A report on

Amlwch Pre-School Playgroup

Eleth room
Memorial Hall
Amlwch
LL68 9ET

Date of inspection: July 2026

by

Care Inspectorate Wales (CIW)

and

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

About Amlwch Pre-School Playgroup

Name of setting	Amlwch Pre School Playgroup
Category of care provided	Full day care
Registered person(s)	Amlwch Pre School Playgroup
Responsible individual (if applicable)	Vacant at time of inspection
Person in charge	Helen Smith and Louise Coe
Number of places	24
Age range of children	2 - 4 years
Number of 3 and 4 year old children	9
Number of children who receive funding for early education	9
Opening days / times	9.00 – 11.30 Monday to Friday Term time only
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	19/09/2023
Date of previous Estyn inspection	N/A
Dates of this inspection visit(s)	02/07/2026

Summary

Theme	Judgement
Wellbeing and Care	**Good**
Teaching, Learning and Development	**Good**
Leadership and Management	**Adequate**

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the RP/RI must address these.

Recommendations

R1 Strengthen planning and learning experiences to ensure they build effectively on children's skills, knowledge and understanding across the curriculum.

R2 Strengthen the knowledge of staff to ensure they fully understand the safeguarding procedures to follow.

R3 Strengthen leadership and self-evaluation arrangements to ensure effective oversight and continuous improvement.

R4 Address the areas of non-compliance identified during the inspection

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing and Care: Good

Practitioners create a warm, welcoming atmosphere and greet children enthusiastically on arrival, helping them settle quickly and separate confidently from their parents or carers. Nearly all Children know they can approach staff for comfort, reassurance or support knowing that practitioners are caring, approachable and responsive to their needs. This helps children to feel safe, happy, included and confident within the setting. They move freely around the environment and engage comfortably in activities.

Most children express their views confidently. Practitioners encourage children to make choices and communicate their needs well, such as requesting resources, additional snacks, or asking for support during activities. Practitioners respond suitably to children's interests during play experiences helping them feel respected and involved in their learning experiences. They use children's emerging interest appropriately to promote their development and engagement. For example, when finding a spider in the home corner they take the opportunity to extend children's learning talking about its features and movements.

Most children interact positively with others and are developing friendships through shared play and activities. For example, they enjoy creating pictures together and watching their friends ride bikes down a hill outdoors. Practitioners promote positive interactions by modelling positive behaviours, encouraging sharing and helping children understand the needs of others. As a result, children begin to show consideration for others, cooperate with their peers and develop social skills appropriate to their age and stage of development. Most children form strong, trusting relationships with practitioners and confidently approach them for help, comfort and companionship. Practitioners promote positive behaviour through praise, guidance and clear explanations, helping children understand expectations and make appropriate choices. They intervene effectively to prevent unwanted behaviour from escalating and support children to manage their emotions successfully.

Nearly all children benefit from consistent care provided by practitioners who know them well. Consistent routines help children understand what is happening throughout the day, providing reassurance, promoting independence and supporting their overall wellbeing effectively. Practitioners understand children's individual needs, interests and preferences well. This enables them to provide tailored support to those who need it. They build trusting relationships with children, helping them feel valued and confident. Practitioners ensure that activities and experiences are accessible to all. They work closely with parents and external agencies where required to ensure they meet the needs of all children including those with Additional Learning Needs (ALN)

Teaching, Learning and Development: Good

Practitioners create a calm, inclusive and stimulating learning environment where children settle quickly, feel safe and engage purposefully in their play and learning. They organise a suitable range of good-quality resources thoughtfully, both indoors and outdoors, enabling

many children to access them independently, make purposeful choices and develop independence.

Practitioners have an appropriate understanding of child development and the principles of the Curriculum for Wales. They provide a suitable range of worthwhile experiences that support children's all-round development through, first-hand experiences and extended periods of uninterrupted play, enabling them to become fully engaged in their learning. Overall, practitioners respond suitably to children's emerging interests and adapt learning experiences to extend their learning well. For example, following children's interest in dinosaurs, they introduced a dinosaur washing activity that promoted discussion and investigation through purposeful play. Assessment arrangements are ongoing and meaningful. Practitioners observe and record children's learning appropriately, enabling them to identify their achievements. However, practitioners are not always clear enough on how these experiences may be used to build purposefully on children's prior knowledge, skills and understanding across all areas of the curriculum.

Practitioners model language well and use questioning suitably to extend children's thinking and communication. Overall, practitioners use questions well, to challenge and support children in their learning as they play. Many children communicate using vocabulary appropriate to their stage of development and participate enthusiastically in songs and conversations. They engage enthusiastically with books, listening attentively to stories, handling books appropriately and enjoy sharing them with their friends. As a result, they develop a suitable understanding that print and pictures convey meaning. Practitioners promote Welsh naturally throughout the daily routines and as children play, many children begin to understand and use familiar greetings and simple phrases and enjoy singing familiar songs. Celebrations such as St David's Day help children to develop a suitable understanding of their Welsh identity and culture.

Purposeful first-hand experiences support children's development across an appropriate range of skills. Many children engage enthusiastically in mark-making across a range of contexts and apply early mathematical skills appropriately while counting, matching and exploring capacity during play. Practitioners provide suitable opportunities for children to begin developing their digital skills through purposeful role-play.

Practitioners provide a suitable range of purposeful physical experiences that develop most children's confidence, coordination and balance well. Regular opportunities for music and art foster many children's imagination and self-expression effectively, while practical activities, such as puzzles and magnetic fishing games, encourage perseverance and develop suitable problem-solving skills.

Practitioners promote children's spiritual, moral, social and cultural development well through meaningful and authentic experiences. They enrich children's learning through worthwhile first-hand experiences that promote their curiosity and a sense of awe and wonder about the natural world. For example, during 'Gardening Week', children observe the life cycle of tadpoles and grow and care for flowers and vegetables. These experiences encourage them to make predictions and share their observations. Practitioners plan authentic experiences that help children learn about celebrations and festivals from a range of cultures. For example, children celebrate Chinese New Year by visiting a local Chinese

restaurant, tasting traditional food and creating paper lanterns. Carefully selected multicultural books and small-world figures broaden children's understanding of different cultures, disabilities and communities. In addition, practitioners provide worthwhile opportunities for children to reflect on kindness, respect and care for others through activities such as Remembrance Day, helping children to develop empathy and consideration for others.

Leadership and Management: Adequate

During a period of uncertainty in the leadership and management of the setting, the leader has maintained a clear vision for the children and staff and its future.

Leaders works effectively with practitioners to promote a positive ethos that supports children's well-being and learning.

The setting's statement of purpose provides a suitably detailed and accurate reflection of the setting and the care it provides. Leaders generally follow appropriate recruitment procedures and complete the necessary checks before employing staff, which helps ensure they are suitable to care for children. However, some information is not collected in a timely manner, although leaders do ensure they are suitable to care for children

There are some suitable arrangements for supervisions, appraisals and staff meetings, however, these are not sufficiently regular or systematic. As a result, leaders do not communicate important information consistently or identify and address practitioners professional learning needs effectively. Leaders have a suitable safeguarding policy in place; however, a minority of staff do not have strong knowledge of the safeguarding procedures.

Practitioners work closely with external agencies, enabling children to access timely support that promotes their learning, development and well-being. They engage positively in relevant professional learning, including training in ALN and a communication programme that combines speech, signs and symbols. This strengthens practitioners' support for children's communication and language development and helps them improve the learning environment.

The leader evaluates the quality of provision suitably and identifies appropriate priorities for improvement. Leaders makes beneficial use of advice from the local authority and other external professionals to inform self-evaluation and identify priorities, including developing children's digital skills and enhancing the learning environment. Leaders identify appropriate areas for development; however, arrangements for monitoring and communicating progress were not effective enough. The absence of a responsible individual means there is currently no appropriate oversight or contribution to the setting's self-evaluation arrangements to ensure that improvement planning is consistently robust. Consequently, practitioners did not consistently work towards shared improvement priorities across the setting.

The leader makes effective and timely use of available funding to improve the quality of resources and enhance the indoor and outdoor learning environments. As a result, children benefit from a broader range of worthwhile learning experiences. For example, recent redevelopment of the outdoor area has provided a welcoming and inviting space for children to play and learn.

Leaders and practitioners maintain a safe environment by completing and regularly updating risk assessments for the indoor and outdoor areas and places children visit regularly. They carry out daily checks to identify and address any new hazards, which helps keep children safe. Leaders and practitioners keep the environment clean, well maintained, and welcoming, ensuring it meets the needs of children attending. They provide sufficient indoor and outdoor space, enabling children to play, learn, and be physically active. Leaders and practitioners organise toys and resources so children can access them independently and engage in play. They provide resources that promote diversity and different cultures, helping children develop an understanding of differences and inclusion. Leaders provide a range of natural materials to support children's play and learning. However, the limited availability of authentic, open-ended resources, such as real-life tools and everyday objects, reduces opportunities for children to investigate, problem-solve and extend their learning independently. As a result, children do not consistently engage in sustained exploratory play or develop their independent learning skills as fully as they could.

Leaders and practitioners foster effective partnerships with parents and carers, making purposeful links to enrich children's learning. For example, a tortoise was brought to the setting, providing children with valuable first-hand experience to observe its movements learn about its characteristics.

Regular communication ensures that parents are well informed about their children's experiences and progress, and they value the care and education the setting provides.

Practitioners make purposeful use of the local community to enrich children's learning. Visits to local facilities, such as the library and supermarket, provide authentic first-hand experiences that broaden children's understanding of the world around them and strengthen their sense of belonging. Beneficial links with the local school support children's smooth transition to the next stage of 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 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

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

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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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
We found the responsible individual has not gathered all of the required information in the staff employment file to ascertain their suitability in their role for caring and safeguarding children.	18/07/23
We found the responsible individual has not ensured all staff receive regular formal supervision to identify their training needs and any practice issues.	18/07/23

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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