A report on

Ffrindiau Bach Tegryn

Canolfan Integredig Tegryn
Aberporth
Ceredigion
SA43 2EN

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Ffrindiau Bach Tegryn

Name of setting	Ffrindiau Bach Tegryn
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Heather Davies-Rollinson and Leanne Marsh
Person in charge	Wendy Davies and Gwawr Jones
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4-year-old children	9
Number of children who receive funding for early education	7
Opening days / times	9:00am – 3:15pm Monday to Friday during term time only
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	31/01/2023
Date of previous Estyn inspection	06/12/2016
Dates of this inspection visit(s)	10/06/2025
No children at the setting come from Welsh-speaking homes.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Good**
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 different cultures and diversity

R2. Refine and ensure consistency in methods of recording purposeful observations to inform planning of the next steps in children's development effectively

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Children have a strong voice at the setting. They make choices and decisions about how to spend their time and where they would like to play regularly, by using the indoor and enclosed outdoor learning environments effectively and creatively.

Children are happy and full of enthusiasm on arrival at the setting. They cope well when separating from their parents and carers and go to play without fuss. Most children settle very quickly, are familiar with consistent daily routines and feel very at home at the setting. Nearly all children are happy and comfortable in the care of the practitioners and know that they are respected and heard. They have a strong sense of belonging and feel completely safe at the setting.

Nearly all children forge warm and close relationships with practitioners and know that they can tell them what they want. For example, they ask for a hug when they are unsettled or say confidently if they would like to go outside to play.

Many children enjoy moving quickly from one activity to the next and persevere and concentrate for appropriate periods. For example, they enjoy playing in the mud kitchen and imitate preparing food for the 'baby'. Most children interact positively with each other and practitioners and socialise and laugh joyfully while playing. A majority play harmoniously alongside each other and a majority are beginning to play together and support each other appropriately, for example when working together to pull and push the handle to pump water and when pushing a friend back and forth on the swing in the outdoor area.

Children are active and learn effectively through play. They are very curious and experiment with a keen interest, for example when digging in the soil for dinosaur bones. Nearly all children enjoy regular opportunities to develop their physical skills by balancing carefully while walking along wooden units and plastic boxes to reach the other side.

Nearly all children develop their independent learning skills soundly, for example as they use the toilet, wash and dry their hands and pour a drink carefully into their cups during *'amser tocyn'* ('token time'). They take pride in their achievements when completing tasks such as brushing their teeth and self-registering with increasing independence. Many children persevere purposefully when learning and show pride in developing their independence further, for example when persisting and succeeding in putting on and taking off their wellingtons.

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

Nearly all children, including those with additional learning needs, make good progress in a range of skills from their individual starting points. Most children's listening skills are sound and they listen carefully to practitioners' instructions and follow them sensibly, for example when putting their bicycles and helmets in the shed in an organised manner during tidy-up times.

Most children make effective progress in their speaking skills and talk confidently to visitors about their activities and experiences. Nearly all children are new to the Welsh language on arrival at the setting and most do their best to use the Welsh language independently, with guidance and encouragement from practitioners. For example, they join in enthusiastically with songs and nursery rhymes such as *'Dau gi bach'* when pulling objects curiously from the *'cwdyn canu'* ('singing sack') as part of their daily routines.

Most children enjoy immersing themselves in factual books about creatures and insects. For example, they enjoy discussing the pictures and talking to their friends and practitioners outdoors about how tadpoles develop into frogs, using appropriate vocabulary purposefully.

During their play, most children enjoy making purposeful marks by using a good variety of different media in the indoor and outdoor learning areas with increasing independence. With encouragement from practitioners, they begin to foster their early writing skills purposefully when striving to write their names on a digital screen.

Most children use suitable mathematical language in real-life contexts. For example, they begin to develop mathematical concepts purposefully when playing with the water pump, for example when discussing equipment that is full and empty. Most show a good understanding of the properties of simple shapes when choosing a *'triongl bach'* ('small triangle') or a *'petryal mawr'* ('large rectangle') of toast during *'amser tocyn'* ('token time').

Most children's digital skills develop well. They use digital equipment fairly independently when using digital cameras purposefully to record their learning, for example after making a picture of a snail they saw in the digging area.

Nearly all children foster secure physical skills by using a wide range of large and small play equipment with good control. For example, they ride bicycles and tricycles energetically and challenge themselves by using the climbing equipment in the outdoor area with increasing independence. Most children concentrate and persevere for a long period when exploring areas that are of interest to them.

Most children's creative skills develop well. For example, they show natural creative talent when creating imaginative images of tadpoles and frogs and experimenting with shells and sand to create beautiful patterns during a visit to the beach. Most children demonstrate sound personal and social skills. They treat others with courtesy and play together happily.

Care and development: Good

Practitioners understand their roles and responsibilities well and implement the setting's procedures effectively to keep children safe. Practitioners have received child safeguarding training and are confident about how to take action should they have any concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners follow robust procedures when dealing with any accidents, incidents or illnesses and keep accurate records. Leaders ensure that there are enough practitioners to meet the minimum standards and, as a result, children are supervised effectively. All practitioners have an up-to-date first aid certificate.

Practitioners promote healthy eating and drinking purposefully by providing a healthy and nutritious snack and offering the children milk or water. Practitioners have up-to-date food hygiene certificates and hygiene procedures are effective.

Practitioners interact very positively with the children. They follow the setting's behaviour management policy firmly and act as effective role models. Practitioners interact naturally and positively with the children and listen, co-operate and explain in a clear and caring manner. Practitioners have a fond relationship with the children and treat them kindly. They talk to the children at their level and treat them with genuine warmth and respect. For example, practitioners welcome them warmly as they self-register independently and encourage them regularly to share how they feel. Practitioners reinforce clear and accurate language when talking and offer the children constant comfort and support. For example, practitioners sit with the children during activities or play alongside them in the learning areas, embedding manners such as politeness naturally.

Practitioners build a very good relationship with the children and have a clear understanding of their individual needs and wishes. They encourage children's confidence and independence kindly and sensitively and celebrate when they succeed, for example when they persevere to solve problems such as building a bridge. Practitioners support children by creating a place for them to play and succeed in incorporating the principles of play into the provision appropriately. They ensure suitable opportunities for children to develop a good variety of skills regularly. Practitioners encourage children to understand their environment by offering experiences such as learning about nature and planting and watering flowers in the outdoor area.

The setting has purposeful arrangements for identifying and supporting children's individual needs, including those with additional learning needs (ALN). There are effective plans to support them to respond to their needs purposefully. For example, practitioners use sign language skilfully to nurture the communication skills of children with linguistic needs. Practitioners work closely and successfully with a range of agencies for the benefit of the children. Information is shared regularly with parents through informal conversations at the beginning and end of sessions, as necessary.

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

Practitioners work together purposefully to provide a broad and balanced curriculum that provides valuable experiences and responds successfully to children's needs. They adapt their planning sensibly to capture the children's interest and enthusiasm. For example, after a child discovered a spider in the reading area, the child's interest and curiosity were used to guide planning, leading to a series of stimulating learning experiences.

Stimulating learning experiences encourage children to develop as confident explorers of their environment, for example by feeding and observing the growth of frogspawn and taking care of flowers and vegetables in the outdoor area. These experiences deepen the children's understanding of the world they live in and how to treat all living things with care and respect.

Practitioners plan provision carefully to promote choice and independence. Many children make purposeful choices about tools and materials in the 'carpenter's workshop' and show a mature awareness of the importance of working safely by putting on purposeful goggles before using real tools.

Practitioners question the children skilfully and extend their language purposefully. They provide children with guidance rather than providing solutions and answers, for example when encouraging children to think about how to hold the hammer correctly before hitting the nail into the wood. They provide rich opportunities for children to hear Welsh vocabulary and patterns of a high standard by talking and singing continuously. Practitioners promote Welsh culture well by encouraging children to take part in a St David's Day parade in the town, where they wear traditional Welsh dress.

Practitioners encourage children to take an interest in stories by creating a welcoming book area for the children, which raises their awareness of books purposefully. Practitioners support children to develop their writing skills purposefully; for example, they encourage children to use chalk to practise forming letters and numbers in the marking area.

Practitioners introduce children to the digital world purposefully by providing an appropriate range of resources such as a mobile phone, a microwave, cameras and tills in the areas. Practitioners nurture children's numeracy skills purposefully; for example, children are given useful opportunities to count a woodlouse's legs and compare the length of worms in the digging area. Practitioners also provide valuable opportunities for children to develop their fine motor skills and solve problems successfully by encouraging them to try different methods while striving to tighten screws, by using a good range of tools with increasing confidence.

Practitioners use visits outside the setting beneficially to extend children's learning experiences. For example, they visit the local retail centre to buy seeds and soil to grow and care for plants at the setting. This provides purposeful opportunities for children to foster a sense of belonging to their *cynefin*, or local area.

Practitioners develop children's spiritual, moral and social skills effectively. Periods are provided for children to reflect on a daily basis, for example by reciting a beautiful prayer in Welsh before *'amser tocyn'* ('token time'). However, there are very few opportunities for children to learn about the lives and beliefs of people from other cultures.

In the best practice, practitioners use assessments and observations regularly to identify what the children have learned, to set targets and to show progress over time purposefully. However, practitioners do not always record learning consistently enough. As a result, they do not always use this information purposefully enough to inform the next steps in children's learning and development.

Environment: Good

Leaders ensure that the environment is safe, clean and well maintained. As a result, they promote children's safety and well-being effectively. They have robust arrangements for admitting visitors to the building and follow effective safeguarding procedures when children arrive at, and leave, the site. Practitioners supervise children well to ensure their

safety. They implement a range of clear and comprehensive policies effectively and assess risks well, which include activities, play areas and visits. Leaders conduct fire drills regularly to ensure that the children and practitioners are familiar with the arrangements to follow should they need to evacuate the building urgently. They ensure that safety procedures, such as valid insurance, are in place. Leaders provide a specific area near the main entrance which displays information about practitioners, safeguarding procedures and specific policies.

Leaders ensure a warm and welcoming environment with plenty of space for children to play and move around freely. They ensure that children foster a strong sense of belonging by displaying examples of their work and photographs on purposeful displays. Leaders ensure that they have a wide variety of good quality furniture which is suitable for the age of the children. They provide children with a variety of resources for their development and these are set out so that they are accessible to them. As a result, children have easy access to equipment which enables them to make independent choices and pursue their interests. Resources are clean and in good condition and the play areas and equipment are cleaned regularly.

The enclosed outdoor environment provides interesting and varied opportunities for children to learn and develop their awareness of the world around them. The area also provides beneficial challenges and opportunities for children to nurture physical skills and take age-appropriate risks, such as climbing and balancing. In the outdoor and indoor areas, leaders ensure that a suitable range of natural materials and loose pieces are available for the children to investigate. They develop and enrich the provision continuously to ensure that the children are curious about their environment. For example, they are in the process of developing the outdoor performance area to extend provision to nurture the children's expressive skills and creativity further.

Leadership and management: Good

Leaders and the management committee convey a clear vision that gives a high priority to children's well-being and development. They are enthusiastic and passionate about the setting's work. Staff work together effectively to create a learning community with a safe and happy environment for the children. The setting's statement of purpose provides an accurate picture of the setting and there is a range of useful policies, procedures and risk assessments, which are applied purposefully in practice.

Leaders set high expectations consistently by supporting and challenging everyone to do their best. As a result, leaders succeed in creating a supportive and nurturing ethos where practitioners are valued. As part of the supply practitioner induction arrangements, they ensure that agreed daily arrangements are shared purposefully and that practitioners have a clear understanding of their roles. For example, leaders include practitioners appropriately in the process of planning learning and play for children, which ensures their understanding of the purpose of the activities. Leaders prioritise the expenditure of the budget and grants against targets and allocate resources wisely, for example by continuing to invest in the learning environment to support children's well-being, play and learning.

Leaders take beneficial steps to ensure that they comply with the regulations and national minimum standards, such as following safe and timely recruitment processes. They ensure that the supervision and evaluation procedure for practitioners is purposeful and leads to setting appropriate agreed targets. These arrangements ensure practitioners' accountability in terms of the standard of provision and children's outcomes, in addition to providing meaningful opportunities for them to develop professionally. For example, practitioners have received training on how to use purposeful methods to promote positive behaviour at the setting. This has a strong effect on children's social and emotional skills.

Leaders make good use of effective self-evaluation arrangements to identify strengths and areas for improvement. Leaders evaluate progress against the priorities in the development plan regularly to improve provision continuously. For example, they have identified the need to refine and ensure consistency in agreed arrangements for recording observations and to promote the setting's commendable work in the community more regularly.

Leaders have strong links with the local school. Through a variety of purposeful transition arrangements, such as a joint visit to the beach, leaders and staff work together successfully to ensure that children's well-being is a priority for everyone. As a result, children feel confident as they move to the next stage in their learning. Leaders and practitioners work effectively with a range of partners to improve children's health, well-being and learning. These include Flying Start officers, speech therapists and acting on advice given by the local authority advisory teacher in a timely manner.

Leaders and practitioners have a close relationships with parents and carers. For example, they invite them to celebrate the end of their child's time at the setting in a special ceremony. Prospective parents and carers are also invited to a party at the end of the ceremony so that they are given a valuable opportunity to familiarise themselves with the building and to discuss their children's preferences and needs before they start at the setting.

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 judgement 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

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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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