A report on

Aberporth Bilingual Playgroup

The Vestry
Hen Gapel
Aberporth
Cardigan
Ceredigion
SA43 2DA

Date of inspection: September 2025

by

Care Inspectorate Wales (CIW)

and

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

About Aberporth Bilingual Playgroup

Name of setting	Aberporth Bilingual Playgroup
Category of care provided	Full Daycare
Registered person(s)	
Responsible individual (if applicable)	Rhiannon Fagan and Katie Evans
Person in charge	Rhiannon Fagan and Katie Evans
Number of places	21
Age range of children	2 – 4 years
Number of 3 and 4 year old children	6
Number of children who receive funding for early education	6
Opening days / times	8am – 3pm
Flying start service	Yes
Language of the setting	Welsh and 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 and is a bilingual service.
Date of previous CIW inspection	13 July 2023
Date of previous Estyn inspection	November 2018
Dates of this inspection visit(s)	16/09/2025
Additional information	

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)**	**Excellent**
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. Improve the use of observation and assessment to plan the next steps in children's learning

R2. Ensure that resources, activities, and the learning environment actively reflect and celebrate cultural diversity and promote equal opportunities.

What happens next

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

Main findings

Well-being: Good

Most children make appropriate choices and decisions about their play. They move freely, choosing where and what to play with confidently, for example moving between playing with the autumnal tray, painting or playing with the train set. Children who choose not to join their peers on the mat for song and dance time happily observe from afar. Most children sustain interest for extended periods of time.

Most children express themselves well and communicate confidently with practitioners and other adults around them, for example when asking for help with putting on an apron before painting. Children know practitioners will listen to their views and respect their attempts at communication. Children smile with pride when they receive praise and compliments.

Children settle quickly on arrival, heading immediately to play. Most cope well when leaving their parents or carers and enjoy attending. Children are very familiar with the routines of the day and feel safe and valued. They approach practitioners with ease and confidence for reassurance when they want.

Most of the children show positive behaviours. They enjoy playing together dressing up as superheroes and hiding from each other. Many are beginning to understand the needs of others, co-operate well in their play and share resources appropriately. For example, children take turns to operate the electric car around the road. They develop confidence through suitable opportunities to make their own decisions about toys and activities.

Most children explore their environment enthusiastically. They engage well in activities and express their enjoyment. For example, they shriek with excitement as they get ready to walk to the forest school. On their return, they greet their peers with hugs and tell them how much they've missed them. Children use their imagination to create gingerbread men out of playdough, using different sized bottle tops as buttons, eyes and noses. Older children enjoy creating objects in the woodwork area using saws, hammers and drills with adult supervision.

Children enjoy good opportunities to develop independence, enabling them to do things for themselves successfully and in their own time. For example, most children use the toilet independently, and wash and dry their hands afterwards. They prepare their snacks with adult support using knives to cut up fruit carefully.

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

Nearly all children make very strong progress from their individual starting points. They communicate very effectively with those around them, and they invite their peers and practitioners to join their play during sessions in the forest. Nearly all children ask for help independently and are confident in refusing help when not needed. They manage their emotions effectively and can sort disagreements maturely, without adult intervention.

Many children's listening and English-speaking skills are strong. They talk to each other confidently and respond appropriately during role play. Most children use the Welsh language appropriately throughout the day. For example, during circle time, they confidently use familiar, repetitive patterns to talk about the weather and ask each other how they are feeling. A few children enjoy sharing books with practitioners. They point at pictures and discuss what they see maturely, for extended periods. Many choose books which are placed around the setting, independently and show great interest in them. They handle books with understanding and display strong early reading skills. Most children enjoy mark making and recognise that they can use these skills for a purpose. For example, they write their names on their paintings.

Most children express their likes and dislikes well about sessions in the forest, often extending their sentences to give more detail. Most children talk about their creations with confidence and pride. They show purpose in their play, for example by creating a necklace for a relative, showing an eagerness to please and an understanding of the joy that would bring.

Nearly all children are familiar with the setting's routines. They follow established procedures effectively such as helping to get dressed in suitable clothing, keeping safe on a walk and when gathering for safety briefings. As a result, children develop a strong sense of responsibility and confidence as they move smoothly through daily routines and adapt well to different environments.

Nearly all children show care and consideration for their friends. For example, they thoughtfully remind each other to be careful with sharp implements. As they progress through the setting, nearly all children develop independence as learners. They persevere with challenges extremely well, take pride in their achievements and support one another positively in their learning.

Many children show a good understanding of numbers to at least 10 when matching numbers and objects. They count to ten confidently when playing hide and seek and a few children count beyond ten with developing confidence. Nearly all children use appropriate mathematical vocabulary confidently during play, such as 'more', 'less', and 'full', when filling containers in the mud kitchen. Most children demonstrate independence and confidence as they make choices about what to create in the woodwork area. They show a secure understanding of safety rules and can explain these clearly to adults. They show exceptional problem-solving skills by experimenting with different techniques, such as placing wood on a hard surface to successfully hammer a nail. As a result, children successfully develop resilience, practical thinking, and a sense of achievement through meaningful, hands-on experiences.

Nearly all children engage fully in their play, especially in the outdoors, where their physical skills develop exceptionally well. They sustain concentration for extended periods and show good creativity as they climb trees pretending to be monkeys and use tree trunks as cars. Nearly all children join in enthusiastically with morning movement sessions. They listen attentively and can stop and freeze on instruction. Nearly all children are confident risk takers, for example when climbing carefully into hammocks and using tools confidently to saw branches. Many children challenge each other thoughtfully to extend their skills, for

example by providing thicker branches to saw after their friends succeed with thinner ones. Most children show excellent control and coordination when running across uneven surfaces.

Care and development: Good

Practitioners have suitable arrangements to keep children healthy. They offer healthy snacks, milk or water to drink and encourage children to wash their hands. This helps to develop their personal hygiene practise well. Practitioners' clean surfaces before preparing food and after activities, following good infection control procedures. They encourage children to be active, to play outdoors and drink water during the day.

Practitioners keep children safe through implementing suitable procedures such as completing daily checks of the environment, accident logs and administering first aid. They conduct regular fire drills, meaning children and practitioners are familiar with the correct procedure to follow in an emergency. Practitioners remind children regularly to play safely and to be aware of risks. The setting's arrangements to safeguard children meet requirements and give no cause for concern.

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities. They are positive role models. They provide meaningful opportunities for children to develop their social and communication skills. For example, practitioners sit and chat with children during snack time and become actively involved in children's free play. Practitioners are sensitive to the needs of children and know when to intervene effectively. They give plenty of encouragement and ensure praise is used meaningfully when children are kind, share resources and take turns. Practitioners encourage children to develop a sense of pride in their achievements celebrating their enthusiasm and efforts.

Practitioners are caring and kind towards the children and make them feel valued. There are systems in place to support children with additional learning needs, and practitioners have attended appropriate training to ensure they are able to meet the needs of the children confidently. They know the children exceptionally well and discuss their likes, dislikes and any behaviours that may be out of character for a particular child. They share and celebrate children's achievements amongst each other with sheer pride. For example, when a child responds to being present, at registration time, it was celebrated as his first time to respond.

Practitioners provide appropriate resources and free choice activities that promote children's all-round development. They use Welsh regularly throughout the day. For example, they sing Welsh songs, name colours, the weather and count up to ten in Welsh.

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

Practitioners demonstrate a strong commitment to supporting children's development through play, exploration and relationships. The provision in the forest area is a key strength of the setting, with practitioners demonstrating a strong understanding of child-led play. They actively invite children to explore and follow their interests, encouraging creativity. They ignite children's curiosity through starting activities independently and waiting for

them to join in and to engage, such as with leaf sewing activities. Practitioners interact warmly with children and build positive relationships. They play alongside children and talk about what they observe, showing genuine interest.

Practitioners ensure the Welsh language is central to the setting's curriculum. They are good language models in both Welsh and English. They plan extensive opportunities for children to sing and speak in Welsh, which helps children build vocabulary and use Welsh naturally in their play.

Practitioners provide beneficial opportunities for children to celebrate other cultures and diversity through celebrations throughout the year. They prepare different foods for children to taste, such as haggis for Burns night. However, the continuous provision lacks visible representation of different cultures, which restricts opportunities for children to explore diversity more deeply.

Practitioners support children's emotional development effectively. They encourage children to register their feelings on the 'feelings' board and discuss their emotions. Practitioners share suitable stories which help children better express and understand their feelings.

Practitioners plan valuable opportunities for children to develop their language skills. For example, they provide early mark making equipment such as paint brushes, pencils and crayons to encourage children to express themselves, explore symbols, and begin to understand that marks can carry meaning. Practitioners ensure a range of good quality fictional and factual books are available which beneficially support children's enjoyment and knowledge building. They sit with children to share the books and discuss the contents with them effectively.

Practitioners ensure children have valuable opportunities to develop their numeracy skills. They support early counting through engaging tasks like measuring plant heights. They make effective use of the local environment to enhance learning opportunities, for example, by skilfully guiding children to identify shapes and introduce new vocabulary during a shape hunt in the community.

Practitioners carefully plan purposeful activities that effectively develop children's physical skills. In the woodwork area, practitioners support children to measure materials and select appropriate tools, which strengthens both mathematical understanding and fine motor control well. Practitioners promote gross motor development well through lively music and movement sessions, modelling actions such as jumping and turning to encourage active participation.

In the strongest practice, practitioners ask open questions to move the learning forward and allow children enough time to think and respond. Practitioners keep appropriate observations about children's development though assessments are largely descriptive with limited reflection on learning. They work collaboratively to meet children's needs and are beginning to use their observations to plan the next steps in children's learning. As a result, while children's immediate needs are met effectively, opportunities to deepen learning through responsive interactions and reflective assessment are sometimes missed.

Environment: Good

Leaders ensure children are cared for in a safe and secure environment. They have established effective systems, including written risk assessments and daily room checks, which reduce or eliminate potential hazards. There is a secure system to manage access to the setting, and they record details of visitors consistently. The setting is well maintained and clean, with effective routines to help prevent cross contamination, for example cleaning and sanitising of resources and equipment. Children have direct access to the toilet area, and a dedicated kitchen at the rear of the room allows for food preparation.

Leaders provide children with a spacious environment. They ensure regular opportunities for children to be active and independent indoors are provided. The premises are welcoming and friendly, providing suitable space and facilities to meet the needs of children. One of the setting's specialisms is the forest school area which is a short walk away from the setting, close to the beach. This provides children with opportunities to take supervised risks through climbing different levels to explore, use their imagination to create items using natural materials and relaxing in the hammock. In the forest, children are able to prepare and cook snacks and hot drinks using the firepit. The main setting does not have a dedicated outside play area. However, leaders ensure children make good use of the community on a daily basis with visits to the beach and local school premises' astroturf, both of which are a short walking distance.

Leaders ensure the indoor environment provides children with resources of a good quality, which supports their needs and stage of development well. Leaders provide a suitable array of resources that help children to develop a range of skills. For example, woodwork area, reading corner with dens, painting area and floor-based activities such as farm play and train sets. Leaders ensure some natural resources such as shells, twigs and pebbles.

Children benefit from a good selection of books, in Welsh and English. Practitioners store toys and resources safely and most are accessible for the children.

Leadership and management: Good

Leaders have established a strong, collaborative team who meet regularly to reflect on practice and plan strategically for ongoing improvement. Their approach fosters a culture where practitioners feel confident to challenge one another constructively, ensuring that decisions are made in the best interests of the setting and its children. This collaborative leadership has a positive impact on both staff development and the quality of provision for the children.

Leaders are confident in their roles and have established suitable systems that provide consistency and security within the setting. They effectively ensure that all practitioners are clear about their roles and responsibilities in supporting the children. They recognise and utilise the strengths of their team, effectively assigning responsibilities that reflect individual skills and interests. For example, the decision to timetable weekly forest activities, led by suitably trained practitioners, has had an extremely positive impact on children's skill development.

Leaders share information efficiently with staff, making good use of external reports to inform and improve practice. This contributes to a stable and well-run environment where children's needs are prioritised. Leaders ensure that key documents, such as the Statement of Purpose, are updated appropriately and ensure that all compliance requirements are met diligently.

Leaders have a clear vision for ongoing improvement and have accurately identified priorities, such as improving indoor provision and ensuring all staff complete planning records appropriately. Leaders are beginning to make relevant changes, and early steps are evident as they work towards these improvements. They ensure that staff have regular appraisals and supervisions, which are beneficial for staff development. They provide strong direction and stability, and their commitment to continuous improvement is helping the setting develop in line with the current curriculum.

Communication with parents is good. Leaders share important information, such as key operational and safeguarding details, through a useful digital platform, notice board and comprehensive parent handbook. They make valuable attempts to strengthen transition links with the local school which helps children settle in well to the next phase 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 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 Trosol (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.

CIW has no areas for improvement identified following this inspection.

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

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