A report on

Cylch Meithrin Amlwch

Ysgol Gynradd Amlwch
Amlwch
LL68 9DY

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Amlwch

Name of setting	Cylch Meithrin Amlwch
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Anthea Owen
Person in charge	Delyth Francis
Number of places	16
Age range of children	2 to 4 years old
Number of 3- and 4-year-old children	16
Number of children who receive funding for early education	10
Opening days / times	Monday to Friday – 9.05 until 15.05
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	11/02/2022
Date of previous Estyn inspection	23/05/2018
Dates of this inspection visit(s)	25/02/2026

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 Ensure regular opportunities to act on the views and voice of the child in planning

R2 Strengthen procedures for sharing information about children's experiences and progress with parents and carers

R3 Refine and strengthen self-evaluation and planning for improvement processes

What happens next

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

Main findings

Well-being: Good

Most children have the confidence to make decisions and choose how they spend their time at the setting. They move around the areas independently and choose freely from the wide range of activities. For example, some choose to play with the cars or trains and others go over to the role-play area or the creative area to experiment with dough. This enables children to pursue their interests and take part in structured activities successfully in their own time. They talk happily to practitioners, knowing that they will listen to them.

Nearly all children settle quickly and feel happy and at home at the setting. They cope well when leaving their parents and are keen to play happily with their friends. Children socialise, talk, laugh and sing cheerfully while playing in the interesting areas. They are enthusiastic when showing their play and work to practitioners and visitors and are proud to share their pictures of flowers, describing the colours correctly. Children are familiar with the setting's agreed daily arrangements and routines.

Most children begin to make friends with each other under the meaningful influence of the practitioners. They interact well with their peers and enjoy playing and completing tasks together diligently. For example, they work together successfully to place blocks in a line to measure them with a tape measure. They form a positive relationship with practitioners, which supports their well-being and daily experiences effectively. For example, they sit comfortably on a practitioner's lap and are comforted in a caring manner when they feel sad.

Nearly all children enjoy their play and learning and are confident when moving spontaneously from one activity to the next. They concentrate and persevere well when undertaking tasks and enjoy experimenting with different equipment and materials. For example, they fish in the water tray, using a net or a fishing rod to catch them and sort them correctly into different colours. They concentrate for significant periods and behave very well during free play periods and group activities.

Most children enjoy learning new skills as they experiment with a wide variety of interesting play experiences, both indoors and outdoors. Most children foster good independent skills, for example when they use the toilet, wash and dry their hands, and eat, with increasing independence. They show innate pride when completing tasks, such as pouring a drink or using the cereal machine, by showing enjoyment when they are praised for succeeding.

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 (ALN), make good progress from their individual starting points and foster a range of skills purposefully while playing and learning.

Most children make appropriate progress in developing their communication skills. They listen carefully and respond confidently to practitioners, peers and visitors. Although a

majority of children come from non-Welsh-speaking homes, they develop an early understanding of Welsh vocabulary and begin to use simple non-verbal signs purposefully when communicating. Their vocabulary expands regularly and they use it appropriately in meaningful contexts, for example when describing their feelings or when explaining their choices during the role-play period in the home area.

Most children show an increasing interest in books and enjoy reading non-fiction books, including ones about food recipes, vehicles and dinosaurs. When relaxing on the sofa in the reading corner, they behave like casual readers and choose familiar story books from the purposeful reading crates. For example, they use the resources purposefully to re-tell and recite the story meaningfully to their friends. Most children also nurture their early writing skills appropriately and have an increasing understanding that marks convey meaning. They experiment confidently with crayons, paint and chalk in a variety of play contexts.

Most children develop good mathematical and numeracy skills. They sing an appropriate range of familiar number songs and nursery rhymes confidently during circle time and strengthen their understanding of number patterns purposefully. Many use mathematical language correctly in relevant contexts when counting to 10 purposefully to determine the number of children on the mat. They apply their mathematical knowledge appropriately and use quantitative language, such as ‘mwy’ (‘more’) and ‘llai’ (‘less’) with increasing confidence when building towers with blocks of various sizes alongside practitioners.

Most children work together diligently and develop appropriate problem-solving skills. For example, when making a magic potion for the witch, they demonstrate commendable perseverance when discussing and considering carefully which ingredients to put in the cauldron.

Most children’s digital skills develop appropriately. They are fairly familiar with using digital resources when playing and in their daily activities. For example, they use electronic tablets with increasing independence to play games that reinforce their language skills purposefully and control programmable vehicles carefully to move in different directions.

Most children demonstrate good gross motor skills. They use bicycles energetically and with good control, demonstrating proficiency while balancing and co-ordinating effectively. Most children also demonstrate effective fine motor skills when weaving pumpkins carefully by using purposeful colourful syringes. Most children make good progress in fostering their creative skills. For example, they enjoy experimenting with paints when creating their own interpretations of a daffodil.

Care and development: Good

Practitioners prioritise children’s health and safety successfully. They understand their roles clearly and their responsibilities well, and implement the setting’s policies and procedures effectively. Practitioners have up-to-date first aid certificates and a thorough understanding of children’s individual needs. They follow procedures in detail and keep accurate records of accidents and incidents. Practitioners have up-to-date food hygiene certificates and the procedures are clear. For example, they disinfect surfaces carefully before snacks, wear gloves when preparing food and wash their hands regularly.

Practitioners identify risks and manage them well. They have a sound understanding of their responsibilities and remind children regularly about dangers and how to stay safe. Practitioners have received appropriate training on child safeguarding and are completely confident about how to act should they have concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have a sound understanding of the setting's behaviour management policy and act as effective role models. They have a kind and warm relationship with the children and treat them with care and respect. They model natural and positive interactions regularly and teach children to be considerate, to share and take turns kindly. For example, when children ask for help, practitioners are on hand to step in and offer support, when necessary. They sit at the table with the children during snack times and remind them of the importance of being kind to each other. This promotes children's social skills successfully.

Practitioners know the children very well, respect their interests, their preferences and their personal requirements. They gather comprehensive information about individual preferences and needs before children start at the setting. This enables them to plan purposefully to meet the needs of each child. They are aware of the development steps of each child and act purposefully on the next steps on the learning journey of individual children. They have purposeful procedures and networks in place to plan appropriate, appealing activities. The setting has effective procedures in place to identify and support children's individual needs. It works successfully with external agencies to ensure that children receive effective support in line with their needs.

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

Through purposeful planning methods, practitioners provide interesting and familiar learning experiences for children that nurture a range of skills purposefully. These are based on children's interests, encourage them to be creative and correspond appropriately to their stage of development. Practitioners question children regularly to reinforce their understanding and encourage them to think. In general, practitioners are beginning to include the voice of the child purposefully, for example by providing a variety of small and large vehicles for children to wash and repair in the 'Garej Beics Amlwch' area, in response to their interests. However, the aspect of listening to the voice and views of the child has not yet been embedded fully to plan meaningful learning experiences that stem from children's ideas.

Practitioners prepare interesting and meaningful learning and play areas both inside and outside of the provision, which enable children to practise and apply their skills continuously. Provision to develop children's early literacy skills is purposeful. They provide a suitable range of opportunities for children to develop their early writing skills appropriately and make marks, for example by placing clipboards and pencils in the home area to enrich role-play experiences in 'Siop y Cylch' to encourage children to make marks. Practitioners provide a welcoming and homely reading corner which celebrates books and invites children to sit and nurture their early reading skills with enjoyment.

An excellent feature of provision is the way in which leaders nurture children's Welsh language skills consistently. By working purposefully with an external creative practitioner, children are given stimulating opportunities to nurture their speaking skills creatively by repeating stories and familiar language patterns, using a variety of resources purposefully in the outdoor learning area.

Practitioners provide a wide range of purposeful resources and opportunities to nurture children's numeracy skills. They use authentic objects purposefully, such as tape measures and scales, to enable children to measure, balance and count, for example when handling small frogs. Practitioners plan thoughtfully to develop children's digital skills. They provide beneficial opportunities for them to use a range of equipment, such as a laptop and a dial phone in the home area, to play and support their learning purposefully.

Children's physical development is supported well. Practitioners provide a range of appropriate activities that build purposefully on children's fine and gross motor skills. For example, they are encouraged to take appropriate risks when creating and following an obstacle course and handling purposeful small equipment skilfully in the areas. Practitioners plan regular and purposeful opportunities to nurture children's creative skills. They encourage them to experiment regularly with a suitable range of media and a variety of materials, including dance.

Practitioners encourage children to foster a sense of curiosity towards nature effectively. For example, after reading a story about a caterpillar, children are given a valuable opportunity to take care of a live caterpillar and observe its development as it turns into a butterfly. This first-hand experience enriches their understanding of the circle of life and teaches them to care for their environment and treat living things with empathy and respect.

Provision to develop children's spiritual, moral and cultural skills is suitable. Practitioners promote cultural diversity appropriately by learning about festivals such as the Chinese New Year. They promote Welsh culture effectively by studying the history of St Dwynwen and celebrating St David's Day, nurturing an early sense of belonging among the children and pride in their heritage.

Practitioners support children's social and emotional development well. For example, they provide appropriate resources that encourage children to develop empathy and imagination through role-play, for example by playing the role of doctors and nurses caring for the sick dolls. In general, practitioners use observations and assessment information purposefully to plan beneficial opportunities for children to build on their skills and understanding.

Environment: Good

Leaders ensure that practitioners implement safety precautions effectively, such as checking the environment on a daily basis to minimise any dangers before children use it. Leaders complete suitable risk assessments which outline possible dangers and the steps to be taken to minimise or prevent the risk to children. They review these annually and respond to any new risks that emerge. They complete daily records of the arrival and departure times of children and adults, including visitors, thoroughly. Leaders conduct regular fire drills and record them in detail.

The play areas are pleasant, comfortable and cosy and there is plenty of space for children to move around freely. Leaders ensure that children have a sense of belonging by displaying examples of their work and photographs of them of the walls. The main playroom is organised into purposeful learning areas that promote children's independence purposefully. For example, nearly all resources are stored at a low level and on open shelves or baskets which are labelled in an orderly manner. This ensures that children have access to equipment of a high standard, which enables them to choose independently and pursue their interests. There is a variety of purposeful resources and interesting and relevant activities that enrich children's experiences successfully. This promotes children's well-being effectively and supports their confidence to make decisions regularly. Children are given an opportunity to go to the toilet and use the handwash basins independently. The toilets and handwashing facilities are also clean and comply effectively with hygiene requirements.

Indoors, children are given extensive opportunities to develop their skills through touch, exploration and discovery. Similarly, there are beneficial opportunities for children to use authentic resources to develop their imagination, confidence and social skills purposefully. Relevant resources are also provided to encourage children's curiosity towards wider society, by promoting equality and raising awareness of different cultures and diversity appropriately.

Leadership and management: Good

Leaders have a clear vision for the setting, which is based on providing a safe, homely and stimulating environment for children. As one hard-working and conscientious team, they work together effectively and respond kindly to the needs of each child. All staff take pride in their work and feel valued. Leaders and practitioners focus appropriately and clearly on developing provision, along with children's skills and well-being continuously.

Leaders take beneficial steps to ensure that they comply with regulations and the national minimum standards. The statement of purpose is beneficial and outlines clearly the service provided. Leaders follow safe and robust recruitment processes and have effective arrangements for evaluating the performance of practitioners. Leaders support practitioners successfully and ensure that they are given regular opportunities to discuss their role, training and regular supervision. Leaders review their policies in line with requirements and implement them well.

Leaders provide appropriate opportunities for practitioners to attend useful training to improve their teaching and their care systems. For example, meaningful professional learning opportunities on using movements and non-verbal gestures enable practitioners to support and nurture children's communication skills purposefully.

With regular support from teachers and support organisations, leaders conduct appropriate self-evaluation activities and produce suitable improvement plans. However, they do not always consider the views of all stakeholders regularly enough in evaluating strengths and planning for improvement.

Leaders use the budget and grants, including the early years development grant, sensibly to prioritise expenditure in line with the setting's priorities. For example, they have invested

wisely in rich resources to support the quality of children's play and learning purposefully in both the indoor and outdoor areas.

The setting has a strong partnership with the local primary school and this prepares children purposefully for the next step in their education. Leaders and practitioners have a productive relationship with parents and carers. They share information about how to support children's well-being and learning incidentally through daily informal conversations. However, leaders do not share information with parents and carers about their children's experiences, development and progress regularly enough.

An excellent feature of provision is the way in which leaders welcome visitors, such as the fire service and the police, to enrich children's learning experiences. By visiting the local market, children choose a variety of fruit independently to prepare a healthy fruit salad for snack time at the setting and handle money when paying the vendor. This develops their speaking, numeracy and independence skills effectively in a meaningful and practical context and improves their understanding of their local area and the wider world successfully.

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 (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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