A report on

Cylch Meithrin Carmel

Village Hall
Carmel
Caernarfon
LL54 7AA

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Carmel

Name of setting	Cylch Meithrin Carmel
Category of care provided	Full day care.
Registered person(s)	
Responsible individual (if applicable)	Gwenan Owen and Elin Mackenzie
Person in charge	Catherine Ellis-Pritchard and Keely Thompson
Number of places	12
Age range of children	2 – 4 years
Number of 3 and 4 year old children	7
Number of children funded for early education	0
Opening days / times	8.45am – 12.45 pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	28/01/2025
Date of previous Estyn inspection	
Date(s) of this/these inspection visit(s)	16/06/2026
Additional information	

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	**Adequate**

Non-compliance

The provider was notified that the setting is not in compliance with the Regulations. No notices were issued but these have been identified as areas for improvement and the RI/PiC should address them.

Recommendations

R1 Improve provision and opportunities to develop children's numeracy skills

R2 Strengthen the use of practitioners' assessments to plan activities and experiences that build effectively on the next steps in children's learning and development

R3 Address the non-compliance identified during the inspection

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Children have a strong voice in the setting. They have appropriate opportunities to make choices and decisions about how they spend their time. Almost all children explore their environment confidently and safely, choosing activities that interest them successfully. They make choices appropriately and take advantage of the opportunity to move freely between areas. For example, choosing to play with play dough to make a birthday cake or building a tower with magnetic tiles. Most children communicate effectively verbally and express their needs and ideas clearly. For example, they are confident when asking for help to open a bottle cap in order to fill it with water.

Almost all children are happy when they arrive at the setting and feel comfortable in practitioners' care. Most children cope well with separating from their parents and carers and settle quickly when they arrive. Nearly all children are familiar with daily routines. For example, they know that they need to wash and dry their hands before eating and before brushing their teeth.

Most children interact effectively with each other and form appropriate relationships with practitioners and visitors. Most children play well with each other. They follow rules successfully and show natural respect and kindness towards each other. For example, they work with other children to fill various containers with water and help others put a coat on a hook.

Nearly all children show robust levels of motivation and independence when playing, especially as they follow their own ideas and experiment outdoors. They make good use of stimulating learning opportunities that encourage them to explore and discover, for example, using tyres and wooden planks to build bridges and walk over them.

Nearly all children are becoming self-sufficient. For example, during snack time, they pour drinks, use a knife to spread butter and cut fruit under the guidance of an adult. As a result, most children show maturity and respectful care as they eat.

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 have a sound understanding of their role and responsibilities to keep children safe and healthy. They have a secure knowledge of how to protect children and know what to do if they have any concerns. Practitioners have completed appropriate training and show a solid understanding of the setting's policies and procedures, including keeping accurate records of accidents and incidents. Practitioners promote children's health and well-being

effectively. They pay attention to children's hygiene consistently, reminding them to wash their hands at appropriate intervals. They encourage children to take part in physical activity regularly and to eat and drink healthily. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners work effectively with children. They praise children regularly and offer sensitive support to persevere with activities. For example, when cutting fruit, they encourage children to concentrate and hold the knife correctly. A noteworthy aspect of the setting's work is the way practitioners create a homely and caring atmosphere, which promotes children's welfare and development effectively. They show kindness and warmth as children arrive in the morning and are solid role models. As a result, nearly all children behave well and form positive relationships.

Practitioners are able to meet the needs of most children appropriately, including those with additional learning needs. They work together well to build children's confidence by organising interesting opportunities, guided by children's preferences and interests. They track children's progress appropriately and are starting to use these observations occasionally to create appropriate play experiences. Practitioners are good at encouraging children to explore and discover independently. Practitioners work effectively with external agencies and the local authority and act appropriately on advice from experts. As a result, nearly all children are making good progress in their development.

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

Practitioners work together effectively and have a good understanding of every child's needs. They provide interesting activities in authentic contexts that spark interest and promote children's development successfully. They offer opportunities that encourage children to be confident and caring explorers within their environment. For example, when going on a nature walk to discover different kinds of animals and care for living things such as flowers and insects. Practitioners foster independence and politeness well, encouraging children to take turns, serve food at snack time, tidy and recycle as needed.

Practitioners have a strong relationship with children, modelling activities and supporting free and experimental play intelligently. They consider when to intervene to enrich learning opportunities, for example they observe children playing creatively with play dough, before challenging and questioning them skilfully.

The provision supports children to develop their skills appropriately. Practitioners promote the use of Welsh successfully through lively singing and introducing vocabulary and language patterns consistently. They develop children's early reading skills successfully, nurturing their interest in books and stories easily. They are also good at motivating them to experiment whilst making marks.

Generally, the provision for developing children's early digital skills is appropriate and reflective of their stage of development. Generally, practitioners provide a range of appropriate resources to develop children's numeracy skills and use them occasionally to extend children's understanding of number and size. However, practitioners do not take advantage of opportunities to model and deepen children's understanding of numeracy as they play often enough.

Practitioners provide indoor and outdoor activities that encourage children to take risks and develop their physical and creative skills well. They ensure consistent opportunities for children to explore through balancing, cycling, digging and building.

Suitable observation procedures are in place, and practitioners use the observations to identify needs and appropriate next steps for children's development. However, planning is not purposeful enough to ensure effective progress in children's skills.

Practitioners develop the children's spiritual, moral, cultural and social skills appropriately. They celebrate diversity and promote Welsh culture effectively through events such as the Welsh Language Music Day and the Chinese New Year. They make effective use of the local community to enrich children's learning experiences by visiting the local college's garden to observe the life cycle of a butterfly.

Environment: Good

Leaders ensure that the environment is safe, clean and well maintained, with appropriate arrangements to receive visitors. Practitioners understand their responsibilities and use relevant risk assessments, including fire risk assessments, to keep children safe. The consider risks carefully when planning visits and provide suitable opportunities for children to take safe risks when appropriate. As a result, they promote children's safety and welfare effectively.

Leaders ensure they celebrate children's creativity and successes by displaying their work in a digital frame. They refer to photographs of children's families regularly, which contributes successfully to the strong sense of belonging.

Leaders ensure there is a comfortable and cosy play environment. Areas are well organised and offer appropriate opportunities for children to move freely. They ensure there is a wide range of stimulating activities and resources available, and that resources are kept within reach of children. This allows children to make effective decisions and choices about what they want to use.

Leaders and practitioners ensure that the outdoor play area is used regularly. The area is organised appropriately and offers various opportunities for children to explore and develop skills, such as the mud kitchen, a plant growing area and sand and water areas. Additionally, staff provide purposeful resources that support children's physical and motor skills effectively. Leaders provide appropriate furniture for snacks that promote children's social development effectively.

Leaders provide various purposeful resources that are appropriate for children's age and stage of development, and these are stored within reach of children. As a result, children have easy access to high-quality equipment, enabling them to choose independently and follow their interests successfully. Leaders ensure that good quality resources are available for children, including resources that support cultural diversity, such as dolls and books. Practitioners also provide activities that help children develop an understanding of different cultures and celebrations such as St Patrick's Day and St David's Day. This deepens children's understanding of various celebrations across the world.

Leadership and management: Adequate

Leaders have a clear vision which is starting to set the direction of the setting's work purposefully. Practitioners work effectively as a team, assist each other well and feel valued. They take effective action to develop practices that focus on improving outcomes for children in a Welsh environment. The setting's statement of purpose provides an accurate picture of the service provided.

Generally, leaders comply with most regulations and act in accordance with national minimum standards and rules. However, they do not always show evidence of safe recruitment procedures to ensure practitioners are suitable to work with children.

Leaders work with partners to ensure appropriate arrangements to monitor and validate the setting's work. They identify the setting's strengths and areas for improvement effectively, such as improving the provision to extend children's creative and physical skills by buying new equipment. As a result, children's physical skills and confidence are developing well. They have suitable processes to supervise practitioners' work. However, these processes have not been formalised thoroughly enough to evaluate practitioners' progress and set agreed targets consistently.

The setting uses the budget and grants effectively and prioritises expenditure against priorities wisely. This ensures that all practitioners benefit from appropriate training and promote exciting and valuable experiences for children by funding useful resources.

Leaders have purposeful transition arrangements that support children effectively as they prepare to move to local primary schools. They have a range of beneficial partnerships such as parents, the local authority and external agencies that improve the quality of provision and outcomes for children. Parents appreciate receiving purposeful information about their children's development through daily contact and social media.

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

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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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Mae angen gwella deilliannau i blant oherwydd nid yw'r person cyfrifol wedi sicrhau bod yr holl wybodaeth angenrheidiol wedi ei gasglu er mwyn canfod addasrwydd staff i weithio gyda plant.	05/11/21
Mae angen gwella deilliannau i blant oherwydd nid yw 'r person cyfrifol wedi sicrhau bod arfarniadau ystyrlon yn cael eu cynnal yn rheolaidd gyda staff.	28/01/25

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

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