Estyn | Dros ddysgwyr, dros Gymru
For learners, for Wales

Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Miri Morswyn (Gofal Dydd Llawn)

Ysgol Gymraeg Morswyn
Cyttir Road
Holyhead
LL65 2TF

Date of inspection: May 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Miri Morswyn (Gofal Dydd Llawn)

Name of setting	Miri Morswyn (Gofal Dydd Llawn)
Category of care provided	Full daycare
Registered person(s)	Medwyn Roberts and Helen Williams
Responsible individual (if applicable)	
Person in charge	Stacey Lloyd
Number of places	50
Age range of children	2 – 4 years old
Number of 3 and 4-year-old children	7
Number of children who receive funding for early education	7
Opening days / times	Monday to Friday 8:00am – 5:30pm
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	15/08/2024
Date of previous Estyn inspection	06/07/2017
Dates of this inspection visit(s)	20/05/2025

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. Ensure that observations take place regularly and feed into planning to ensure full development and progress in children's skills

R2. Strengthen the setting's evaluation processes to identify strengths and areas for improvement clearly

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Nearly all children are happy on arrival at the setting and cope well when leaving their parents. They are confident when making choices and decisions for themselves. Most children enjoy the freedom to move independently around the indoor and outdoor learning areas. They pursue their interests and choose resources effectively within the play areas.

Most children express themselves confidently when sharing ideas and answering simple questions. They are keen to discuss their experiences with practitioners, knowing that what they have to say will be valued. Nearly all children are familiar with the daily routine and have a positive relationship with practitioners, which gives them a sense of security. Most children respond well to praise, which gives them the confidence to share their successes. For example, children feel proud when the practitioners value their attempts to name insects they discover while investigating eagerly in the garden.

Most children have begun to make friends. They are keen to greet each other and talk during snack time and while playing. They interact well with their peers and enjoy playing and completing tasks together. For example, they work together successfully to fill buckets with stones to try to balance scales. They talk and give each other instructions and take turns to fill the bucket with stones and empty it to complete the task successfully. Most children are happy to share resources with their friends and learn important social skills well. For example, they are happy to share equipment and show an interest in their friends' efforts when playing with dough.

Most children enjoy their play and learning. They concentrate and persevere well when tackling tasks and enjoy experimenting with different tools and materials. For example, they have a great deal of fun experimenting in the mud kitchen when adding soil and flowers to the bowls and pans to make treats for their friends. Most children are curious about the world around them and enjoy investigating and using their imagination. They play imaginatively with cardboard tubes, by running around the outdoor area pretending they are witches flying on a broomstick.

Most children develop good independent skills and complete practical tasks for themselves. For example, they register themselves on arrival in the morning by placing their names on the registration board and putting their property on their peg effectively. They serve a snack on their plates by choosing their fruit carefully and pouring their own drinks confidently.

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

Most children make sound progress from their starting points and develop their skills effectively across all areas of learning. They develop purposeful personal, social and emotional skills, play together beautifully and share equipment and resources happily.

Most children communicate effectively with each other while playing creatively in the various areas, for example when pushing a train around the tracks and using suitable tools to

fix a boat. They enjoy singing a variety of songs together in the morning, such as the welcome song and familiar nursery rhymes, making purposeful movements excitedly. Most children's listening skills develop successfully. They listen attentively to practitioners' instructions and respond purposefully, for example when cutting fruit for the birds and placing it carefully underneath the birdhouse.

Most children show an interest in books and enjoy listening to stories that are read to them by practitioners. They are willing to discuss their content and respond to questions about the little birds effectively. During their play, most children make marks eagerly in the indoor and outdoor areas. They use a variety of equipment appropriately, such as chalk and felt tip pens to make meaningful marks, such as a rainbow and an outline of their hand.

Most children develop their numeracy skills effectively by classifying fruit by colour and matching shapes correctly. They use simple mathematical language in purposeful contexts, for example when rolling dough to make a long and short worm and comparing empty and full bowls in the water tray.

Most children familiarise themselves with using technology confidently in their play and everyday activities. They have a great deal of fun giving instructions to a toy car to move around the classroom and enjoy making colourful circles on the interactive screen.

Most children's physical skills develop successfully. They explore the outdoor area confidently and develop their gross motor skills effectively when balancing on a wooden board and walking along a long beam. Most children develop their co-ordination skills masterfully and develop good fine motor skills while using tools purposefully to shape dough into tasty burgers.

Most children work together effectively to solve problems in the various areas. A wonderful example of this is the way in which they organise the crates and beams carefully to create a long and robust path.

Care and development: Good

Practitioners have a good understanding of their roles and responsibilities in keeping children safe and healthy. All have received child protection training and are confident about the correct procedures to follow should they have any concerns about a child. All practitioners have completed paediatric first aid training, which enables them to provide appropriate treatment should it be necessary. They record any accidents in detail, ensuring that parents sign the records in a timely manner. Fire drills are completed regularly and recorded thoroughly. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Purposeful procedures are used well to prevent the spread of infections. For example, practitioners encourage children to wash their hands regularly and follow suitable procedures when changing nappies. Practitioners promote healthy eating and drinking by providing healthy and nutritious snacks and offering the children water or milk. They encourage children to exercise regularly by providing effective opportunities for them to develop their physical skills on a variety of large play equipment and to spend time outside in the fresh air.

Practitioners have a close relationship with the children and provide them with caring and supportive guidance. They have developed strong relationships and model sound interaction skills. They talk kindly to the children and treat them with care and respect. Practitioners praise the children regularly, which has a positive effect on the development of their skills, understanding of routines and their self-confidence. They use effective and consistent strategies to promote positive behaviour, in line with the setting's policy. For example, they provide children with a clear explanation when their behaviour is unacceptable.

The setting has purposeful arrangements for identifying and supporting children's individual needs. Practitioners gather a range of useful information about likes, fears, needs and any other relevant information before children start at the setting. This enables practitioners to plan effectively for them. Leaders ensure that there are effective procedures in place to refer children for support from external agencies in a timely manner. As a result, there are robust procedures in place to ensure that the needs of all children are met effectively.

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

Practitioners implement a broad and balanced curriculum. They respond purposefully to children's interests and adapt their plans effectively. They plan diverse and interesting experiences together, which meet the needs of nearly all children. The learning experiences encourage children to develop as confident explorers of their environment and to become independent learners. By taking care of flowers and small birds, children develop a better understanding of the world and how to take care of it.

The quiet encouragement of the practitioners motivates children to work together diligently and experiment confidently while playing, for example when creating a slope with various equipment to see the small cars sliding down the slope. Practitioners model spoken language clearly and feed vocabulary appropriately while playing in the learning areas.

Practitioners ensure rich outdoor areas that enable children to develop their physical skills confidently while riding the bicycles and sliding down the slide. There are also numerous opportunities for them to develop their creative skills effectively while building a bug hotel using natural materials and playing a variety of instruments in the music area.

Provision for developing children's literacy skills is good. Practitioners provide purposeful opportunities for children to make marks and handle storybooks by placing writing equipment and interesting books in several areas. They also provide valuable opportunities for children to develop their numeracy skills skilfully by matching numbers and shapes correctly.

Practitioners develop children's spiritual, moral, cultural and social skills effectively. They promote Welsh culture well by celebrating St David's Day and singing traditional nursery rhymes regularly. They provide beneficial opportunities for children to learn about exciting events in other cultures, such as Diwali. Through this work, children enjoy opportunities to develop their creative skills effectively by creating Rangoli patterns and a Diva lamp.

Practitioners track children's progress efficiently by conducting occasional observations and assessments. They create books to share with parents at the end of the year, which include

photographs of the children taking part in activities, some of their successes and examples of their work. Although observations are beginning to lead to effective planning of the next steps in children's learning, this practice does not happen regularly enough to target the next steps in the development of children's skills successfully.

Environment: Good

Leaders ensure that the learning and play environment is safe, clean and in good condition. Visitors are unable to access any part of the setting unless they are given access by a member of staff. Visitors must sign in promptly and purposeful records are kept on site. Leaders complete comprehensive risk assessments which outline the steps to be taken to reduce or prevent the risk to children and these are reviewed regularly. Leaders keep a thorough record of the date the play areas, toys and resources are cleaned to ensure that resources are clean and in a suitable condition. Leaders ensure that the children are supervised well.

The indoor and outdoor environment is welcoming and homely and there is plenty of space for children to discover and move around freely. Leaders ensure that children foster a sense of belonging by displaying examples of their artwork on the walls, for example various insects and a portrait of themselves. Leaders organise the room effectively with purposeful learning areas that promote children's development and provide rich play experiences, such as a variety of containers in the water tray and authentic objects in the role-play area.

A variety of natural and recycled materials are available, which promote children's understanding of real life. Leaders ensure regular opportunities for children to use the outdoor play area to enjoy playing with water, the mud kitchen, balancing on the beams and relaxing with a book in the log cabin. The environment allows suitable opportunities for children to go to the toilets and wash their hands independently.

Leaders ensure that a wide range of interesting and exciting resources and tools are available. These are of good quality and are stored at a low level to enable the children to make choices independently. For example, the equipment in the construction area and the role-play areas are accessible to the children while they play. Resources are varied and stimulate the children's interests and imagination. An effective selection of resources is available to promote children's awareness of diversity and different cultures, including books, dolls and various instruments.

Leadership and management: Good

Leaders have a clear vision for the setting based on delivering extensive and numerous experiences for the children in a warm, caring and interesting environment. The happiness and safety of all children is at the heart of the setting's work. They provide high-quality care in a happy and homely environment, providing an opportunity for all children to learn and develop to their full potential.

Leaders and practitioners work together effectively as a team, which promotes a stimulating and supportive environment for the children. Leaders respect and value the work of all practitioners. They receive regular supervision and are given purposeful opportunities to develop professionally to improve their knowledge of the curriculum and their care

practices. As a result, practitioners are conscientious and eager to succeed. For example, training on non-verbal communication has enabled practitioners to develop children's skills appropriately.

The setting's statement of purpose includes detailed information and provides a detailed description of the service provided. Leaders follow safe, robust and timely recruitment processes and all practitioners have a purposeful job description. Leaders define the roles and responsibilities of practitioners clearly and ensure that they follow the setting's policies and procedures effectively. Policies are comprehensive, provide a clear outline of the procedures to be followed and are reviewed annually. No breach of regulations or national minimum standards was identified during the inspection.

Leaders self-evaluate the provision suitably and identify areas for improvement appropriately. For example, they identify the need to develop children's Welsh language skills. Leaders address some areas for improvement effectively by using grant funding to achieve the objectives successfully. However, monitoring practices for evaluating provision do not take place regularly enough and, as a result, leaders are too slow to act on areas that are in need of attention.

Leaders ensure that full consideration is given to the views of everyone involved in the setting. They hold beneficial discussions with all stakeholders to improve provision and children's experiences and act on the suggestions of support agency officers regularly. In response to a parents' questionnaire, parents' evenings have been established to report effectively on children's care, development and progress.

Leaders have a good relationship with the school. This prepares children purposefully for the next step in their education and they share the site sensibly. Leaders and practitioners develop the children's awareness of their local area well. They visit the library, the lifeboat and go on local trips regularly.

The setting has a strong relationship with parents and carers. Leaders and practitioners communicate with them regularly to improve children's well-being and learning from day to day. The setting uses a digital app and secure social media to report on children's development through photographs and to inform parents about important messages on a regular basis.

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).

© 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: 23/07/2025

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

This report is also available in Welsh

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.