Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Cylch Meithrin Llanfairpwll

Ysgol Llanfairpwll
Llanfairpwll
LL61 5TX

Date of inspection: January 2025

by

Care Inspectorate Wales (CIW)

and

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

DRAFT AND CONFIDENTIAL

About Cylch Meithrin Llanfairpwll

Name of setting	Cylch Meithrin Llanfairpwll
Category of care provided	Full Day Care
Registered person(s)	Cylch Meithrin Llanfairpwll
Responsible individual (if applicable)	Danielle Phipps
Person in charge	Bethan Roberts and Elen Edwards
Number of places	44
Age range of children	2-4 years old
Number of 3 and 4 year old children	40
Number of children funded for early education	19
Opening days / times	8:50 am - 3:00 pm Monday to Friday
Flying Start service	No
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	This is the first inspection since the setting was registered on 29 April 2020
Date of previous Estyn inspection	20 February 2019
Date(s) of this/these inspection visit(s)	28/01/2025
A large number of the children are from families which Welsh is not the household's first language.	

DRAFT AND CONFIDENTIAL

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	**Adequate**
Leadership and management	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Ensure that the arrangements that are in place to group the children enable them to take an active part in every activity.

R2. Make more effective use of observations and assessments to target the next steps in individual children's learning.

R3. Improve the quality of resources to promote children's learning and play experiences.

R4. Ensure that leaders are monitoring the setting's funding thoroughly.

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Almost all children are happy and content at the setting. They settle and cope well with leaving their parents at the start of sessions. Most children make decisions for themselves successfully and choose how to spend their time effectively. They move around the learning areas easily and confidently. This enables them to follow their interests and take part in learning and play experiences in their own time successfully.

Most children express themselves in a confident manner when sharing ideas and answering simple questions. They are eager to share their experiences with practitioners, knowing that they will value what they have to say. As a result, nearly all children develop a positive relationship with practitioners, which allows them to cope well with new experiences. Most children respond well to praise, with many showing pride in their work and eagerness to share their successes. For example, they are eager to show their craft work and show pride when they receive praise for their efforts. Nearly all children are familiar with the daily routine and comply with the procedures in a mature way, such as placing their images in the appropriate place when self-registering.

Most children socialise happily and are ready to share toys and resources. They take turns with their friends sensibly. For example, they are happy to take turns and work together when playing in the water tub. They chat happily, help each other to fill the jugs with water and take turns to pour the water down the slide. During snack and lunch time, children socialise with each other naturally and are happy when chatting with their friends and the practitioners.

Most children enjoy playing and learning. They concentrate and persevere diligently when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, children enjoy playing in the mud kitchen and pretend to make a cup of tea by using water, glitter and pieces of flowers and leaves. They persevere and concentrate well when cutting pieces off the flowers with scissors to add them to the tea. Almost all children are inquisitive about the world around them and enjoy playing and using their imagination. For example, they thoroughly enjoy experimenting with the wigs, pine cones and leaves whilst researching and creating shapes in the sand pit.

Almost all children choose activities in line with their interests and develop good independence skills. For example, they wear aprons, collect brushes and pour paint over themselves. In addition, almost all children are eager to wash their hands, pour their drink and add cereal and fruits onto their plates independently during snack time.

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

Most children play with each other sensibly and make good progress in their learning. They apply their oral and social skills effectively, which leads well to improving their wider outcomes and skills.

Many children strive to use Welsh independently, with informed guidance and encouragement from practitioners. They enjoy joining in with familiar rhymes and singing them together during their circle sessions and while washing their hands. Most listen carefully to instructions and follow them promptly, for example, when creating characters out of twigs. They speak naturally with each other while engaged in extended periods of creative play. They respond to discussions and share ideas to complete tasks successfully. For example, they work together to balance dough on scales effectively.

Many children discuss books confidently. They engage happily with stories and respond enthusiastically to their peers while enjoying the events and pictures in the stories. They show interest when describing different characters and consider the results of actions thoughtfully, for example, they respond intelligently to the adventures of Cyw on a shopping day.

During their play, many children make purposeful marks using different media such as paint, crayons and rollers. They are starting to develop their early writing skills effectively. For example, they keep appropriate notes in books when experimenting with a typewriter. As a result, many explain the purpose of their marks sensibly and start to realise that writing is an important part of real life.

Many children use mathematical language correctly in appropriate contexts. They have good numeracy skills and they enjoy experimenting with a wide range of mathematical equipment. They count confidently when sorting crockery, cars and farm animals, and they have an increasing understanding of the properties of shapes. Also, they discuss and compare volumes skilfully whilst filling a bucket with sand and using water jugs to move ducks down the slide.

Most children develop physical skills successfully by riding bikes on the yard, balancing wheelbarrows and climbing on adventure equipment. They enjoy working together to adapt their ideas, for example, whilst using an injector to fill cylinders. These positive attitudes have a good effect on their learning.

Many develop early digital skills purposefully. They take advantage of the appropriate opportunities available to them. For example, they share a mobile phone whilst role playing, listen carefully whilst using talking devices and follow language and numeracy programmes on electronic tablets purposefully. As a result, they familiarise themselves well and apply their early digital skills meaningfully.

Care and development: Good

All practitioners give high priority to safeguarding children and put sound procedures in place to ensure that children are kept healthy and safe. Practitioners use the practices learned from their training on safeguarding children and understand their duties well. Most have completed first aid training and record any accidents appropriately, ensuring that parents are aware of the incident. Fire drills are conducted regularly and recorded effectively. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

All practitioners make good use of procedures to prevent the spread of infection, such as encouraging children to wash their hands and whilst they follow appropriate practices when handling food and changing nappies. They promote healthy eating and physical activities successfully. Practitioners encourage children to eat fruit and cereals during snack time and offer drinking water throughout the session. Also, they ensure that there are valuable opportunities for children to spend time outdoors in the fresh air regularly.

All practitioners form positive relationships with the children. They speak to the children in an affectionate manner and treat them with care and respect. All practitioners model social skills effectively when playing alongside the children. They use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and offer a clear explanation when their behaviour is not acceptable. Practitioners praise the children regularly and celebrate their efforts consistently. Consequently, children develop their self-esteem in a beneficial manner.

Leaders follow purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. They collect plenty of information about preferences, needs and any other relevant information before children start attending the setting. This enables them to plan effectively to provide for their individual needs. There are appropriate procedures in place for referring children to external agencies for support, if needed. They communicate regularly with parents via social media and private messages. They create bespoke books to share with parents at the end of each year, which contain photographs of the children taking part in activities and examples of their achievements.

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

Practitioners' sensible and caring teaching methods encourage children to work together and learn effectively and have a purposeful effect on their skills. Practitioners offer various play and learning experiences that enable the children to take risks and develop their knowledge and understanding effectively. For example, they encourage the children to arrange shapes according to their size and colour and lay the table neatly.

Practitioners intervene effectively in the children's play, giving the children good opportunities to consider the success of their efforts. For example, children actively compare the features of cars and lorries and look for spiders in the beetle hotel. Practitioners have interesting discussions with the children as they play. As a result, most children develop their social skills effectively. However, practitioners do not group children effectively enough at all times. At times, the older children tend to control activities too much which disrupts the younger children's learning opportunities.

Practitioners offer a balanced curriculum which considers the children's interests well. They respond in a beneficial manner to the children's preferences, for example when letting them create cakes with dough and bake them in the role-play kitchen. They vary their plans appropriately to ensure that the children learn through a variety of practical challenges.

Practitioners plan interesting opportunities to develop the children's early verbal and writing skills and they question them skilfully during play. For example, they provide opportunities for children to discuss the features of different characters and encourage them to talk whilst filling and emptying buckets of sand. Practitioners develop effective numeracy and digital skills amongst the children. They challenge them to build towers using 3D shapes and use voice recorders while singing and discussing their feelings.

Practitioners use observations appropriately to record the children's progress and to modify the provision in order to respond to their needs. However, practitioners do not always use this information effectively enough to plan the next steps in the children's development. Practitioners provide useful information for parents and carers about their children's achievements verbally, in progress booklets and through private social media accounts.

Practitioners develop the children's physical skills successfully. They encourage them to climb adventure equipment and ride vehicles around the outdoor area. Also, they offer beneficial and creative activities, such as decorating Saint Dwynwen's hearts. Practitioners develop the children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating Saint David's Day and the features of the local area. Also, they celebrate diversity sensibly by discussing hats from other countries, reading books on multicultural matters and celebrate aspects of the Chinese New Year.

Environment: Adequate

Leaders prioritise child safety and ensure that sound procedures are in place to ensure that any potential hazards are monitored and managed effectively. Detailed risk assessments outline potential hazards and action taken to reduce or prevent risk to children and practitioners complete appropriate daily checks. They address any hazards that are noted promptly and effectively, such as picking up toys off the floor to mitigate the risk of falls and by preventing children from playing in icy areas outdoors.

Leaders ensure that the learning and play areas are pleasant and comfortable with plenty of room for the children to move around freely. They ensure that children develop a sense of belonging by displaying examples of their work and photographs on the walls. The playroom is arranged appropriately, with a sufficient variety of materials and natural resources that provides enough opportunities for children to explore and experiment. For example, glitter, feathers and different objects in the clay play area so that children can add these to the clay. Practitioners also offer a good range of messy play activities using sand, water, leaves and twigs.

Leaders have started to develop the outdoor play areas to offer a variety of activities and purposeful opportunities for the children to play and develop an awareness of the world around them. For example, a new mud kitchen and an exploration area has been created from twigs, straw and wooden crates. This offers beneficial opportunities for them to experiment and role-play naturally. Together, leaders ensure that there is an appropriate range of interesting resources and equipment available in the indoor area. On the whole, these are of acceptable quality and are stored at a low level so that children can choose them independently without any adult intervention. Practitioners keep a detailed record of when the play areas, toys and resources are cleaned. This happens on a regular basis in order to ensure that resources are kept clean. However, there are not enough purposeful resources in some of the outdoor play areas to promote children's learning fully.

Leadership and management: Adequate

Leaders are new to their roles and they have a clear vision to improve the setting's procedures. They work together diligently to promote care and to support the children's learning. They concentrate soundly on the children's well-being and strive to improve the provision for developing their skills. As a result, their regular practices and positive attitudes create a supportive environment which provides beneficial experiences for the children.

Leaders provide loving pastoral care for the children, creating a sensible work environment for practitioners and children. This caring philosophy motivates the children to do their best and persevere in their play and learning. Additionally, leaders have regular discussions with parents and carers about their children's development and achievements.

Leaders work together conscientiously as a team and ensure that everyone attends useful training to improve their teaching and care systems. Leaders ensure that the setting's statutory documents, policies and practices are renewed in line with the requirements. The Statement of Purpose is correct and reflects the service provided effectively. They ensure that the processes that are in place to supervise, evaluate and appraise the work and development of all practitioners are appropriate.

Leaders are well-focused on making ongoing improvements to further develop the setting's practices. They follow safe recruitment processes and allocate the resources available well. Although the committee members only started in their roles recently, they have already maintained appropriate self-evaluation practices, which leads to useful targets for improvement. As a result, they successfully identify the setting's strengths and matters that require attention. For example, practitioners have recently focused on improving the management committee's awareness of the setting's activities and developed certain guidelines to enhance a number of the regulatory practices.

They use the budget that is available to them in a satisfactory manner and prioritise expenditure appropriately against the setting's targets. However, they do not monitor or explore financial matters thoroughly enough to ensure that there is an effective range of resources available to promote children's experiences fully.

Leaders ensure full consideration is given to the views of everyone associated with the setting. They have valuable discussions with all stakeholders to improve the provision and children's experiences, and act on suggestions made by officers from support agencies. As a result, they succeed in using the information to provide a range of experiences for children to develop their Welsh speaking skills and to improve the planning process and children's experiences.

Leaders have a successful relationship with the school and this prepares the children for the next step in their education purposefully. Leaders and practitioners develop the children's awareness of their locality effectively and they use the surrounding area purposefully. For example, the practitioners and the children visit the villagfe tower, the care home and the local shop and invite recycling officers to the setting to enrich the children's learning.

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.

© Crown Copyright 2025: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 01/04/2025

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 01/04/2025