A report on

Cylch Meithrin Crymych

Ysgol Bro Preseli
Caban
Crymych
SA41 3QH

Date of inspection: October 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Crymych

Name of setting	Cylch Meithrin Crymych
Category of care provided	Full Daycare
Registered person(s)	
Responsible individual (if applicable)	Helen Davies
Person in charge	Melville Wendy Phillips
Number of places	18
Age range of children	2 – 4 years
Number of 3 and 4 year old children	11
Number of children funded for early education	4
Opening days / times	Monday – Friday 9am – 1pm
Flying start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provides the Welsh language Active Offer and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	17 May 2022
Date of previous Estyn inspection	December 2018
Date(s) of this/these inspection visit(s)	07/10/2025
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. Ensure a free flow for children to access learning and play in the outdoor area when they wish to do so.

R2. Continue to develop observation systems which feed into the next steps in children's learning.

What happens next

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

Main findings

Well-being: Good

Nearly all children are happy and cope well when leaving their parents. They make choices confidently and enjoy the freedom to move around the learning areas. Their wishes are respected by practitioners. They thoroughly enjoy choosing resources as they have time and easy access to indoor play areas. Nearly all children naturally join groups of friends and use resources skilfully. For example, they take part in creative activities such as role-play in the café and the play house, creating stick stars using leaves and twigs and looking for spiders in the tub.

Nearly all children are familiar with the daily routine, and feel safe and at home. They have a positive and warm relationship with practitioners, which gives them a sense of security. They call out the names of the practitioners confidently, which shows a strong sense of belonging. Nearly all children respond well to praise, which gives them the confidence to share their successes. For example, they are eager to show the colourful patterns they have created on the marker boards to the practitioners and take pride when the practitioners praise their efforts enthusiastically.

Many children interact well and enjoy the company of their friends. Throughout their play, children interact in a natural way and are kind to their friends, practitioners and visitors. They are happy to share resources and they learn important social skills effectively. For example, children are happy to take turns when given the opportunity to weigh sand using scales. Outdoors, they work together to fill pans in the mud kitchen, and chat happily about what they can add to the mixture. Whilst doing so, they problem-solve and choose resources to transfer the sand and water from one pan to another. They smile and laugh as they take part in role-play activities in the play house, imitating making a cup of tea, writing a list and chatting on the phone.

Most children develop good independence skills and complete practical tasks for themselves. For example, they use the toilet and wash and dry their hands without support, place their coats and bags on the peg and pour their drinks independently. They take responsibility for helping to tidy up and for their personal hygiene. They show pride when completing their ‘helper of the day’ responsibilities.

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 have a good understanding of their role and responsibilities to keep children safe and healthy. They have all attended child protection training, and are confident about the appropriate procedures to follow should they have any concerns about a child. All practitioners have completed paediatric first aid training which enables them to provide appropriate treatment if needed. They keep detailed records of all accidents, ensuring that parents sign these records promptly. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners follow robust hygiene procedures during snack time and encourage children to wash their hands regularly. They promote healthy eating and drinking by providing nutritious snacks and offering milk or water for the children. Practitioners understand their responsibilities to safeguard children with allergies. They promote physical activity successfully by ensuring that there are valuable opportunities for children to develop their physical skills and spend time outdoors in the fresh air. Practitioners ensure privacy and dignity when following the nappy changing policy and keep daily records of these practices.

Practitioners understand their responsibilities to support children with additional learning needs, and have effective networks and purposeful procedures in place to follow when required. There are robust systems in place to support children and their families which enable practitioners to get to know the children exceptionally well. Practitioners work effectively with external agencies such as advisory teachers and act appropriately on advice given. As a result, nearly all child are making good progress in their development.

Practitioners develop caring and supportive relationships with the children, interacting in a warm, calm and friendly manner. This helps to create a positive, happy and lively atmosphere. Practitioners collect a range of useful information about preferences, needs and any other relevant information before children start at the setting, which enables them to plan effectively. Practitioners respond very sensitively and effectively to children's individual needs by playing with them in a meaningful manner to support and expand their learning. For example, they use simple and clear language whilst promoting the Welsh language during activities. Practitioners take their time to listen and explain in a gentle manner which creates a respectful atmosphere and a sense of belonging. They chat regularly alongside the children and understand when to intervene, or offer support and praise. Leaders and practitioners plan an exciting variety of relevant activities and experiences taking account of the children's favourite toys, resources and interests.

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

Practitioners offer a warm and caring environment and have high expectations of the children. They have a strong relationship with the children which encourages an environment where children are happy, confident and ready to learn. Practitioners have a sound understanding of child development and how they learn through play and exploration.

Practitioners know the children well and link their learning with personal experiences successfully. They celebrate children's progress in a positive manner by displaying their early mark-making work around the setting. The provision is flexible and very responsive to the children's interests. Practitioners show a clear understanding of what motivates the children and use this information effectively to adapt the learning environment. For example, children are given opportunities to choose what to cook and what to plant in the garden, which develops their sense of ownership over their learning. Practitioners offer enriching opportunities that support the development of children's skills in a wide range of engaging and meaningful contexts. They use creative methods such as changing fancy dress costumes regularly to change the context of play, encouraging the children's imagination, creativity and social skills successfully.

One of the setting's strengths is the way in which practitioners use the Welsh language naturally and confidently. Practitioners model correct language, use appropriate sayings and immerse the children in the language effectively. They develop oral and ICT skills through practical and creative tasks. For example, they provide a variety of phones across the setting that encourage children to start a conversation and talk about their play purposefully. Practitioners plan purposeful experiences to develop children's numeracy skills. For example, they encourage children to read the prices of items in the shop and to use coins to pay for them.

Practitioners manage children's behaviour in a sensitive and positive manner. They encourage children to share and tidy up and they respond to any agitation in a caring manner. Practitioners offer valuable opportunities for children to make decisions, take risks safely and develop independence. For example, they provide vegetables and knifes in the shop and the mud kitchen so that children can cut them before weighing them on the scales. Although the provision encourages children to play spontaneously in different areas, the current layout does not allow a natural flow between the indoor and outdoor areas.

Practitioners help children to learn about cultural diversity effectively by providing appropriate story books and toys. They plan meaningful opportunities for children to explore various beliefs and cultural traditions through valuable experiences such as learning about Diwali and Christianity. This supports the children's understanding of values such as respect, sharing and kindness. Practitioners successfully promote a sense of belonging to the local community through valuable visits to the shops and performances in the chapel.

Practitioners make useful observations on children's development and use this information purposefully to plan appropriate experiences that are of interest to the children. They keep comprehensive records of children's skills and are starting to consider these when planning

the next steps in their learning. They are familiar with the requirements of the Curriculum for Wales and they challenge the children appropriately by asking purposeful questions. Practitioners share relevant information about children's development with their parents successfully.

Environment: Good

Leaders ensure that they have robust measures in place in relation to safe and secure access to the premises and there is a visitors log in place. The setting's maintenance procedures are effective. Leaders complete comprehensive risk assessments which outline the steps to take to minimise or prevent risks to children. Fire drills are conducted regularly and recorded in detail. Leaders keep a record of when the play areas, toys and resources are cleaned to ensure that the resources are clean and in good condition. They keep a register of attendance for children and practitioners, and ensure that the child to practitioner ratios are correct at all times. Leaders ensure that the information board provides clear and comprehensive details about practitioners, policies and safeguarding procedures.

Leaders ensure a high-quality and stimulating play and learning environment and provide valuable opportunities for children to explore both inside and outside the building. The environment is welcoming and homely with plenty of room for children to move around freely. Leaders ensure that children develop a sense of belonging by displaying examples of their work and photographs. They have organised the playroom appropriately with purposeful learning areas that promote the children's development and offer enriching play experiences. Leaders ensure children are given opportunities to play outdoors with sand and water, and develop their physical skills by playing on the climbing apparatus and bikes. The environment affords children appropriate opportunities to go to the toilet and wash their hands independently.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available to offer stimulating and valuable activities for children. The resources and equipment are of good quality and are stored at a low level so that children can choose them independently. They provide numerous opportunities for children to experiment with a wide range of real food resources such as crockery and fresh fruit and vegetables in the role-play areas. Outdoors, they offer opportunities for children to take responsibility for looking after plants and flowers. There is an appropriate range of resources available to promote children's awareness of diversity and different cultures, including a number of books, puppets, plastic characters and wooden jigsaws. They also ensure that there are activities and displays that promote children's understanding of multicultural celebrations.

Leadership and management: Good

Leaders provide effective and dedicated leadership that contributes significantly to the quality of the provision. The statement of purpose is clear, comprehensive and reflects a sound understanding of national standards. Leaders successfully create a very homely and supportive ethos where children and practitioners feel valued. The team cooperates well and there is a well-established arrangement in place for staff meetings. They use these periods purposefully to reflect, discuss ideas and act on what needs to be developed further.

Leaders provide effective and experienced leadership and respond to challenges in a flexible manner. They have safe recruitment systems in place. The committee and leaders arrange appropriate staff supervision and annual appraisals which identify useful targets for improvement. The setting has a range of up to date policies and procedures that support practitioners in their work effectively.

Leaders have sound self-evaluation processes in place. They seek the views of children, parents and carers and work effectively with external agencies to plan for improvement. They recognise their strengths and appropriate areas for improvement. Leaders make good use of grants to improve the outdoor area and arrange enriching and creative experiences for children with specialist practitioners. They also offer valuable professional development opportunities for staff through purposeful training that promotes their work and the setting's areas for improvement effectively. For example, by following curriculum training they develop areas purposefully to promote children's communication skills more effectively.

Leaders have developed close relationships with practitioners and parents and carers. They communicate effectively with parents via social media, regular conversations and formal meetings. They arrange valuable settling in periods before children start at the setting allowing parents to spend time there with their children. This provides a valuable opportunity for children and parents to get to know practitioners and to familiarise themselves with the setting's procedures and the learning environment.

Strong partnerships with the primary school and other agencies support children's progress and transition, including children with Additional Learning Needs. As a result, children move confidently to the next step in their education. Leaders ensure that the community forms an integral part of children's play and learning at the setting. For example, they arrange regular

visits to the local school and the local community and invite visitors from the community to 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 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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