A report on

Cylch Meithrin y Tonnau

Pavilion Leisure Centre
The Promenade
Barmouth
Gwynedd
LL42 1NF

Date of inspection: April 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin y Tonnau

Name of setting	Cylch Meithrin y Tonnau
Category of care provided	Full day care
Registered person(s)	Cylch Meithrin y Tonnau
Responsible individual (if applicable)	Lorna Harrod
Person in charge	Lorna Harrod, Sian Evans, Susan Foulkes, Justine Carr
Number of places	24
Age range of children	2-4 years old
Number of 3 and 4 year old children	13
Number of children funded for early education	2
Opening days / times	Monday – Friday 8:00 – 15:00
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	This is the first inspection since re-registration as a Charitable Incorporated Organisation (CIO).
Date of previous Estyn inspection	
Date(s) of this/these inspection visit(s)	28/04/2026
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)**	
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 Improve the provision for developing children's mathematical skills

R2 Extend the use of open-ended questions to develop learning

What happens next

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

Main findings

Well-being: Good

Most children are confident in making decisions and choosing how they spend their time in the setting. They move around the areas independently, and choose from the wide range of activities easily. For example, they choose to play with the programmable toys in the quiet area, and go over to the role-play area to dress up. This enables the children to follow their interests and take part in activities in their own time successfully. They chat happily with practitioners in the knowledge that they will listen to them.

Almost all children settle quickly and are happy and feel at home at the setting. They cope well with leaving their parents and are eager to play happily with their friends. Children socialise, chat and sing happily when playing. They are enthusiastic when showing their play and work to the practitioners and visitors, and proudly show their skills. For example, they are eager to show what they have been learning in dancing lessons. Children are familiar with daily arrangements and routine, which creates a sense of security for them.

Most children are starting to make friends under the meaningful influence of the practitioners. They interact well with their peers and enjoy playing and completing tasks with one another diligently. For example, they work together successfully to create a creative piece of work, printing their friends' hands in the paint. They form positive relationships with the practitioners, which supports their welfare and their daily experiences effectively. For example, they explain confidently to staff when they have finished a task and receive support when choosing to play board games with the practitioners.

Nearly all children enjoy their play and learning and move confidently without being prompted from one activity to another. They concentrate and persevere well when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, they build castles in the sand shed, using a bucket and spade to dig. They concentrate for significant periods of time and are very well-behaved during free play.

Most children enjoy learning new skills as they experiment with a wide range of interesting play opportunities. Most children develop good independence skills. For example, they use the toilet, wash and dry their hands and eat increasingly independently. They show pride when completing tasks such as pouring a drink and loading the dishwasher, showing delight when they receive praise and succeed.

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

There is no report on the 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

All practitioners understand their responsibilities to keep children safe and prioritise their health and safety successfully. They have a clear understanding of the safeguarding policy and have completed appropriate training on safeguarding children and first aid. They keep accurate records of accidents and incidents and understand the procedures for administering medication. Practitioners encourage children to enjoy healthy foods and ensure that they follow sound practice when giving them snacks and during lunch time. Practitioners follow sound hygiene procedures, for example when encouraging children to wash their hands regularly, and follow sound processes when changing nappies. Practitioners implement sound procedures to safeguard children with allergies. They complete detailed registration processes to ensure they understand each child's individual needs clearly. There are comprehensive systems in place at the setting to provide support for children with emerging needs. Practitioners work with external bodies and professionals, where needed, to support children and their families. This is among the setting's strengths. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

All the practitioners know the children very well and treat them with care and respect. They have a kind relationship with the children and consistently model positive interactions. Practitioners provide gentle care and know when children need support, for example when putting clothes on, using specific resources or to recommend further ideas. They are enthusiastic and work together effectively to strengthen positive social skills. They praise the children and encourage them to solve problems for themselves, for example supporting the children to cut and prepare a pineapple to taste during snack time.

Practitioners have a good understanding of child development, their needs and wishes. They support children to learn, for example when mark making, completing a jigsaw or to cross the climbing frame. Practitioners offer creative opportunities to enhance children's experiences and skills and make a note of their ideas and requests. They are on hand to offer support when needed and are eager to ensure children are given opportunities to enjoy high quality resources. They plan effectively to offer interesting and stimulating activities.

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

Practitioners work together effectively as a team to create attractive, well-organised and purposeful learning areas that encourage children to develop their independence. They have created a warm and homely environment that supports children's welfare and emotional assurance well.

Practitioners use a range of methods to observe and assess, and use the information collected appropriately to inform plans whilst following the children's voice. For example, they provide learning experiences based on a popular book, which develops children's understanding of the butterfly's life circle and their sense of wonder at nature. This ensures that the learning experiences are suitable for children's interests and starting points.

Practitioners have a sound understanding of children's progress and, in general, intervene purposefully in the children's play. However, practitioners do not ask open-ended questions frequently enough to challenge the children further and to encourage them to think.

The outdoor provision has been planned carefully, with suitable opportunities for children to explore and experiment, for example by using building equipment, magnifying glasses and gardening equipment. These experiences promote children's curiosity, creativity, welfare and communicating skills effectively.

Practitioners plan purposeful learning opportunities that support children's early linguistic development well. They take advantage of opportunities to model sound language patterns and make effective use of songs to develop children's skills. Practitioners offer opportunities to celebrate Welshness and the local area effectively. They present visual resources, such as traditional Welsh clothes and arrange regular trips to the local area which develops a strong sense of belonging. Beneficial experiences also support children's spiritual, moral, social and cultural development, for example when comparing gardening here in Wales with gardening in Africa.

The provision for developing the children's early digital skills is appropriate. However, the provision for mathematics has not been planned thorough enough to ensure progressive development in children's mathematics skills. Children's physical and creative development is strong, and resources are used meaningfully which encourage children to become confident explorers in their surroundings and experiment with different equipment. For example, children create balancing paths and travel across them enthusiastically in different ways.

Environment: Good

Leaders have sound measures in place to ensure that everyone understands their responsibilities with regard to keeping the children safe. Practitioners care for children in a safe environment. For example, they lock the external doors, manage the entrance, and record every visitor. They complete risk assessments and manage risks effectively by conducting morning checks. Practitioners follow an effective cleaning routine, ensuring that the nursery is clean and tidy. Leaders ensure that all fire equipment are serviced and that safety checks are completed on the building and recorded accurately.

Practitioners maintain each room well and the use of neutral colours create a calm atmosphere. The environment is suitable for children, and practitioners display examples of their work in an attractive way in order to promote their sense of pride and belonging. Practitioners use the space well and ensure that children can access the outdoor area at all times so that they are able to use it regularly. The outdoor environment is welcoming and offer valuable and interesting opportunities for children to develop through their play. The area is extensive and contains appropriate places that invite the children to climb, ride bikes, balance, or sit and enjoy books. Leaders provide suitable facilities, including toilets, hand washing facilities, and nappy changing areas.

Leaders provide furniture, toys and equipment that are appropriate for children's ages. Practitioners store the resources well to ensure that children can access them easily, and they keep them clean and in good condition. Practitioners offer natural materials and

authentic resources across the environment, for example real kitchen utensils in the role-play area. These additions support children to develop their understanding of the world around them and enrich their imaginative play. Children are given valuable opportunities to develop their cultural awareness with books and dolls, which help to promote diversity and inclusion appropriately.

Leadership and management: Good

The setting's leader provides effective leadership that concentrates on improving the provision and children's outcomes. The leader has a clear vision and promotes purposeful cooperation among practitioners. The roles and responsibilities of staff are clearly defined, and a range of policies have been put in place to support them. As a result, this has a positive impact on each practitioner's confidence to contribute actively to develop children's learning experiences further. There is a clear statement of purpose which informs families of the setting's provision.

The recruitment processes are safe, sound and timely, and the leader has thorough performance management processes in place as well as clear and sensible expectations. This enables the practitioners to maintain high standards in their work and develop professionally. The leader supports access to appropriate training which improves skills and care practices. Consequently, practitioners are dedicated, eager to improve and act on advice given by the leader and support agencies.

The leader focuses on continuous improvement through effective self-evaluation procedures, which leads to appropriate targets for development. They note the setting's strengths and any areas for improvement well. For example, the setting has recently strengthened the use of the local area to develop the children's awareness of the area.

The leader ensures that each stakeholder's voice is considered appropriately. They hold valuable discussions with support agencies to improve planning and assessment practices, and communicate regularly with parents and carers through social media and regular chats. The leaders also allocate resources wisely, using grants effectively to maintain the building and to develop a purposeful provision, such as the new role-play kitchen and the sand shed.

The pastoral provision is strong. The setting has developed a strong relationship with parents and carers. When children start at the setting, the practitioners contact parents and carers to find out about the children's needs and interests. Consequently, they can provide for the children's interests successfully. The effective partnerships with the school and local organisations support transition arrangements successfully and enrich children's learning experiences.

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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Publication date: 02/07/2026

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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