A report on

Cylch Dinbych Uchaf

Capel Seion
Henllan Road
Denbigh
LL16 3PE

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Dinbych Uchaf

Name of setting	Cylch Meithrin Dinbych Uchaf
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Kayliegh Jones
Person in charge	Eleri Owen
Number of places	19
Age range of children	2 – 4 years
Number of 3 and 4 year old children	14
Number of children funded for early education	12
Opening days / times	Monday and Tuesday 07:45 – 17:30, Wednesday 07:45 – 16:30, Thursday 08:45 – 16:30, Friday 08:45 – 14:45
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	04/12/2023
Date of previous Estyn inspection	22/07/2018
Date(s) of this/these inspection visit(s)	01/07/2026
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)**	**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 Extend the use of open-ended questions to enhance learning

R2 Record the arrival and departure times for children and staff

R3 Ensure that policies and procedures are reviewed and updated regularly

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 are given appropriate opportunities to make choices and decisions about how they spend their time. Most children explore their environment carefully 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, they choose whether they want to make a pizza in the mud kitchen or a hedgehog by hitting pegs with a hammer into a watermelon. Nearly all children communicate effectively verbally or non-verbally, and express their needs and ideas clearly. For example, they are confident when asking for their cup or for help to find a toy.

Almost all children are happy when they arrive at the setting and they feel comfortable in the practitioners' care. Most children cope well when separated from their parents and carers and settle quickly when they arrive. The very small number of children who are somewhat quiet or upset when they arrive are supported very effectively by the practitioners. Nearly all children are familiar with daily routines. For example, children know that they need to wash and dry their hands before eating.

Most children interact maturely during free play and group activity sessions. Many take their turn and are starting to understand the importance of sharing resources successfully with support. For example, they work together when sharing resources to paint a caterpillar. Most children form positive relationships with practitioners and their friends and are happy to approach practitioners to play with them or for comfort. Almost all children communicate courteously with practitioners and visitors.

Almost all children show high levels of motivation and engage well in their play. They follow their own ideas, and experiment with resources in the outdoor area. They make good use of stimulating learning opportunities that encourage them to explore and discover.

Almost all children respond well to opportunities to develop their independence. For example, during snack time, they pour their own drinks and choose which fruit they would like to eat.

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

Most children show enthusiasm in their play and make appropriate progress from their starting points. Most children display a good understanding and respond appropriately to instructions through the medium of Welsh. Some of them have developed confidence to express themselves by using simple Welsh words and phrases.

Many children handle books confidently and enjoy listening to stories, responding to them with interest. Many make marks with intent using various equipments such as chalk, paint and crayons. For example, in the vegetable shop area, they write shopping lists, showing a purposeful use of their writing skills.

Many children develop mathematical skills appropriately and use basic mathematical language in their play. They count money when playing with a till, recognise 2D shapes and match them to their outline. They describe features such as size and height confidently when building towers with different blocks. The children's natural curiosity encourages them to explore and experiment, for example when mixing food colouring with water, and combining herbs and soil to make a pie in the mud kitchen.

The digital skills of many of the children are developing appropriately. They use an interactive screen confidently to draw pictures and create simple paintings and programme a vehicle to move in different directions.

Most children's physical skills are developing well. They show control when using resources and move confidently, for example when balancing on paths they have created. They also treat small objects skilfully and show persistence when developing their creative skills. For example, they use a hammer to hold and hit wooden nails into different objects, and press and stretch dough to create food for a party.

Care and development: Good

Practitioners have a thorough understanding of their role and responsibilities to keep children safe and healthy. They have a sound knowledge of how to protect children and know what to do if they have any concerns. Practitioners have completed appropriate training and show a good 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 eat and drink healthily and to take part in physical activities regularly. 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 positive, happy and lively atmosphere. Practitioners are calm and show respect when talking to the children and each other, setting a good example to the children. For example, they praise children for drawing a picture or for building a sandcastle. There is a suitable behaviour management policy that encourages practitioners to use positive techniques such as explaining and demonstrating to deal with minor incidents. As a result, children learn how to manage their own behaviour within an atmosphere that develops and promotes their self-esteem.

Practitioners are able to meet children's individual needs, including those with additional learning needs. There are sound procedures in place to support children and their families, and most practitioners have detailed information about each child's development, interests and ability. This information is used effectively to plan play experiences that enhance children's play and development. They work well with external agencies, such as the local authority's advisory teachers, and implement advice from experts when required. As a result, nearly all children make good progress.

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

Practitioners' sensible teaching methods encourage the children to play purposefully, which has a positive impact on their knowledge and understanding. They motivate children to develop a wide range of skills through daily activities which encourages them to take risks and develop investigative skills. For example, they make fruit kebabs or paint sunflowers following the style of Vincent Van Gogh.

Overall, practitioners intervene skilfully during activities and encourage children to experiment. By chatting in a natural manner, they support children to develop their ideas. Consequently, most children develop as confident and independent learners. For example, they experiment by mixing colour with water or explore a caterpillar's features by using magnifying glasses.

Practitioners deliver a wide-ranging and balanced curriculum which considers children's interests. They include opportunities to follow children's suggestions, such as growing vegetables and flowers. An effective joint planning procedure ensures there are valuable and practical opportunities available, and regular discussions support a clear understanding of children's progress and the next steps in their learning.

With regard to best practice, practitioners ask purposeful and open questions skilfully which develops children's thinking skills and understanding. However, at times, the questions do not encourage children to think for themselves.

Practitioners plan effective opportunities to develop children's literacy skills by being good language models and ensuring that they hear songs and rhymes regularly. They develop children's understanding of language and the concept of numbers effectively, such as counting vegetables or sorting natural objects. They discuss concepts such as big and small or long and short whilst playing alongside children, for example when comparing in the vegetable shop.

Practitioners provide a wide range of digital resources across the setting that allows children to use them confidently and purposefully. They promote children's physical development successfully and practitioners ensure that a good variety of creative resources are available for children to practice their mark making, painting and simple modelling skills. Practitioners value and celebrate children's efforts by displaying their work clearly across the setting.

Practitioners support the development of children's spiritual, moral and social skills effectively. They promote Welsh culture through celebrations and local stories. Diversity is celebrated successfully by exploring various cultural traditions and reading relevant text. Valuable information on children's progress is shared regularly with parents and carers through discussions, social media and regular reports.

Environment: Good

Leaders ensure that the environment is safe, clean and maintained effectively. They have appropriate arrangements in place to welcome visitors to the setting. As a result, they promote children's safety and welfare effectively. Practitioners ensure that children are safe

by following appropriate procedures and producing purposeful risk assessments. They consider the risks related to activities and visits but understand the importance of providing opportunities for children to take risks safely. They keep suitable records of the practitioners, visitors and children's attendance. However, they do not note the arrival and departure times consistently.

Leaders provide a comfortable and cosy playroom. The room is well organised and allows children to move freely. Practitioners ensure there is a wide range of stimulating activities and resources available, and that resources are kept within reach of children. This allows them to make effective decisions and choices about what they want to use. Leaders ensure that the children's creativity and successes are celebrated across the setting by displaying their work on the walls. They foster a sense of belonging by displaying children's pictures and family photographs.

Leaders ensure that the outdoor play area is used regularly as an effective extension of the learning environment. The area offers various opportunities for children to explore and develop their skills, including making pizzas in the mud kitchen and exploring in the sand and water areas. Additionally, staff provide purposeful resources that support children's physical and motor skills effectively. For example, children are given opportunities to play with dough and to use the climbing frame and bikes. Practitioners develop an environment that promotes children's social development effectively. For example, children can assemble for snacks on appropriate furniture or join singing sessions and opportunities to discuss their feelings on the mat.

Leaders ensure that the resources are clean and of good quality. There is an effective choice of resources, such as dolls and books, that promote children's awareness of cultural diversity. Practitioners provide activities based on celebrations and events such as the Chinese New Year and Diwali, which promote children's understanding of various celebrations. Practitioners provide a range of valuable resources appropriate to the children's ages and stages of development. These are stored at a low level to encourage independence and to ensure easy access to high-quality equipment which reflect their interests.

Leadership and management: Good

Leaders provide a clear strategic direction. They have high expectations that focuses clearly on creating an environment where all children can thrive. They develop a sound ethos of working together, ensuring all team members understand and commit to the settings vision and aims. The roles and responsibilities of practitioners are clearly defined, and there is a clear statement of purpose that informs families of the provision. As a result, practitioners work together effectively, share ideas and reflect on their practice, responding to children's needs in a sensitive manner. There are useful policies and procedures in place, however the setting does not update all necessary policies regularly.

Leaders have sound recruitment processes in place as well as clear induction arrangements for new practitioners. Regular supervision and appraisals are held which are beginning to promote a culture of reflection. They place appropriate emphasis on continuous professional

development, with mandatory and optional training opportunities reflecting the needs of the team and children.

Leaders have established sound self-evaluation processes and are aware of the setting's strengths and any areas for improvement. They set clear improvement targets based on this process, for example developing the outdoor area and strengthening procedures during snack time. As a result, leaders make improvements systematically.

Leaders manage resources effectively, using budgets and grants purposefully to support the setting's priorities. For example, funding was used recently to enhance the resources and install a new kitchen, enriching the opportunities for children to cook and develop their awareness of food from around the world.

Leaders have a valuable relationship with various partners. They arrange visits from services in the community that enrich children's experiences. They consider everyone's views and hold meaningful discussions with parents, the local authority and support organisations. They work well with parents to note children's needs and individual preferences. Leaders have formed an effective relationship with the local school, which supports children effectively as they move on to the next step in their education.

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

This document has been translated by Prysg (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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