A report on

Cylch Meithrin Llanbrynmair

Llanbrynmair Community Centre

Powys
SY19 7AB

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanbrynmair

Name of setting	Cylch Meithrin Llanbrynmair
Category of care provided	Sessional day care.
Registered person(s)	
Responsible individual (if applicable)	Anwen Davies
Person in charge	Lisa Thomas
Number of places	14
Age range of children	2 – 4 years
Number of 3 and 4 year old children	3
Number of children funded for early education	3
Opening days / times	Monday and Tuesday 12.30 – 15.30 Thursday 9.00 – 12.00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Childcare Offer?	No
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	12 December 2023
Date of previous Estyn inspection	22 December 2017
Date(s) of this/these inspection visit(s)	09/06/2025

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	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Develop leaders' and practitioners' knowledge of the curriculum requirements further.

R2. Ensure there are appropriate opportunities to develop children's awareness of inclusion and other cultures.

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 and they make good choices and decisions independently on how to spend their time in the setting. They are able to access interesting activities and resources to steer their own play opportunities and to develop their own ideas. Nearly all children can communicate confidently, and know the practitioners will listen and respond to them appropriately.

Robust and flexible settling in procedures help the children to feel safe and allow them to relax. Nearly all children arrive happily, and proceed to play with ease and feel at home. Nearly all children develop warm and close relationships with the practitioners and know that they can tell them what they want. For example, they ask to go out to play after circle time, or ask for more milk or water during snack time confidently.

Nearly all children behave appropriately for their age and their stages of development. Nearly all children play together or play side by side in a mature way and learn to take turns and share resources well. For example, they are eager to share fruit and pass the bowl to their friends. Nearly all children are very familiar with the daily routines. They learn to follow rules and to respect other people and items, for example when working together to help tidy up.

Nearly all children take an enthusiastic interest in their play for an ongoing period of time. The wide range of interesting and exciting activities encourage the children to focus and persevere for long periods of time. As a result, nearly all children spend an extended period of time participating in activities of their choice, for example by racing through an obstacle course several times. The adult led group sessions are beneficial to children when learning together, and circle time and singing sessions give children valuable opportunities to develop their vocabulary. In general, children show enthusiasm when taking part in these sessions. During occasional conversations with practitioners, children confidently develop awareness of letters that are in their names and correctly count socks hanging on a fence.

Most children develop independence and complete practical tasks successfully. For example, they put on their role-play clothes and take off these clothes skilfully, and manage their personal needs such as washing and drying their hands, choosing snacks and pouring drinks independently.

Learning (only applies to three and 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 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

Leaders have developed a comprehensive range of relevant policies and procedures that help practitioners to keep children safe. They are reviewed annually. Leaders and practitioners have a sound knowledge of how to protect children and know what to do if they have any concerns. Practitioners work effectively to keep the children safe and healthy. They follow the setting's detailed policies and procedures in relation to hygiene and health and safety. They complete relevant and detailed records of accidents and incidents. Leaders promote healthy lifestyles by providing healthy snacks, and milk or water as drinks for the children. Children spend a great deal of time outdoors which ensures they benefit from fresh air and opportunities to exercise. Practitioners keep correct registers of attendance and a visitors book and conduct fire drills, which successfully contribute to ensuring safe provision for the children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are caring and supportive. They interact with the children in a warm, relaxed and friendly manner, and they create a happy and lively atmosphere. Practitioners follow a suitable behaviour management policy that encourages them to use positive techniques such as explaining and demonstrating. They set a good example and speak to children in a calm and respectful manner. For example, they thank the children for their help to tidy up and praise them for waiting their turn. As a result, children develop their behaviours effectively within an atmosphere that promotes self-esteem and empathy.

Practitioners are able to meet the needs of each child effectively, including those with additional learning needs. They hold meetings before children start at the setting and collect personal information about each child which supports the children and their families successfully. As a result, their knowledge of children is exceptionally good. Practitioners work effectively with external agencies such as the local authority's advisory teachers and implement information they receive during training. As a result, each child makes good progress in their development.

Practitioners are very responsive to children's individual needs. They spend their time playing together for long periods of time which supports and enhance the children's learning effectively. During these periods, they use a wide range of mathematical language, explore books, discuss ideas and promote the Welsh language successfully. Leaders and practitioners plan a variety of relevant and exciting activities and experiences in each of the areas of learning. They consider children's favourite toys, equipment and interests when planning, and understand the importance of allowing them to continue playing for extended periods of time when activities are of interest to them.

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

Practitioners have a lovely relationship with children and show excellent care towards each child. They are enthusiastic about children's achievements and show natural interest in their efforts. As a result, children respond positively when adults lead and show perseverance and endurance in their activities. For example, when persevering to cross the obstacle course without touching the floor.

Practitioners follow the children's interests and experiences when planning. They listen to their ideas and include these when planning engaging and purposeful activities. For example, following the visit of one child to a holiday park a decision was made to follow a theme on dinosaurs. Practitioners are starting to develop their understanding of the curriculum and consider the needs and achievements of each individual child fairly when planning the provision.

During their learning sessions, practitioners acknowledge regular opportunities to develop values such as honesty, fairness and respect. They encourage the children to share toys and wait their turn, for example when painting a picture. Practitioners have created an engaging pharmacy area that encourages the children to care for each other and learn about the 'people who help' role effectively. This contributes to developing an understanding of kindness and empathy successfully. Despite this, there was very little opportunities for children to develop their understanding of inclusion and other cultures.

Practitioners plan learning experiences that systematically build on children's information, understanding and skills. They ensure there are beneficial opportunities for children to develop their skills with their parents by preparing a package of appropriate activities to enjoy at home. For example, activities such as following a recipe and sharing a book encourages enjoyment within the family. Together, practitioners and parents ensure that the children are ready for the next step in their development.

Practitioners arrange beneficial visits to the community which offers good opportunities for children to learn in an engaging and different environment. For example, there are opportunities to dance and sing familiar songs when watching a live show in the company of other children which is valuable to develop children's social skills effectively.

Practitioners ensure that children are given valuable opportunities to explore the world around them and how to care for it. Planning seeds and caring for plants such as sunflowers contribute to developing the children's enthusiasm towards nature and their abilities to value their locality successfully.

Practitioners promote Welsh culture efficiently by planning opportunities to celebrate Saint David's Day, learn about Santes Dwynwen and singing simple rhymes. Also, they purposefully take part in the Old Chapel Eisteddfod in the village. Together, these activities contribute towards developing the children's communication and physical skills and their sense of belonging to the local community appropriately.

Practitioners successfully provide a stimulating and challenging environment, both indoors and outdoors, which encourages the children's engagement, participation and enjoyment in their activities. They follow the children's lead and adapt activities to ensure further learning. Practitioners benefit from beneficial opportunities to develop children's creative and scientific skills, for example when observing colours mixing as they flow down the window or when watching a beetle walking under a magnifying glass.

Practitioners make regular observations that record the development of children's skills effectively. Also, practitioners clearly note the next steps in the children's development. The outcome of the observations contributes to the further planning of activities based on following children's interests. This offers valuable opportunities for children to persevere

with their knowledge and develop new skills. Together, practitioners ensure children develop all skills in a balanced way.

Environment: Good

The setting is located on the site of the local primary school and maintained to a good standard. The setting is safe and the doors are kept locked which ensures no unauthorised visitors gain access to the setting. Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are identified, monitored and managed effectively. They have created thorough risk assessments that outline potential hazards and the action needed to reduce or prevent the risk to children. They review these documents regularly, and undertake additional assessments in relation to any new activities, including trips to other locations. Practitioners complete daily checks of the play areas, toys and resources and keep a log of any further hygiene and safeguarding action needed. They deal with any hazards identified quickly and effectively.

The play room is comfortable and cosy, with plenty of room for children to move around freely. Leaders and practitioners develop a sense of belonging by displaying photographs and examples of children's work on the walls. They ensure that the play room offers a wide range of stimulating and exciting activities and resources, which enrich the children's experiences successfully. For example, the range of reading books and marking resources available in the play areas, such as the surgery area, supports the development of the children's literacy skills well when writing a prescription for a patient. Leaders and practitioners ensure that the outdoor play area is used daily and is an extension of the indoor learning environment. The areas offer interesting play experiences and children safely come and go as they please. Also, children are able to access the school yard and playing field which allows them to take advantage of the climbing resources and opportunities to take further risks in a safe manner under the practitioners' supervision.

Leaders ensure that the wide range of resources are clean and of good quality. These are stored at a low level which allows the children to select them independently without adult intervention. The setting has appropriately sized furniture and resources, for example, low tables and chairs. There are suitable toilets and nappy changing facilities available for each child.

Leadership and management: Good

Leaders have a clear vision. They have a statement of purpose that offers an accurate image of the setting and contributes positively towards supporting parents to make a clear decision as to whether to send their children to the setting. They all have a thorough knowledge of their role requirements and work with the leaders skilfully.

Leaders provide clear aims and objectives that focus successfully on children's needs. All practitioners understand these and implement them in a sensitive and positive manner. Leaders provide an appropriate timetable that contributes skilfully towards the homely feel of the setting.

Leaders deal with any complaints or concerns in a sensitive manner, whilst discussing and making joint decisions. This contributes successfully to the close relationship between the

leaders, practitioners, parents and the wider community. Leaders follow robust recruitment procedures to employ suitably qualified practitioners. They make appropriate use of supervision and observations to support practitioners. No non-compliance was identified with regard to the regulations or the national minimum standards during the inspection.

Leaders invest in beneficial resources to offer rich activities for children. They make suitable use of money which ensures better quality of care, play and learning for children. For example, the outdoor area offers purposeful resources that contribute towards the children's development and welfare effectively.

When self-evaluating and monitoring the quality of the provision, leaders are ready to work with support officers and listen to their advice. They prioritise the issues they wish to improve in a timely manner. Leaders ensure that there are regular opportunities for staff to commit to complete training and professional development appropriate to their role. They use training opportunities to improve the quality of the provision, and to develop practitioners' understanding of the curriculum. Leaders make the most of opportunities to visit similar settings in the area and share comments and practice with each other. As a result, practitioners are willing to experiment with new ideas, before establishing effective practices.

Practitioners have a strong and effective relationship with the local school. Leaders benefit from opportunities for children to share their play time with the school's youngest pupils. This contributes effectively to the process of facilitating the transition arrangement. Leaders and practitioners share up to date information on children's development and achievements before they transition. They share information with parents and carers daily when dropping and collecting their children. Leaders offer opportunities for parents to discuss sensitive matters with leaders in further meetings when needed.

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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Publication date: 11/08/2025

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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