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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Schoollane Pre-School

Church Walks
Llandudno
Conwy
LL30 2HL

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Schoollane Pre-School

Name of setting	Schoollane Pre-School
Category of care provided	Full Day Care
Registered person(s)	Schoollane Pre-School
Responsible individual (if applicable)	Louise Emery
Person in charge	Sandra Cox
Number of places	52
Age range of children	2 – 4 years
Number of 3 and 4 year old children	24
Number of children who receive funding for early education	6
Opening days / times	8:30 – 17:00 Monday - Friday
Flying start service	Yes
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	27 July 2021
Date of previous Estyn inspection	July 2019
Dates of this inspection visit(s)	16/06/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Excellent**
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)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Strengthen the appraisal process for leaders to improve leadership at all levels

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: Excellent

Nearly all children are exceptionally happy and settled throughout the day. They are confident and relaxed, coping with separation from their parents and carers well. They show delight in being at the setting, quickly settling to play on arrival and greeting their friends and practitioners happily. Nearly all children form strong, positive emotional attachments with practitioners. They express themselves naturally to them, eagerly inviting them into their play and coming to them for comfort or reassurance if needed. Nearly all children are familiar with routines and expectations at the setting, and this adds to their strong sense of belonging. For example, children enjoy singing with practitioners as they wait in line to wash their hands and afterwards sit down calmly in preparation for their snack.

Nearly all children have a wide range of interesting opportunities to make decisions during their time at the setting. They choose eagerly between the rich, inviting range of resources and activities on offer. They are very confident to approach practitioners and express themselves. For example, children chat to practitioners about what they are doing in the role play builders area, proudly showing their 'work.' They are confident that practitioners care for their needs attentively and have a genuine interest in their ideas. Children have a strong voice, and their likes, dislikes and interests are taken into account allowing them to have play activities that are of great interest to them.

Nearly all children are starting to form friendships according to their age and stage of development. They play happily with or alongside each other and are beginning to co-operate and share resources well. Nearly all children show kindness and are developing their ability to consider each other's needs. For example, children who are confident using steps in the garden, naturally stand back to allow less confident children room to come down the stairs safely.

Nearly all children are highly enthusiastic and interested in their play and learning. They thoroughly enjoy both adult led activities and opportunities to lead their own play. For example, children make use of resources in the garden to create a game of delivering parcels, whilst others are delighted to join in a simple game with a practitioner using a tablet. Nearly all children listen attentively and join in excitedly when practitioners encourage them to sing together.

Nearly all children show an increasing level of independence during their time at the setting and enjoy many worthwhile opportunities to develop these skills further. For example, many children self-serve at snack time and pour their drinks unaided. Older children independently access the toilet facilities and wash their hands, with encouragement from practitioners where needed. Nearly all children access resources independently. For example, they find a game of magnetic fishing, set it up and invite others to play with them.

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

There is no repot on children's learning. This is because the number of three or four-year-old children present at the time of the inspection was too few to report on without identifying individual children.

Care and development: Good

Practitioners have a good understanding of their roles and responsibilities to keep children safe. They have regular safeguarding training, ensuring that they have a clear understanding of safeguarding issues, and their own duty to report concerns. Practitioners carry out fire drills regularly so that children and staff are clear what to do in an emergency. All practitioners work in line with the risk assessments at the setting and are skilled and consistently alert to assess and reduce any emerging risks. Practitioners record accidents, incidents and pre-existing injuries involving children, and share this information with parents. Leaders have recently introduced a robust auditing system to monitor records to identify patterns and trends. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote healthy lifestyles effectively. They offer a choice of healthy food at snack time and ensure that children have access to plenty of enriching and enjoyable daily outdoor play experiences. This brings children the benefits of physical exercise and fresh air. Practitioners sit with children when they are eating to mitigate any risks and ensure that eating is a relaxed and social experience. Practitioners use the systems in place to safely manage allergies. Practitioners operate effective safe sleeping arrangements and supervise children who are sleeping.

Practitioners are exceptionally kind, gentle and warm and interact positively with children. They set clear expectations for behaviour and gently encourage children to be kind, show respect for each other and take turns in sharing resources. They use distraction approaches, praise and encouragement to support children's behaviour effectively. For example, they intervene skilfully to diffuse any tension and use these opportunities to support children to learn about each other's feelings. Practitioners are skilful communicators and bring a sense of humour and fun into their interactions with children. This creates a warm, calm and joyful atmosphere at the setting.

Practitioners are nurturing, sensitive and alert to the needs of children in their care. For example, they respond quickly to reassure any children when required. Practitioners are vigilant and provide effective support for children who may have emerging additional learning needs. They follow professional advice and work with parents, carers, and outside agencies to support children effectively.

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

Practitioners have an excellent understanding of child development and how children learn. They have high expectations and understand children's individual strengths and needs

extremely well. They regularly observe children at play and provide a wide range of stimulating learning experiences to encourage their curiosity consistently.

Practitioners provide beneficial opportunities to develop children's numeracy skills. For example, through skilful discussions, practitioners introduce the concept of measurement effectively during construction and investigative play. They provide a range of experiences for children to develop their digital skills by using digital devices and toys effectively. As a result, children are beginning to choose equipment independently and are starting to understand the purpose of digital technology.

Practitioners make effective use of the Welsh language with the children. They speak clearly and take opportunities to introduce new vocabulary purposefully, encouraging children to develop their understanding of simple words and phrases. They encourage children to join in with singing a range of Welsh songs and rhymes and use incidental Welsh to give instructions and congratulate the children when they have done well.

Practitioners use questioning skilfully to enhance children's problem-solving and thinking skills. They are also very skilful at understanding when to intervene and when to step back to give children time to work things out for themselves. They encourage children to think for themselves, asking open ended questions to challenge further consideration.

Practitioners are good role models for developing children's communication skills. For example, they share books with children, model how to read a book correctly and discuss the story enthusiastically. As a result, children develop an early enjoyment of reading. Practitioners encourage children to engage in purposeful mark making experiences such as making lists of the ingredients needed to create potions in the mud kitchen.

Practitioners plan an extensive range of learning and play activities that enable children to develop a range of skills progressively in all areas. They ensure that many activities are child initiated and come from children's interests. For example, they provide exciting opportunities for children to find out about caterpillars after discovering them in the garden area. Children develop their physical and problem-solving skills as practitioners challenge them to create an obstacle course to cross the 'dinosaur infested' playground. Practitioners carry out regular observations of children's play and use the information well to identify next steps in learning.

Practitioners plan a range of experiences that enable children to develop their spiritual, moral, social and cultural development successfully. They provide children with a range of multicultural books, toys and small world figures to begin to learn about diverse cultures and their traditions. Practitioners provide children with meaningful opportunities to learn about their Welsh identity and culture through celebrating St David's Day, tasting traditional Welsh foods and learning about the local area.

Practitioners provide informative displays of families and local features helping children develop a sense of community. Practitioners make effective use of the local church to enrich children's learning by re-enacting the 'Scarecrows' Wedding' after a visit. They work effectively with children and parents to raise money for local good causes. This fosters a sense of belonging and enriches children's knowledge of their locality and traditions.

Environment: Excellent

The environment is very safe and secure. External doors are always locked and practitioners allow only authorised access to the setting. They ensure that a record of all visitors is maintained. Leaders ensure that highly effective, comprehensive risk assessments for all areas and activities are in place, followed by practitioners and reviewed regularly. They complete comprehensive daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety. Routine safety checks for the building and certificates are all in place. Fire and security equipment is regularly checked. Practitioners ensure effective hygiene procedures across all areas of provision.

The indoor environment is welcoming and inviting to children, providing effective opportunities for play and learning. All rooms are thoughtfully laid out to provide varied spaces to stimulate children's interest across all ages and stages of development. For example, areas such as the home corner and messy activity areas are set up attractively to invite children to play, whilst relaxing spaces are available for children to enjoy sharing books. Children's independence is supported well by the layout of the setting. For example, pre-school children can independently access the toilets. Practitioners place toys and activities at children's height enabling them to access resources easily. They provide display boards and photographs to give children a strong sense of belonging and celebrate their achievements.

The outdoor environment is safe and exceptionally inviting, providing many worthwhile opportunities for children to play and learn in the fresh air. Leaders have developed an outdoor environment that allows children to enjoy a wide variety of high-quality experiences, ensuring every child can find something that interests them out of doors. For example, many children develop their climbing and balance skills using the equipment, whilst others are absorbed in making potions with petals at the outdoor kitchen. Leaders have developed an environment that is both safe and yet allows children to take managed risks. They have incorporated natural materials and there are plenty of enriching opportunities for children to enjoy aspects of the natural world.

Leaders provide a large quantity of high-quality, toys and play resources, both indoors and outdoors. There is a mix of natural and man-made materials that support children's development extremely well. Practitioners ensure children have opportunities to use authentic, real-life and multi-cultural items to promote children's awareness of equality and cultural diversity.

Leadership and management: Good

Leaders have high expectations of themselves, practitioners and children. They provide practitioners with strong leadership and have high aspirations for all. This empowers leaders to focus on important areas within the setting and make sound decisions that benefit children. Their clear vision and ethos leads to effective teamwork and successful co-operation among practitioners and creates a safe and homely environment, in which children can thrive. As a result, children love attending the setting and make strong progress.

Leaders have established a strong culture of continuous evaluation, aiming for provision of the highest standard for the children in their care. They consider the views of a wide range

of stakeholders and provide opportunities for parents and carers to share their views about the setting and what needs to be improved. They also provide valuable opportunities for practitioners to reflect on the setting's practice and discuss what works well and what could be developed further. This information is used purposefully to plan for improvement.

Leaders use budgets and grants purposefully to improve provision. They invest in quality resources, such as accessible seating and storage, which enable children to access equipment independently. In addition, leaders have used funding to develop an outdoor mud kitchen and garden, creating valuable opportunities for children to engage fully in outdoor learning and physical activity.

Leaders have effective arrangements in place to supervise and monitor practitioners regularly. Through these processes, they reflect together on their roles, responsibilities and identify sensible targets for improvement. However, arrangements for leaders' appraisals are not as well established. Leaders provide practitioners with valuable, good quality training where needed, for example, leaders provide access to training in outdoor learning, observation and assessment. This has strengthened practitioners' understanding of how to identify accurately each child's development and plan the appropriate next steps.

Leaders have fostered a range of effective partnerships that promote children's learning successfully. They have strong links with the local education authority and with the local school and as a result, there are robust arrangements in place to ensure that children transition smoothly to the next stage in their education.

Leaders and practitioners establish supportive relationships with parents and carers. They are available at the beginning and end of each day to discuss children's well-being and progress and provide valuable opportunities for parents to visit the setting. They ensure that practitioners communicate regularly with parents and use a digital platform to share up to date information about the child's experiences and development.

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

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Publication date: 18/08/2026

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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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