A report on

Cylch Meithrin Llechryd

Ysgol Gynradd Llechryd
Llechryd
Ceredigion
SA43 2NL

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 Llechryd

Name of setting	About Cylch Meithrin Llechryd
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Claire Jones
Person in charge	Dawn Graham
Number of places	14
Age range of children	2-4
Number of 3 and 4 year old children	5
Number of children funded for early education	5
Opening days / times	Monday to Thursday 9 - 12
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Childcare Offer?	No
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	December 2022
Date of previous Estyn inspection	23/10/2018
Date(s) of this/these inspection visit(s)	25/11/2025

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 Standardise a meaningful approach to recording observations to note and plan for individual children's next steps

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 have a strong voice, and make choices and decisions confidently when playing. They move between different activities confidently and follow their personal interests and choices effectively. For example, during a registration and singing session, most children choose to sit and take part enthusiastically, while a small amount stay back and observe from the play area. They chat happily with practitioners in the knowledge that they will listen to them.

Nearly all children are very happy when they arrive at the setting and they feel comfortable in the practitioners' care. They cope very well when separated from their parents and carers. Nearly all children are entirely familiar with the daily routines. For example, children know that they must wash their hands before snack time and after coming in from outside play.

Nearly all children are well behaved during free play and group activity sessions. Many take their turn and are starting to understand the importance of sharing resources successfully with support. For example, working together happily outside, looking for different coloured leaves in the field whilst another child notes this on the sheet. Most children form positive relationships with practitioners and their friends and are happy to approach practitioners to play with them or for comfort. Nearly all children are polite as they receive their snack and drink and respond by saying 'diolch (thank you)' to practitioners.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities, and they are inquisitive, for example, during outdoor messy play in the wet sand or as they make a meal in the play house. Nearly all children enjoy moving from one activity to another, and persevere and concentrate for extended periods. For example, children love creating an autumnal den for the hedgehog to sleep, using branches and leaves.

Children are offered a good choice of free play opportunities in the main playroom and in the outdoor area. Most are developing very good independence and self-help skills, for example, putting on a raincoat and shoes unaided, as well as pouring milk and water from the jug into cups. Nearly all children collect their snack from their bag independently and put it on their plate. They use the toilet confidently, and wash and dry their hands.

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 provide good care and support for children. They implement appropriate policies to promote children's health and well-being effectively and encourage children to bring healthy and nutritious snacks and drinks, including fresh fruit, and provide milk and water. Practitioners ensure there is daily outdoor play time for children that are dressed in appropriate clothing, and they share messages with children to ensure their safety as they climb the wet slide and the wooden bench.

Practitioners know the children very well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities and offer time out from the situation. Practitioners acknowledge when a child does not seem like themself.

Practitioners have received training on safeguarding children, and are very confident of how to act should they have any concerns about a child. They identify risks and actively manage them. In addition, practitioners follow procedures for recording accidents or injuries appropriately. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners understand the behaviour management policy, and implement them as good role models. They listen to children's views, and respond well to them verbally and non-verbally. Practitioners praise children's good behaviour consistently, explaining to them why they are being praised. For example, when a child is tidying up, the message is always clear and they thank the children for their cooperation. Practitioners interact positively with the children, showing warmth and kindness. They form a very close working relationship with children and are sensitive to the needs and experiences of individual children. As a result, children gain confidence or take pride in their successes.

Practitioners promote children’s play, learning and development very effectively. They ensure that children feel comfortable and happy, discussing learning opportunities when appropriate. They follow children's interests and ideas when planning activities. They have an understanding of their responsibilities and provide suitable opportunities for children to develop in an age- and ability-appropriate manner. Practitioners work closely with parents when new children start, ensuring that they are aware of children's individual needs and preferences. Effective processes are in place to ensure that practitioners identify and support all children effectively, including children with additional learning needs.

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

Practitioners have an appropriate understanding of child development and curriculum requirements and they work together effectively for the children's benefit. Generally, practitioners respond purposefully to children's ideas and interests to expand their learning. They hold regular discussions with children and ask them questions purposefully during activities, to challenge and help them in their leaning as they play and develop their independence. For example, they encourage children to think critically as they experiment with various objects in the water tub to explore which ones sink and which ones float.

Practitioners plan good opportunities to develop children's literacy skills. A clear strength in the provision is the way that practitioners model the use of the Welsh language consistently, using chats and enthusiastic singing effectively to develop children's vocabulary consistently. This is starting to develop children's increasing confidence to respond and engage in Welsh. They encourage the children to develop their early writing skills successfully by creating marks using a good variety of purposeful media, and encouraging them to handle a good range of books whilst showing enjoyment in the welcoming reading areas.

Practitioners encourage the development of numeracy skills appropriately, for example by ensuring that containers of different sizes are accessible in the mud kitchen and the water tub, encouraging children to play and experiment with the equipment. Generally, practitioners plan useful activities for children to develop their digital skills. They provide an appropriate range of relevant digital resources in the areas to support their play and learning, such as a phone, a digital screen and a till.

Practitioners plan purposeful learning opportunities that promote children's moral, spiritual and cultural development well. Through a suitable range of multicultural resources and meaningful and creative activities that connect to holidays and traditions such as Diwali and Remembrance Sunday, children gain respect for and an understanding of different cultures purposefully. Practitioners promote children's understanding of Welsh culture effectively.

Practitioners allow children to take appropriate risks and make decisions about their learning in the indoor and outdoor areas. For example, they add purposeful resources, such as a hammer, a saw and nails whilst encouraging children to experiment increasingly independently in the woodwork area. Additionally, they encourage children to experiment and take risks in their play regularly, which develops their physical skills effectively.

The good range of outdoor activities encourages children to take risks, to become confident explorers in their surroundings and to show care and respect towards living things. Practitioners encourage children to grow and water flowers in the outdoor area and to explore different autumnal features in the nearby woodland area as part of the 'Helfa'r Hydref' challenge. This encourages children to enjoy being outdoors and to develop a sense of curiosity and wonder at the world around them successfully.

Generally, practitioners record appropriate observations regarding children's progress in their learning and play. However, practitioners do not always record learning consistently enough to feed planning and to inform the next step to ensure progress in children's abilities.

Environment: Good

Leaders provide a suitable, secure and clean environment for the children. They ensure that practitioners discharge safety precautions effectively, such as checking the outdoor area to minimise any hazards before children use it. Leaders and practitioners complete a risk check list for every area on a daily basis and complete risk assessments appropriately. Practitioners complete daily records of arrival and departure times for children and adults, including visitors. Leaders conduct regular fire drills and these are recorded in detail.

The environment is inclusive and every child is given equal access to all the diverse resources and activities. The environment allows children to choose whether they wish to play outdoors or indoors, since the door remains open during the session. Children are led to the toilet by practitioners when they ask to go. Leaders follow consistent arrangements in relation to the safety of the environment and regular cleaning procedures are in place, which reflect good hygiene practices. Their robust infection control practices minimise risk to children's health and safety.

The room is located in the school and it is inviting and friendly, offering an effective environment for play and learning. Leaders make good use of the room and the outdoor area to provide learning areas that children can use independently. For example, sensory resources promote children's tactile experience and help them to relax and feel comforted. Displays on the walls include children's work and pictures of them playing in the setting. Leaders and practitioners ensure that the children have an opportunity to use the outdoor play area at the back of the building, as well as the nearby school field which is an exciting and expansive area.

Leaders ensure that nearly all children can access a wide range of furnishings, toys and equipment that are age-appropriate and of good quality. For example, there are baskets and open shelves for the children to explore and a great deal of natural and home furnishings available. The leader provides resources that stimulate curiosity in wider society, and there are resources to promote children's multicultural values.

Leadership and management: Good

Leaders share a clear vision for the setting based on developing a strong sense of well-being and safety for all children. The leader is committed to their work and ensures that practitioners take care of children and acknowledge them as unique individuals. This contributes to creating a friendly environment, meaning that children and practitioners enjoy attending.

Leaders ensures that the statement of purpose is appropriate and provides useful information to parents. They follow robust and timely recruitment procedures and ensure all practitioners' roles are clearly defined. Leaders ensure that there is an appropriate range of policies and procedures in place, and that they are reviewed regularly, in line with the specified timescale. No non-compliance was identified with regard to the regulations or the national minimum standards during the inspection.

Leaders have efficient arrangements to evaluate the performance of practitioners, and they supervise and evaluate their work regularly. All practitioners are suitably qualified and have appropriate job descriptions, ensuring that they have a clear understanding of their role in the setting.

Overall, the setting's self-evaluation and improvement planning arrangements are purposeful. Leaders recognise their strengths and areas to improve appropriately. Generally, priorities with regard to improving have been split into sensible steps, and they are evaluated regularly.

A programme of valuable training is provided for practitioners to support their practices purposefully. A good example of this is training on using alternative ways of supporting children's social and emotional development and learning. This has had a positive impact on how children learn to follow simple rules in the setting consistently, and whilst playing together happily in the areas.

Leaders use the budget and grants, including the early years pupil development grant, sensibly to prioritise spending against the setting's targets. For example, by funding improvements in the outdoor area, purposeful and good quality resources were provided over a period to provide a stimulating and exciting environment for children.

Leaders and practitioners make good use of visits beyond the setting to expand on and enrich learning experiences. By taking part in a community competition purposefully, children distribute sunflowers planted in the setting to local businesses for neighbours to buy them. This supports children effectively as they develop a strong sense of belonging to their local area.

Leaders and practitioners work closely with the early years advisory teacher, the local authority's ALN services and other organisations to improve provision and children's outcomes. A clear strength is the way leaders and practitioners form a strong relationship with parents and carers. They share useful information with them consistently about the nursery's activities and their children's development.

Leaders have a close and supportive relationship with the school where the provision is located. They have effective transition arrangements in place, which support children purposefully as they move on easily to the next step in 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).

Ⓗ Crown Copyright 2026: This report may be re-used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, provided that it is re-used and/or translated accurately in each case and not used in a misleading context. In each case, the material (including any translation) must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/01/2026

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.

Welsh Government © Crown copyright 2026.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.