A report on

Cylch Meithrin Bryn Tabor

Ysgol Bryn Tabor
Heol Maelor
Coedpoeth
Wrexham
LL11 3NB

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bryn Tabor

Name of setting	Cylch Meithrin Bryn Tabor
Category of care provided	Full day care
Registered person(s)	Cylch Meithrin Bryn Tabor
Responsible individual (if applicable)	Kevin Williams
Person in charge	Clare Lloyd
Number of places	32
Age range of children	2-4 years old
Number of 3- and 4-year-old children	25
Number of children who receive funding for early education	3
Opening days / times	Monday – Friday, 08:45 – 15:00
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	04/05/2021
Date of previous Estyn inspection	This is the first inspection since registration.
Dates of this inspection visit(s)	12/05/2026
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	**Excellent**
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 Ensure that the setting's policies reflect accurate and up-to-date information, including information about the setting's leadership arrangements

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to how the setting provides exceptional opportunities to promote children's cultural development through rich, varied and meaningful experiences that celebrate diversity and foster a strong sense of identity.

Main findings

Well-being: Excellent

Nearly all children are confident when making choices and decisions about how to spend their time. They know that practitioners will respect their needs and wishes. They use the wide variety of interesting activities and resources effectively to create their own play opportunities and to develop their ideas. Nearly all children communicate confidently, including those who do not rely solely on oral methods, as they know the practitioners will listen and respond to them.

Nearly all children feel happy and have a secure sense of belonging. Successful and flexible settling procedures help the children to feel safe. Most children are happy on arrival at the setting. A very few children who are upset on arrival are supported very effectively by practitioners. This helps them to settle very quickly. The relationship between the children and practitioners is strong and supportive and this contributes positively to children's well-being.

Children interact very well. Nearly all play together or play alongside each other and practitioners exceptionally well. They develop their social skills successfully by discussing regularly while playing. For example, they work enthusiastically together when collecting the sand from the floor. Children are very familiar with the daily routine and learn to follow rules. They respect other people and property and are happy to interact with visitors. A minority of children begin to develop empathy, for example when comforting a friend when they are hurt.

Nearly all children take a keen interest in their play. They move confidently between the indoor and outdoor areas, exploring independently and pursuing their interests. As a result, they learn how to concentrate and persevere particularly effectively. Children benefit greatly from the adult-led group periods, for example book time and opportunities to sing.

Nearly all children are confident when investigating and trying things for themselves. They gain independence and complete several practical tasks without support. For example, they self-register and manage their personal needs, such as washing their hands and putting on a coat. Nearly all children show that they understand procedures when serving food and pouring their own drinks during snack time. They carry their drink and snack to the table independently and put their plates and cups away.

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

There is no report on children's learning. This is because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development: Excellent

Practitioners demonstrate sound knowledge of child safeguarding policies and procedures and know what to do if they have any concerns. They work very well to keep the children safe and healthy. They provide opportunities for children to be outdoors every day, ensuring plenty of fresh air and exercise. Practitioners complete thorough records of accidents and incidents. They have robust systems for administering medicine, if necessary, and for managing children's individual health needs. Practitioners give particular attention to all aspects of hygiene and promote healthy lifestyles. They provide healthy snacks and effective systems are in place to cope with allergies. Practitioners keep an accurate attendance record for practitioners, children and visitors. They supervise children very successfully and conduct fire drills, all of which contribute to safe provision for children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners interact with the children in a warm, constructive and friendly manner, creating an exceptionally happy environment. They praise the children regularly for their efforts, and celebrate their successes enthusiastically. They know the children exceptionally well and respect their interests and preferences. For example, they respond sensitively to children who choose not to take part in an activity and offer comfort, where necessary. All practitioners use effective and consistent strategies to promote positive behaviour.

Practitioners meet the needs of all children very skilfully, including those with additional learning needs. They work very effectively with external agencies, such as the local authority's advisory teachers, and act on the advice of experts. As a result, children make very good progress in their development. Practitioners plan responsively, by following the children's interests and ideas. They use observations and assessments as a natural part of daily practice and use this information very successfully to plan provision that encourages children's development.

Practitioners promote and teach respect for different cultures successfully. The Welsh language is used consistently within the provision, with effective use of singing to promote and strengthen the language. Practitioners have a very effective partnership with parents and carers and share relevant information about children's progress and well-being.

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

Extremely dedicated practitioners work together skilfully to create high quality provision. They establish a clear basis for their work which reflects a sound understanding of how children develop and make progress. They provide a stimulating and rich environment with attractive resources that encourage independence, curiosity and the development of children's skills. Practitioners have a thorough understanding of children's needs and interests, which informs their day-to-day planning. They set up resources purposefully and plan tailored experiences that engage the children's interest and build expertly on their skills. They follow children's interests extremely effectively. For example, when observing children enjoying looking at flowers, they provide a variety of plants to spark their curiosity. This ensures high levels of engagement and children make excellent progress from their starting points.

Practitioners promote children's language and literacy skills skilfully by providing a rich range of relevant books of a high standard across the setting. This enables children to extend their vocabulary and shows enjoyment in books. They place mark-making equipment deliberately to encourage children to mark for a purpose. For example, they place clipboards, paper and pencils in the construction shed, which encourages children to write a list of what they need to build a boat. They are very effective language models who promote the Welsh language naturally, creating a strong Welsh ethos across the setting. They develop numeracy skills appropriately though practical activities as children count in play situations. They also support the development of perseverance and problem-solving effectively. For example, when equipment for making pasta breaks, they support children to fix it by offering encouragement and praising their effort.

Practitioners provide purposeful opportunities to develop children's digital skills through meaningful activities, such as taking pictures, scanning codes and using digital books. Children use these skills to support and enrich their learning across the other areas. For example, by listening to songs repeatedly through technology, they develop the confidence to sing independently and express themselves creatively by beating drums and keeping rhythm through movement and vocalisation.

Practitioners offer a wide range of practical opportunities to develop children's physical skills extremely effectively. For example, they plan activities that promote gross and fine motor skills, such as climbing, travelling over uneven surfaces and handling creative materials, such as weaving and rolling paint. As a result, children develop their coordination skills and confidence very securely.

Practitioners provide very rich opportunities to develop children's moral, social and cultural awareness. For example, by using electronic books that show people from different cultures and diverse families, they foster an understanding that everyone is unique. Practitioners provide valuable multicultural resources, for example flags and phrases, which reflect children's backgrounds. The inclusive atmosphere promotes a strong sense of belonging. Practitioners help children learn about religion skilfully by sharing relevant stories.

Practitioners have robust procedures to assess and observe children, which informs daily practice skilfully. They intervene in a sensitive and timely manner through modelling to move the children's learning forwards successfully. Through masterful questioning and careful interaction, they support and challenge children skilfully. Practitioners keep detailed and relevant observations that inform purposeful planning. Strong co-operation between practitioners ensures that all children's needs are met appropriately. Through regular meetings and digital platforms, they communicate very effectively with parents and carers to support the progress of each child.

Environment: Excellent

Leaders and practitioners work diligently to create an attractive and interesting environment to develop children's skills purposefully. As a result, the quality of the environment is very rich, providing valuable opportunities for children to develop their imagination and creative skills. There is free access between in indoor and outdoor areas throughout the session,

which enables children to choose where to play and pursue their interests independently. An excellent feature of the service is the broad and purposeful provision across all areas.

Leaders and practitioners ensure that children are cared for in a safe and clean environment. They record regular safety checks and have developed detailed risk assessments which are reviewed regularly, including for off-site trips. Leaders keep records of children, staff and visitors and a robust system is implemented to control access, with the main doors locked at all times. Fire drills are conducted regularly and at different times, ensuring that children are familiar with the arrangements to follow in an emergency.

The quality of the play and learning environment is excellent. The playroom is welcoming and homely with plenty of space for children to move around freely. Practitioners organise the learning areas very effectively. They create purposeful and rich opportunities, including a wide range of natural materials, which inspire the children to explore and develop their imagination. This fosters curiosity and supports their creative development successfully. For example, real life resources are available in the playhouse area and in the shed. Practitioners encourage children to take care of the resources and, as a result, children develop maturity and respect for property.

Leaders provide high quality furniture and resources that are appropriate for the age of the children, including those that promote awareness of diversity, such as multicultural dolls and cookbooks. Resources are kept at a low level to support children's independence and to enable them to make choices confidently. The outdoor area provides beneficial experiences that promote children's physical, creative and investigative development. For example, there are exciting opportunities to explore and discover through activities like the mud kitchen, the painting area and climbing and balancing areas. Children enjoy imaginative play, such as preparing a picnic or experimenting with water, by developing their skills in a natural and fun way. Practitioners ensure that children are supervised carefully in a safe and stimulating environment that enables all children to thrive.

Leadership and management: Good

Leaders have succeeded in creating a strong team through clear and regular communication with practitioners. The setting has a clear statement of purpose which provides a fair picture of the service provided. Leaders share high expectations and promote an inclusive culture which ensures that all members of staff understand their responsibilities clearly and feel valued. As a result, staff work together extremely effectively, share their opinions openly and learn from each other for the benefit of the children and the setting as a whole.

Leaders use effective self-evaluation processes to identify areas for improvement. They ensure that practitioners play a full part in the process and contribute useful ideas after attending training. This ensures that the team takes ownership of plans and contributes purposefully to the continuous improvement of the setting. With the support of the local authority, they use grants effectively to respond to the areas for development. They invest in suitable resources that enrich provision and expand opportunities for children to develop their skills and independence.

Leaders manage staff and resources effectively and follow safe and robust recruitment processes. They ensure that regular professional development opportunities support the

quality of provision purposefully. They encourage practitioners to attend relevant training that deepens their understanding of child development and the curriculum. Leaders organise weekly meetings with practitioners, which are valuable opportunities to discuss children's development and share ideas. As a result, input from the whole team contributes to improving provision from day-to-day and catering responsively to children's needs and interests.

Staff management systems are well organised, with comprehensive files and clear roles, which support effective co-operation. Leaders maintain supportive supervision which promotes a strong team spirit. They provide a beneficial range of policies that support the setting's work effectively. However, information in these policies is not always consistent or up-to-date and information about the setting's leadership arrangements is not always clear.

The setting has sound transition arrangements with the local school which enable children to transition successfully and move confidently to the next stage of their education. Leaders provide valuable experiences in the community that enrich children's learning. They ensure that important information is shared appropriately with families.

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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