A report on

Cylch Meithrin Talgarreg

Memorial Hall
Talgarreg
Llandysul
Ceredigion
SA44 4XB

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 Talgarreg

Name of setting	Cylch Meithrin Talgarreg
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Cerys Lloyd and Karen Gardiner
Person in charge	Alice Jenkins and Delyth Lloyd-Lewis
Number of places	16
Age range of children	2 – 4 years old
Number of 3 and 4-year-old children	7
Number of children who receive funding for early education	7
Opening days / times	8 to 3 Monday, Wednesday, Thursday and Friday
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	October 2022
Date of previous Estyn inspection	October 2018
Dates of this inspection visit(s)	12/11/2025
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)**	**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. Use observations more purposefully to plan the next steps for each child

What happens next

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

Main findings

Well-being: Good

Nearly all children have a strong voice and they make choices and decisions confidently while playing. They move between different activities confidently and pursue their personal interests effectively. For example, during the morning, most choose to play outside, while others play on the tractors and bicycles in the hall. They talk happily with practitioners, knowing that they will listen to them.

Nearly all children are happy and full of excitement on arrival at the setting and are comfortable in the care of practitioners. They cope very well when separating from their parents and carers. Nearly all children are completely familiar with the routine of the day. For example, children know that they need to wash their hands before snack time.

Nearly all children behave very well during free play periods and group activities. Many share resources well and are beginning to understand how to take turns successfully, for example by working happily together outside, making meals in the mud kitchen. Most form positive relationships with practitioners and their friends and are happy to approach practitioners for play or comfort. Nearly all children are polite when they accept their snack and drink and respond with *'diolch'* to the helper of the day.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities and are curious when making potatoes for supper in the kitchen and pressing them softly with the masher. They enjoy moving from one activity to another and persevere and concentrate for extended periods. For example, children enjoy collecting leaves on the field and look at the information board to see which leaves they have found, while others help to hang the hammock in the trees before going to lie in it.

Children have a good selection of free play opportunities in the main playroom and the outdoor area. Most develop good independence and self-help skills, for example when putting on a rain suit and wellington boots without support, in addition to pouring milk and water from the jug into their cups. The 'helper of the day' is responsible for preparing and cutting fruit for everyone. Nearly all children use the toilet confidently and wash and dry their hands independently.

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

Most children, including those with additional learning needs, make appropriate progress in a range of skills from their individual starting points. Most children's listening skills are sound and they listen carefully to practitioners' instructions and follow them sensibly, for example when making tomato soup by using the knife correctly to cut the onions and tomato. Most make consistently good progress in developing their communication skills during their time at the setting. They increase their vocabulary regularly by speaking in different relevant contexts, for example when discussing how they feel and when responding to the weather.

A few children use the Welsh language naturally and their spoken language reflects the vocabulary of the area. This contributes to the setting's strong linguistic ethos.

Most children show an increasing understanding of symbols and are beginning to understand the purpose of writing. Most recognise their names on labels and use them independently during registration and when looking for their table mat during snack time. A majority of the children show an interest in books and listen to a story and discuss the content and characters appropriately.

Most children use mathematical language in relevant contexts successfully; for example, they demonstrate a good understanding of size and the concept of big and small when describing leaves. Most demonstrate a good understanding of the properties of simple shapes when making circles and squares on the interactive whiteboard to create a picture of a tomato. Most children count securely in Welsh, counting how many children are present and how many bricks are in the wall of the house they are building.

Nearly all children demonstrate robust digital skills. For example, they use talking pegs to listen to instructions in the construction area. Most demonstrate strong problem-solving skills and persevere with the task until it is completed. For example, they work well together when digging in the mud until they discover insects.

Most children have strong physical skills. For example, they climb up and slide down the slide confidently and run along a slippery, muddy path after each other. Nearly all children's fine motor skills are strong and they demonstrate sound creative skills. They show enjoyment when singing a variety of songs and make effective choices about what to use to develop their artwork. Most children's personal, social and emotional skills are strong.

Care and development: Good

Practitioners provide children with good care and support. They implement appropriate policies to promote children's health and well-being effectively and offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. Practitioners ensure outdoor play time on a daily basis and share safety messages with children as they cross the road to go to the field. Practitioners follow the national healthy pre-schools scheme, in addition to the tooth brushing scheme.

Practitioners know the children exceptionally 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 of the situation.

Practitioners have received child safeguarding training and are very confident about how to act should they have concerns about a child. They identify risks and manage them actively. Practitioners also follow procedures for recording accidents or injuries appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners understand the behaviour management policy and implement is as good role models. They listen to children's views and respond well to them verbally and non-verbally. They are consistent when praising children's behaviour, by explaining why they are being

praised. For example, when a child is tidying up, the message is clear each time and they thank the children for their co-operation. Practitioners interact positively with the children, showing warmth and kindness. They form a very close working relationship with them and are sensitive to the needs and experiences of individual children. As a result, children follow practitioners' instructions consistently.

Practitioners promote children's play, learning and development very effectively. They ensure that children feel at home and happy and discuss learning opportunities with the children 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 line with their age and ability. Practitioners work closely with parents when new children start, ensuring that they are aware of children's individual needs and preferences. Effective processes ensure that practitioners identify and support all children successfully, including those with additional learning needs.

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

Practitioners, by listening successfully to the children's voice, succeed in planning learning experiences to promote the interests of nearly all children. They have an effective understanding of child development and the way in which children learn through play and experimentation. They provide beneficial opportunities for children to take suitable risks, for example by running in wellington boots along a muddy path and using a knife to cut fruit and vegetables under the careful supervision of practitioners.

Stimulating learning experiences encourage children to develop as confident explorers of their environment, for example by digging for insects in the soil and observing the size and shape of leaves outdoors. These experiences strengthen children's understanding of the world around them and the importance of treating all living things with care and respect.

Practitioners model language in a polished and consistent manner and sing familiar songs and nursery rhymes. This regular input contributes effectively to ensuring that children develop their Welsh language skills increasingly. Practitioners question skilfully and feed language of a high standard when discussing with the children. For example, they use the vocabulary of a half and a quarter when describing a child using a saw to cut wooden blocks. Practitioners provide a range of beneficial opportunities for children to begin making marks and develop their early writing skills. Provision for developing children's numeracy skills is strong. For example, children are given beneficial opportunities to measure the length of worms and discuss how many boys and girls are present today. Practitioners provide a wide variety of resources that develop children's digital skills successfully. For example, practitioners record instructions on talking pegs, which enable children to follow and understand simple instructions independently.

Provision for physical skills is sound. Practitioners provide a range of purposeful resources that allow children to develop physical balancing skills. As a result, they enjoy using the balance bikes and tractors and enjoy walking along the chain bridge. Practitioners provide a variety of effective opportunities for children to develop their creative skills, for example when using a variety of different coloured crayons and paints. Practitioners plan beneficial

experiences to develop children's spiritual, moral and social skills and promote their awareness of Welsh culture and their *cynefin*, or local area, successfully. They also provide appropriate opportunities for children to learn about celebrations and festivals such as Diwali.

A majority of practitioners use assessments and observations regularly to identify what children have learned, to set targets and to show progress over time purposefully. However, practitioners do not always record learning consistently enough. As a result, they do not always use this information purposefully enough to inform the next steps in children's learning and development.

Environment: Good

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

Leaders ensure that the environment is inclusive and that all children have equal access to all of the various resources and activities. They environment allows children to use the toilets and handwashing basins independently. Leaders follow consistent arrangements in relation to the safety of the environment and regular cleaning arrangements are in place, which reflect good hygiene practices. Their robust infection control practices minimise risks to children's health and safety.

Leaders have created a welcoming and friendly main room and offer an effective environment for play and learning. They also have use of the large kitchen for eating and cooking and a large hall for physical activities. Leaders make good use of these rooms and the outdoor area to provide exciting learning areas that children can use independently. For example, the construction area promotes children's learning experiences by providing natural resources and building blocks, such as shells and stones, which are located at a low level. Displays on the walls include children's work and pictures of them playing within the setting and in the nearby community. Leaders and practitioners ensure that the children are given an opportunity to use the outdoor play space at the side of the building, in addition to the nearby school field which is an exciting and extensive area.

Leaders ensure that children have access to a wide variety of age-appropriate and good quality furniture, toys and equipment. For example, there are open baskets and shelves for the children to investigate and there is a great deal of natural and homemade furniture available. Leaders provide resources that encourage curiosity about wider society and there are resources to promote multicultural values among children.

Leadership and management: Good

Leaders have high expectations of children and practitioners and they share their vision clearly with all stakeholders. Leaders have succeeded in creating a caring and homely Welsh atmosphere where practitioners and children are respected. They have succeeded in

creating a team that works together effectively to provide beneficial opportunities for children. The committee works consistently to support practitioners to reach high standards. The support ensures continuous improvements and has a positive effect on practitioners' confidence in fulfilling their duties.

Leaders implement sound recruitment systems and have effective arrangements to evaluate practitioners' performance. Supervision arrangements have been established firmly. This ensures that practitioners are given an opportunity to discuss individual training needs in line with their personal priorities and the development needs of provision. No breach of regulations or national minimum standards was identified during the inspection. Leaders ensure that practitioners understand and undertake their roles skilfully and thoroughly. They use practitioners' strengths and interests successfully for the benefit of the children. This has a positive effect on the homely, Welsh feel of the setting and its ability to provide the best experiences for children.

The setting's self-evaluation procedures focus effectively on a wide range of evidence and input from all stakeholders. Leaders identify strengths and areas for improvement appropriately and work with the staff to make improvements to provision. Leaders share the actions sensibly with practitioners and consider the most effective methods of achieving their priorities. Leaders prioritise spending sensibly and consider children's needs when making decisions.

Leaders and practitioners have a strong relationship with parents and carers. They communicate effectively with them for the benefit and development of the children. Leaders and practitioners use social media effectively to inform parents and carers about relevant events and developments. They also share a daily diary with parents which identifies what the children have achieved during the day. This ensures that parents receive beneficial up-to-date information about their children's progress and well-being.

Leaders maintain strong links with the local school. Children are given beneficial opportunities to visit regularly to take part in activities such as singing sessions and to enjoy stories. Practitioners make beneficial use of the school field to develop children's skills further. Leaders provide valuable opportunities for children to visit the local community and organise visitors to discuss their work with the children. For example, they organise an annual Christmas concert and take part in the local eisteddfod. The setting is an integral part of the area and receives generous donations from local residents for the benefit of the children. Leaders work closely with the local authority's support officers to maintain and develop the quality of provision.

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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