A report on

Cylch Chwarae Gellifor

Ysgol Gellifor
Gellifor
Ruthin
Denbighshire
LL15 1SG

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Chwarae Gellifor

Name of setting	Cylch Chwarae Gellifor
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Ben Lindquist
Person in charge	Katie Lewis
Number of places	26
Age range of children	2-4 years
Number of 3 and 4 year old children	4
Number of children who receive funding for early education	3
Opening days / times	9:00-15:00 Mon – Fri term time
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Working towards
Date of previous CIW inspection	20/01/2022
Date of previous Estyn inspection	15/03/2018
Dates of this inspection visit(s)	30/06/2026

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)**	
Care and development	**Adequate**
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

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the RI must address these.

Recommendations

R1 Address the non-compliance identified at the inspection.

R2 Strengthen self-evaluation processes so that leaders evaluate the impact of their work more effectively.

R3 Address the safeguarding concerns identified at the time of the inspection.

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Most children express their views confidently, have a strong voice and make meaningful choices throughout their play and learning. Most move freely between areas of the environment, independently choosing where and with whom to play, accessing resources such as scissors, loose parts and construction materials to support their ideas. At snack time, children choose what they would like to eat and drink and contribute to planning healthy snack options by suggesting favourite fruits. They benefit from regular visits to local shops, where they help purchase healthy snacks and develop an understanding of where their food comes from.

Most children are happy, settled and demonstrate a strong sense of belonging. Nearly all separate from their parents and carers confidently and engage quickly in play. Most children form secure relationships with practitioners and seek reassurance when needed. For example, when upset following minor falls outdoors, children confidently approach practitioners for comfort before returning to play. Most children display a good understanding of daily routines and expectations, for example they wash their hands before meals and sit on the carpet for 'together time' independently. As a result, they feel secure and settled within the setting.

Most children begin to interact well with one another and develop positive social skills. They listen well during group activities and begin to cooperate during play, sharing resources and negotiating turns effectively. For example, children taking part in ball games, negotiate turns successfully and respond positively to one another. These experiences help children develop respectful relationships and growing set of social skills.

There is a noticeable buzz throughout the setting, with most children highly engaged in their play and learning. They participate enthusiastically in songs, rhymes and Welsh language activities, joining in with familiar words and actions. Many children become absorbed in creative play, such as drawing pictures of their families, exploring farm animal puppets and experimenting with pouring water between different containers. Many show perseverance as they balance and roll balls along wooden planks, taking pride in their achievements and celebrating their success.

Many children make good progress in developing independence. Many confidently manage personal care routines, including toileting and handwashing. They take responsibility for simple tasks, such as preparing snack tables by laying placemats, tidying resources and, for older children, washing up pots after eating. Many children begin to develop good coordination as they pour drinks, use child-friendly knives and handle tools safely. Most children communicate their needs and preferences confidently and develop language and early mathematical skills purposefully through everyday routines, experiences and play.

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 the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Adequate

Practitioners promote children's health, safety and well-being effectively. They encourage healthy lifestyles through regular outdoor play, physical activity and established hygiene routines. Practitioners provide healthy snacks and drinks and ensure that children experience a varied diet over time. As a result, children develop healthy habits and benefit from opportunities to make healthy choices.

Practitioners follow appropriate nappy changing procedures that, maintain children's dignity and promote good hygiene. However, they do not keep written records of nappy changes, limiting their ability to maintain an accurate record of children's personal care. Practitioners complete required safeguarding training and are familiar with the settings safeguarding policy. They know how to identify and escalate concerns appropriately when needed However, leaders do not ensure that the procedures to monitor the validity and renewal of Disclosure and Barring Service (DBS) checks are sufficiently robust enough. Practitioners hold suitable paediatric first aid certificates and record and share accident and incident information appropriately with parents. Leaders have suitable fire safety arrangements in place, including a detailed fire risk assessment. However, they do not carry out fire evacuation drills at suitable intervals so that children know what actions to take in the case of an emergency. Therefore, the setting's arrangements for safeguarding children do not meet requirements and give cause for concern.

Practitioners build strong and caring relationships with children and are effective role models. They use praise and encouragement effectively to support children to develop positive behaviours and social skills, including learning to share, take turns and co-operate with others. As a result, children interact positively with their peers and are developing confidence in social situations.

Practitioners promote children's play, learning and development successfully through purposeful interactions and responsive care. They respond sensitively to children's individual needs and interests. They join in children's play when invited, provide support when needed and encourage children to persevere with challenges. Practitioners encourage children to think, explore and solve problems during play. For example, they ask children to predict what might happen when mixing coloured potions, investigate how water pumps work and use outdoor equipment safely and independently.

Practitioners use communication tools effectively to support children's language and communication skills. They use Welsh naturally through daily routines, songs and counting activities. As a result, children are beginning to respond to Welsh greetings, commands and use familiar words in their play and interactions.

Practitioners support children's individual needs well. They provide activities that reflect children's interests and motivate them to engage in play and learning. Practitioners are developing their planning processes to make better use of observations when identifying children's next steps and further learning experiences. They work closely with parents, the local authority and other professionals to meet the needs of children who require additional support ensuring that they receive timely support and benefit from an inclusive environment that helps them make progress.

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

Practitioners plan a worthwhile range of learning experiences that reflect children's needs and stages of development. They provide a suitable balance of adult-led and child-led experiences and adapt provision to reflect children's emerging interests and ideas. Practitioners use observations well to inform planning and enrich learning. For example, they respond to children's curiosity about farm animals following discussions linked to a child's experiences on their home farm. Practitioners have a sound understanding of the curriculum and they use this knowledge appropriately to provide purposeful play-based experiences in authentic contexts. These experiences ensure that children engage in meaningful learning experiences across the curriculum.

Practitioners provide a well-resourced learning environment that supports the development of children's skills successfully. They embed meaningful opportunities for children to develop their literacy and numeracy skills purposefully across the areas of provision. Practitioners create inviting reading areas, provide recipe books within in role-play experiences and ensure that mark-making resources are readily available across the setting. Practitioners develop children's mathematical understanding effectively through activities that encourage counting, sorting, matching and pattern making. For example, they encourage children to count objects confidently, use one-to-one correspondence counting items and create patterns using coloured bears. Practitioners provide appropriate digital resources such as remote-control toys and cameras, to encourage children to explore technology and record their achievements. Practitioners develop children's creative skills well. They provide open-ended experiences that encourage children to explore materials, express their ideas and develop their imagination through painting, pattern making and imaginative play.

Practitioners support children's communication and language development appropriately. They listen attentively, encourage conversations and support children to express themselves clearly and confidently during play. Practitioners know children well. They make good use of information shared with them by parents and carers when a child starts at the setting alongside observations to help them gain a useful picture of children's starting points. Practitioners build on this information suitably to help them plan next steps for learning.

Provision for the Welsh language and Welsh culture is a strength. Practitioners plan purposefully for the development of Welsh language skills and provide regular opportunities for children to use Welsh naturally throughout the day. As a result, nearly all children respond confidently and use familiar Welsh vocabulary during play and at snack time. Practitioners promote Welsh traditions successfully through celebrations such as St David's

Day and St Dwynwen's Day, helping children develop a strong sense of identity and belonging. They broaden children's understanding of the wider world through learning about festivals and celebrations from a range of cultures and ensure that resources at the setting reflect the rich diversity of the people of Wales.

Practitioners promote children's moral and social development well. They encourage children to show respect, share resources and resolve minor disagreements calmly and thoughtfully. Practitioners foster children's independence and sense of responsibility by encouraging them to tidy resources away carefully after activities. They enrich learning through worthwhile visits to the local community, including farm, local shops and community garden. Practitioners provide a suitable range of experiences that help children foster a sense of awe and wonder of the natural world. For example, children observe minibeasts in the outdoor area and learn how to care for animals. However, opportunities to explore the wider natural environment and participate in adventurous and risky play are limited.

Environment: Good

Leaders implement well established procedures that help maintain a safe and secure environment. They ensure that the premises and outdoor play areas are secure, with locked doors, gates and perimeter fencing to prevent unauthorised access. Leaders carry out regular safety checks and complete suitable risk assessments for all play areas, trips and outings. Practitioners supervise children closely throughout the session and maintain required adult-to-child ratios. Leaders implement robust procedures for children and visitors arriving at and leaving the setting. These arrangements help ensure that children remain safe throughout the day

Leaders ensure the environment is welcoming and supports children's play and learning effectively. They monitor and review the provision regularly and have worked purposefully over time to create an attractive, stimulating and well-maintained provision. Leaders make good use of funding opportunities, to enhance the quality of the provision. As a result, practitioners provide a wide range of engaging experiences, including water play, a mud kitchen, gardening activities and construction resources that support children's exploration, creativity and problem-solving skills well.

Practitioners organise the environment thoughtfully to promote children's independence and free choice. They store resources in labelled boxes and open containers, enabling children to access and return items independently. Practitioners provide large open spaces for active play on the school yard and field and smaller areas for creativity, relaxation and quiet activities. They provide cosy furnishings, including soft rugs, fabric drapes, blankets and wooden playhouses, which support children's imaginative play and emotional well-being. In addition, they provide comfortable areas where younger children can sleep or rest according to their individual needs. Practitioners use displays of children's work, family photographs and personalised statements, to help children feel valued and develop a strong sense of belonging.

Leaders ensure children have access to a rich range of high-quality resources and equipment that support their development well. Resources are clean, well maintained and suitable for

children's ages and stages of development. Practitioners make effective use of authentic materials to enrich children's experiences. For example, they provide real-life items, including ceramic tea sets and metal pots and pans, to help children develop imaginative play and their understanding of everyday experiences. Practitioners provide a good balance of open-ended resources, including wooden blocks, cardboard materials, sticks and pebbles which encourage children to explore, create and solve problems independently.

Leaders ensure resources that reflect diversity and inclusion are readily available, including multicultural dolls, puppets and photographs representing a range of cultures, backgrounds and disabilities. As a result, children benefit from an inclusive environment that helps develop an understanding of the diverse world we live in.

Leadership and management: Adequate

Leaders and practitioners create a welcoming and inclusive environment where children and families feel valued and supported. The setting's ethos is understood well by practitioners, who enjoy their roles and contribute positively to the day-to-day life of the provision. Practitioners benefit from useful support and guidance from external partners and act positively on their professional advice. Leaders provide beneficial opportunities for practitioners to engage in relevant professional learning opportunities. These, include training on early communication and children's schematic play. This has improved practitioners understanding of children's development and how they incorporate this knowledge into their interactions and provision within the setting. Leaders manage resources and funding appropriately. Over time, they have used available funding purposefully to enhance the learning environment through investments such as outdoor play equipment and resources to support physical play. These improvements contribute positively to children's engagement, independence and skill development.

Leaders have established appropriate self-evaluation processes that draw suitably on the views of parents and practitioners and provide an accurate picture of many of the setting's strengths and areas for development. However, they do not review the impact of improvement work rigorously enough to develop a sufficiently clear understanding of what is working well and where further improvements are needed. Leaders carry out annual appraisals with practitioners. However, they do not provide regular supervision or use appraisals effectively to evaluate practitioners' performance and identify individual professional learning needs that align with the setting's priorities.

The setting benefits from strong partnerships with parents, the local school and the wider community and parents appreciate the care and education that their children receive. They value regular communication through online platforms and informal daily discussions, which help them to understand their children's well-being and progress. Strong links with the local school provide children with beneficial opportunities to become familiar with school routines through regular visits and shared experiences. This helps them to transition to their next stage of education successfully.

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 (English to Welsh).

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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
Children may be at potential risk as the provider does not ensure that all practitioners hold the required enhanced Disclosure and Barring Service (DBS) checks for their role.	30/06/26
Outcomes for children could be affected because practitioners do not receive regular one-to-one supervision meetings, limiting structured opportunities for reflective practice, safeguarding discussions and appropriate support and guidance.	30/06/26

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

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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