A report on

Cylch Meithrin Mwy Abergele

Canolfan y Morfa
Ffordd y Morfa
Abergele
Conwy
LL22 7NU

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Mwy Abergele

Name of setting	Cylch Meithrin Mwy, Abergele
Category of care provided	Sessional day care
Registered person(s)	Rhian Hughes
Responsible individual (if applicable)	
Person in charge	Nerys Sandland and Siwan Davies
Number of places	32
Age range of children	Between 2 and 4 years old
Number of 3- and 4-year-old children	16
Number of children who receive funding for early education	7
Opening days / times	Monday – Friday: 1.00pm – 3.00pm Session for children who are funded to receive education in the term following their third birthday 9:00am – 11.30am Meithrin Mwy session 11.30am – 1.00pm Meithrin Mwy lunchtime
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	21/11/2022
Date of previous Estyn inspection	22/06/2018
Dates of this inspection visit(s)	03/02/2026
Additional information	

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)**	**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 Use observations more purposefully to plan the next steps for each child

R2 Improve the process of reviewing the quality of care

What happens next

Not in follow-up

Main findings

Well-being: Good

Nearly all children are happy, content and settled at the setting. They make independent choices successfully and choose how to spend their time purposefully. Most children move confidently around the learning environment and between the wide variety of play experiences. This enables children to pursue their interest and take part in activities of their choosing in their own time effectively.

Most children express themselves confidently when sharing ideas and answering simple questions. They are keen to discuss their experiences with practitioners and know that their contributions are valued. Most children also begin to develop simple strategies to manage their emotions, for example by asking practitioners for support, when necessary. Nearly all children are comfortable and feel safe when approaching practitioners and receiving care and attention from them. They respond positively to praise, which builds their confidence to share their successes. For example, they are proud to invite practitioners to see their painting work and respond enthusiastically when their efforts are recognised.

Most children interact positively and have begun to make friends. They are keen to greet each other and chat during lunchtime and while playing. They enjoy working together and completing tasks together. For example, they are enthusiastic when looking for birds with binoculars and declare with excitement when they see one. Many children are happy to share resources with their friends and develop important social skills well. For example, on the playground at lunchtime, they are happy to share a bicycle and show an interest in their friends' efforts.

Most children enjoy their play and learning. They concentrate and persevere well when engaging in play experiences and enjoy experimenting with a variety of equipment and materials. For example, they have a great deal of fun handling dough and adding natural materials, such as leaves and twigs, to create a tree. Most children show curiosity about the world around them and use their imagination effectively. They wear a high-visibility jacket and helmet and use hand tools to pretend to fix furniture around the room and enjoy purposeful role-play.

Most children develop good independent skills. During snack time, nearly all children are keen to complete practical tasks for themselves, such as washing their hands or pouring a drink into a cup. Most children meet their personal needs effectively.

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

A majority of children make appropriate progress in line with their age and individual needs. From the outset, they explore confidently and develop as curious and independent learners, expressing their ideas clearly when taking part in simple discussions.

Many children show empathy and a sense of care towards each other, offering support and sharing resources meaningfully. For example, children are seen offering support to their

peers while playing or when sharing resources kindly. This contributes positively to their social and emotional development, and a majority of children begin to use learning strategies such as asking for support or suggesting new solutions to challenges.

Most children work together effectively in structured and unstructured play. For example, when building a “playhouse” from cardboard boxes, they discuss ideas, discuss roles and adapt their plans as the play develops. This demonstrates sound co-operation skills. Many children also show clear progress over time by revisiting activities and improving on their previous ideas.

Children’s physical skills develop robustly and they move confidently outdoors, for example walking across obstacles and handling equipment in different ways. A majority of children develop their digital skills successfully and many develop their creative skills skilfully, for example when making characters out of dough and painting self-portraits.

Many children use mathematical skills naturally while playing, such as counting, measuring and comparing sizes. They discuss who has the biggest pile of sand and organise items by size. They also use resources to experiment and solve problems effectively. For example, in an activity to construct ramps and paths for small cars, they test different angles and adapt their ideas while observing the movement of the cars.

The early mark-making skills of a majority of children develop consistently. They enjoy making marks on tablets, large pieces of paper and in sand. In the reading area, most show a genuine enjoyment of books, for example by discussing characters or repeating familiar phrases enthusiastically. They follow simple instructions in Welsh and expand their vocabulary gradually, with a few beginning to speak Welsh spontaneously. Through daily opportunities to use the Welsh language, they gain increasing confidence as language learners.

Care and development: Good

All practitioners prioritise children’s safety and have a sound understanding of their roles and responsibilities to keep children safe and healthy. All practitioners have completed appropriate child safeguarding training and are confident of the correct procedures to follow should they have any concerns about a child. The setting’s arrangements for safeguarding children meet requirements and are not a cause for concern. An appropriate number of practitioners have completed full paediatric first aid training, which enables them to provide appropriate treatment, if necessary. They record any accidents in detail and ensure that parents sign the records promptly. Fire drills are conducted regularly and recorded thoroughly. Nearly all practitioners follow detailed hygiene procedures and these practices have been incorporated purposefully into the children’s activities. For example, they encourage children to wash their hands regularly and ensure that the tables are disinfected before and after mealtimes. Nearly all practitioners promote healthy eating and exercise effectively. They encourage children to eat fruit and provide beneficial opportunities for children to develop their physical skills and spend time outdoors on a daily basis.

All practitioners form meaningful relationships with children. They speak clearly and fondly to children and treat them with care and respect. All practitioners use consistent and effective strategies to promote positive behaviour, in line with the setting’s policy. For

example, they remind children gently and praise positive behaviour and their efforts continuously. All practitioners model social skills effectively when playing alongside the children. Nearly all practitioners follow purposeful arrangements to identify and support children's individual needs, including those with additional learning needs. They gather relevant information about each child's preferences, needs and background before they start at the setting. This ensures that they know the children well and understand their individual needs and wishes clearly. There are effective procedures in place to refer children for additional advice and support from external agencies in a timely manner. Practitioners undertake additional training, where necessary, to strengthen their ability to support each child.

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

Practitioners foster warm and supportive relationships with children, which creates a safe and responsive learning environment. They use strong communication skills and model spoken Welsh effectively through patterns, phrases and songs. As a result, many children begin to express their ideas and share their experiences confidently. They also use clear presentation techniques and strategic repetition to help children to consolidate new language and concepts.

Open questioning is a regular feature of the daily interactions. For example, in outdoor activities, children are asked to think about how to make paint from soil and how to change how dark the colour is. This encourages critical thinking, curiosity and collaborative discussion. This method also builds children's confidence to think independently and reflect on their own ideas.

Assessment processes are developing appropriately. Practitioners use observations to identify needs and begin planning the next steps for children. However, this information is not always used systemically enough to inform the learning experiences of individuals.

Many practitioners often plan flexibly and are responsive to children's interests. This places children's voices at the centre to support them to pursue their interests and improve the quality of their engagement and motivation. For example, they adapt provision according to the children's response to a character from a book, including nature observation activities, counting activities and comparing sizes, in addition to creating opportunities to make characters from dough and natural materials.

Many practitioners develop children's digital, spiritual and moral skills appropriately. They promote cultural diversity effectively, for example by exploring countries, foods and celebrations such as Diwali. They also help children understand where they live, who is part of the community and what is unique to their environment. Children respond enthusiastically to these experiences and begin to develop a strong sense of belonging.

Practitioners provide appropriate opportunities to develop children's mathematical skills. They ensure that nearly all children are given natural opportunities to count, identify shapes and use mathematical language, such as when measuring sand or comparing sizes when playing with dough. Practitioners also prepare rich opportunities for children to develop their creative skills by allowing them to experiment with materials, colour and textures.

Planning for children's physical development is effective. Children benefit from regular opportunities for movement and active play. For example, practitioners provide activities that enable children to use vehicles, handle equipment and take part in sensory activities that contribute positively to developing their physical skills.

Environment: Good

Leaders ensure a safe and clean environment. They have robust arrangements for controlling access to the site, along with clear procedures which ensure that visitors sign in promptly. All records relating to the service are kept secure. Leaders ensure that appropriate processes are in place to monitor and manage any hazards effectively. Comprehensive risk assessments outline potential hazards and the steps to reduce or eliminate risks to children.

Leaders provide a good quality, self-contained environment that is welcoming and homely. They provide suitable facilities that enable children to use the toilets and wash their hands independently, in addition to a nappy changing area that ensures privacy. There is plenty of space for children to move around the environment freely. Leaders organise the main room effectively, providing dedicated learning areas and offering rich play experiences that promote children's development. There is also a library where children can enjoy listening to a story, reading or relaxing. Leaders ensure regular opportunities for children to use the outdoor play area to enjoy playing with sand, in the mud kitchen or venturing on the swing. Practitioners also make effective use of the school playground and field. They foster a sense of belonging among children by displaying examples of their work and photographs of them taking part in activities.

Leaders ensure that suitable equipment and a wide range of interesting and excitement resources are available to children. These resources are of good quality and stored at a low level, enabling children to make choices independently. Leaders provide good opportunities for children to learn about the world around them. Effective use is made of reused resources and natural materials to encourage children to experiment and discover. For example, they use cardboard boxes imaginatively and observe blocks of ice that contain twigs as they melt. There is also a range of resources available to promote children's awareness of different cultures, such as toys and costumes.

Leadership and management: Good

Leaders succeed in maintaining a warm and inclusive ethos that focuses on the needs of the child. They provide a clear vision that is understood by all staff, ensuring a cohesive team that is committed to provide good quality learning experiences. They also communicate this vision clearly to parents and stakeholders, ensuring a shared understanding of the setting's priorities.

The nursery's ethos is based on respect, inclusion and well-being, and practitioners model these values constantly. Strong teamwork is a feature of the setting, with leaders and practitioners sharing ideas and practices during meetings and planning sessions. Leaders implement supervisory systems that are constructive and support the professional development of practitioners effectively. They use feedback and individual development targets to foster continuous improvement within the setting.

Recruitment processes are robust, and clear procedures ensure the safety and suitability of the staff. Roles and responsibilities are clear and staff follow established policies and procedures effectively. Leaders have produced a statement of purpose which presents the expectations and values of the setting in detail. They also review policies regularly to ensure that they are up-to-date and reflect best practice.

Self-evaluation processes are appropriate. Leaders gather a range of evidence, including observations, feedback from parents and information about children's early development. However, the review of the quality of care does not include actions based on the findings.

Leaders manage budgets responsibly and use grants purposefully to improve provision, for example multicultural resources, such as new costumes and books that promote diversity and inclusion.

Leaders and practitioners work effectively with parents and foster positive relationships with families. For example, they organise sessions that enable parents to join their child in activities, discuss progress and share useful information with practitioners. The promotes two-way communication and an understanding of children's individual needs. Transition work with the neighbouring primary school is also supportive. Children visit the nursery class and engage in joint activities, which helps most to progress confidently to the next stage in their learning journey.

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.

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