner when sharing ideas and answering simple questions. They are eager to share their experiences with practitioners, knowing that they will value what they have to say. As a result, nearly all children develop a positive relationship with practitioners, which allows them to cope well with new experiences. Most children respond well to praise, with many showing pride in their work and eagerness to share their successes. For example, they are praised for waiting and taking turns when playing a board game. Nearly all children are familiar with the daily routine and comply with the procedures in a mature way, such as by placing their name in the appropriate place when choosing how they feel today.

Most children socialise happily and are ready to share toys and resources. They take turns with their friends sensibly. For example, they are happy to wait their turn and work together when playing in the sand pit. They chat happily, help each other to fill the cups and wait to turn the cup carefully to try to build a castle. During snack and lunch time, children socialise with each other naturally and are happy when chatting with their friends and the practitioners.

Most children enjoy playing and learning. They concentrate and persevere diligently when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, children enjoy making a hedgehog by pushing pieces of spaghetti into the play dough to create a spiky hedgehog. Nearly all children are inquisitive and enjoy playing and using their imagination. For example, they love role playing as a vet and placing bandages on the legs of the animal soft toys.

Almost all children choose activities in line with their interests and develop good independence skills. For example, they try to put on their coats independently before choosing to go out to play. In addition, during snack time, almost all children are eager to wash their hands and put food waste from their plates into the food bin independently.

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

Practitioners prioritise safety and supervision at all times. They implement effective procedures to ensure that children are both healthy and safe. Practitioners are aware of the procedures to follow should they have concerns about the children's well-being. They have all completed safeguarding training and paediatric first aid and food hygiene training. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners make good use of up to date procedures to prevent the spread of infection; for example, practitioners encourage children to wash their hands before eating. They ensure that tables are cleaned thoroughly with disinfectant liquid before children sit down to eat. Practitioners follow appropriate hygiene procedures when changing nappies and when they prepare food for the children.

Practitioners have developed a strong relationship with the children. They are kind and caring and respond thoughtfully to children's needs and interests. Practitioners use consistent strategies to promote positive behaviour in accordance with the policy. They encourage children to be careful when climbing and discuss and measure risks with them. Practitioners encourage children to develop their social skills effectively by taking advantage of interesting conversations about the local environment or about their family members. Practitioners are positive role models. They encourage children to ask politely and say thank you when necessary. Practitioners praise children regularly as they help to tidy and complete tasks.

The setting has purposeful arrangements for identifying and supporting children's individual needs and practitioners recognise their interests and developmental needs. They achieve their next steps by playing and expand their exploration and discovery experiences. Practitioners provide suitable opportunities for children to learn about Welsh celebrations and holidays such as St David's Day and Saint Dwynwen's Day. They ensure that children have access to some resources, such as dolls and books, that represent people from different backgrounds, but there is a lack of opportunities for children to learn about the wider world and the diversity of other cultures.

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

Practitioners have a firm understanding of child development. They follow children's interests skilfully, planning new experiences for them in response to their play. They celebrate children's progress effectively by displaying their early mark work throughout the setting. Practitioners promote children's independence by encouraging them to explore and play both indoors and outdoors. This increases children's confidence as they choose where to play. There is a good balance between practitioners inviting children to play and allowing children to make choices about where they would like to play. Practitioners ensure long periods of uninterrupted play, allowing time for children to immerse themselves in their learning. As a result, children engage well with learning opportunities and follow their interests.

Practitioners are passionate about the Welsh language and are strong language models. They play purposefully with children to develop their language. For example, they encourage children to sing Welsh nursery rhymes as they play instruments and introduce purposeful vocabulary and questions as they prepare a birthday cake.

Practitioners plan purposeful experiences that help children to understand their local community. They arrange visits to a local farm to pick pumpkins and use a map of the community with the names of familiar farms. This fosters a sense of belonging and enriches children's understanding of their environment. The setting organises meaningful visits from members of the community, such as a nurse, a police officer and a vet, giving children exciting opportunities. They develop children's moral and spiritual skills by providing rich opportunities that connect them to the local community. For example, they organise visits to events such as shows at the chapel.

The setting plans purposeful opportunities to develop children's literacy, numeracy and physical skills successfully. They ensure that children choose books and get to take them home with them to promote their early reading skills. They provide practical resources such as mobile phones to encourage conversation, scales to explore weight and a variety of bikes to strengthen their gross motor skills. The environment has been designed purposefully with resources that spark the imagination and support the development of a wide range of skills. For example, the mud kitchen includes pots and measuring equipment to promote mathematical ideas and collaboration, while the indoor area includes creative resources such as a hospital for role play, which helps children to develop social skills and empathy.

Practitioners use effective observation and assessment methods which contribute positively to the planning of learning activities. In accordance with these observations, they are starting to organise purposeful opportunities to build upon children's development and progress their learning effectively. For example, after realising that children enjoy playing in the water, they plan purposeful opportunities to wash tractors. They listen to children's voices and keep purposeful records. This leads to more relevant and meaningful learning experiences that support the progress of individuals effectively. When best practice is applied, practitioners allow sufficient time for children to play and attempt to solve problems for themselves. However, at times, practitioners intervene too quickly, preventing children from developing perseverance and the problem solving skills they need to be independent learners.

Environment: Good

Leaders prioritise child safety by implementing procedures that ensure that any 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. Practitioners complete daily checks of the play areas, toys and resources and keep a log of any further action needed.

Leaders respond promptly to issues regarding children's safety and to any incident that arises. For example, they monitor and conduct regular fire drills to ensure that children are familiar with the arrangements to follow if they had to leave the building in an emergency.

The building is well maintained and safety checks are completed regularly. Practitioners supervise children closely and carefully to ensure they are safe inside and outside.

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 a self portrait of the children and sketches of areas within the village. Practitioners ensure that the play room offers a wide range of stimulating and exciting activities and resources, which enrich children's experiences successfully. For example, there is a painting area, a reading area, and areas for mark making and playing with dough, and these encourage children to use their imagination. The outdoor area is enclosed and offers play experiences in the mud kitchen, sand pit and water tray. Additionally, they use an area with artificial grass to ride bikes and play with balls.

Leaders ensure that the wide range of resources are clean and of good quality. These are stored at a low level to allow children to select them independently without adult intervention. Leaders provide an effective range of ‘real’ resources. For example, children play with dishes and cooking equipment in the mud kitchen and pretend to talk to their friends on the phone.

Leadership and management: Good

Leaders provide a clear direction and work purposefully to improve the provision. They update policies appropriately and ensure compliance with statutory requirements, keeping detailed records such as attendance registers and essential documents. The setting's ethos promotes effective collaboration, with staff completing their duties safely and professionally. Their clear vision ensures a secure environment which focuses on children's development.

Leaders work effectively with the Local Authority to identify the setting's strengths and any areas for development. They have comprehensive processes in place that inform improvement planning effectively. Leaders ensure that the views of all members of staff, parents and carers and external agencies are considered. This has a positive impact on creating purposeful changes for the benefit of children. Monthly staff meetings provide valuable opportunities to share ideas and leaders make good use of practitioners' personal skills to enrich the provision.

Leaders use educational grants effectively to support staff's professional development. They provide purposeful opportunities to attend essential training such as safeguarding, first aid and food hygiene, as well as curricular training. They organise valuable visits to other settings and invite other settings to the service to share effective practices. This helps leaders and practitioners to strengthen their understanding of the curriculum. Regular supervision and evaluations ensure that staff have ongoing support. Leaders allocate resources and duties effectively, creating an atmosphere where staff feel confident, happy and are well supported.

Leaders foster a strong partnership with parents and carers, ensuring open communication. They offer useful sessions to facilitate settling in periods and show flexibility, which ensures smooth transitions. Parents appreciate the setting's homely ethos and staff's welcoming nature, creating a safe and inclusive environment for children and families. Leaders

communicate effectively via a private group on social media. They share photographs and useful information that help parents to discuss their children's experiences. Events such as a Christmas concert, sports day and community parties create valuable opportunities for families to connect and strengthen relationships. Appropriate links with the local school support transition and help children to progress intelligently to the next stage of their education.

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).

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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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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