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 Llanbedr

Village Hall
Llanbedr
LL45 2LD

Date of inspection: March 2025

by

Care Inspectorate Wales (CIW)

and

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

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About Cylch Meithrin Llanbedr

Name of setting	Cylch Meithrin Llanbedr
Category of care provided	Full Day Care
Registered person(s)	Cylch Meithrin Llanbedr
Responsible individual (if applicable)	Mialey Deyna-Jones and Julie Harris
Person in charge	Jasmine Morgan
Number of places	16
Age range of children	2 – 8 year olds
Number of 3 and 4 year olds	8
Number of children funded for early education	4
Opening days / times	Monday, Tuesday, Wednesday, 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	First inspection following registration
Date of previous Estyn inspection	10/07/2018
Date(s) of this/these inspection visit(s)	11/03/2025

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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**

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Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Improve opportunities for children to use digital equipment in their play

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

What happens next

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

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Main findings

Well-being: Good

Most children are happy, express enthusiasm and enjoy their time at the setting. They choose how or where to play and know that the practitioners will respect their choices. They have a strong voice and feel that they are valued. As a result, they are eager and confident to share their ideas and feelings, answer questions and speak to practitioners.

Most children are happy and comfortable in the care of the practitioners. They arrive happily and cope easily when separated from their parents and carers. Most get started on activities as soon as they arrive. Any child who is unsettled is supported and comforted by an adult before going to play independently. Most children understand that the practitioners listen to their wishes and concerns. They go to the practitioners for assistance when required.

The children make friends naturally and many play happily together or side by side. They work well together, for example, they support and encourage each other when filling buckets with sand. They are learning to take turns and share during activities and are kind and considerate towards their peers.

Most children enjoy taking part in activities and follow their interests keenly. For example, the children were excited to fetch an empty bottle from the play kitchen and they started laughing and saying ‘wow!’ as the water flowed in an interesting way. Children concentrate on tasks for significant periods of time. They are confident to speak to practitioners and include them in their play.

Nearly all children enjoy learning new skills as they experiment with a range of interesting opportunities. For example, they enjoy experimenting with the dough using a range of resources and show curiosity as they collect, pour and play in the water area. Most children develop a range of independence skills effectively, choosing and using various paint colours confidently.

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

There is no report on 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

Practitioners understand their role and responsibilities to keep children safe and healthy. They are aware of the safeguarding policy and their duty to report concerns. Practitioners keep records relating to accidents and incidents that are signed by parents. They attend paediatric first aid training, enabling them to deal with minor accidents confidently. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners encourage healthy eating by preparing healthy snacks and offering

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water to drink. They support children's physical well-being successfully by providing regular opportunities to exercise and play outdoors. Practitioners follow the setting's cleaning procedures as part of the infection control process. For example, they follow procedures effectively when changing nappies, preparing food and they encourage children to develop personal infection control skills.

Practitioners are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour calmly and in a timely manner. For example, they intervene quickly by distracting the child and offering a different play activity. On the whole, practitioners supervise children appropriately and respond to their needs. For example, they support children to complete a jigsaw puzzle and explain the arrangements for the morning in a caring manner that creates a sense of belonging. The behaviour management policy is well-implemented by practitioners and they speak sensibly with children, using language that they understand. They are effective role models and are respectful towards children.

Practitioners know the children well and respect their wishes. For example, they follow up on subjects arising from books of interest and enrich children's vocabulary by discussing tractors and vehicle colours. They take action in response to information from parents and use relevant details about children's individual choices and needs before they attend the setting. As a result, they meet children's initial needs well. Practitioners have effective procedures in place for referring and providing support to children with additional needs. They record observations, note any concerns in children's individual files and work effectively with external agencies to ensure children receive the support they need. Practitioners are very enthusiastic and use the Welsh language regularly. As a result, most children start developing their understanding of Welsh from an early stage.

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

Practitioners' sensible teaching methods motivate the children to work together in a meaningful manner, which has a purposeful effect on their learning and skills. Practitioners provide beneficial play and learning experiences that enable the children to take risks and develop their knowledge and understanding well. For example, they encourage the children to work together using three-dimensional shapes to create colourful patterns.

Practitioners intervene intelligently during activities encouraging the children to experiment independently when playing. For example, they help the children to understand by comparing farm animals' features and arranging numbers whilst completing jigsaws. Practitioners have regular discussions with the children as they play. They support the children to work together by discussing the content and characters of specific books and by using spanners and screws confidently in the building area. As a result, most children develop their social skills effectively.

Practitioners offer an interesting curriculum that follows the children's interests well. They react purposefully to children's suggestions during sessions, for example, by providing creative activities such as mixing colours whilst decorating cardboard boxes. As a result, they ensure that the children learn through a variety of practical challenges.

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Practitioners provide interesting opportunities to develop the children's oracy skills and they question them well during play. This is done, for example, by providing opportunities for the children to discuss their feelings after snack time and by chatting with the children as they lay the table in the role-play area. Practitioners develop purposeful numeracy skills amongst the children. They challenge them to cut dough into different shapes and to compare the volumes of boxes in the sand and water areas effectively. However, they do not offer regular opportunities to improve the children's early digital skills.

Practitioners use their observations of the children's achievements in a satisfactory manner and this is beginning to lead on to planning the next steps in individual children's learning appropriately. However, whilst planning experiences for the children, practitioners do not use the information effectively enough to target the next steps in order to develop the children's skills. Practitioners provide useful information for parents and carers about their children's achievements verbally, in progress booklets and through secure social media accounts.

Practitioners develop the children's physical skills successfully. They encourage them to climb adventure equipment, kick balls and ride bikes around the outdoor area. Also, they provide purposeful real life activities, such as supporting the children to plant flowers and seeds and to water them carefully.

Practitioners develop the children's spiritual, moral and social skills effectively. They promote Welsh culture well, such as studying the history of Santes Dwynwen, celebrating Saint David's Day and singing Welsh songs. In addition, the children are given good opportunities to promote their understanding of diversity and other cultures such as the Chinese New Year and Diwali.

Environment: Good

Leaders ensure a safe and clean environment for the children and ask visitors to sign in immediately, keeping detailed records. The building's maintenance checks are up to date. Leaders undertake regular fire drills to ensure that children and practitioners know how to leave the premises quickly and safely in the event of an emergency. Purposeful risk assessments are in place for the building, the outdoor area and for specific activities. The daily check list reduces risks to children and supports practitioners to monitor and deal with any matters that arise.

Leaders provide a play environment that offers plenty of space and is suitable for their needs. The well maintained environment provides a warm and welcoming atmosphere. It offers good opportunities for children to independently lead and direct their play. Practitioners place toys and arrange activities within reach of children. For example, most of the resources and toys are placed on open shelves or in baskets so that the children can choose independently. There are information boards that display a wide range of information about practitioners, policies, certificates and appropriate safeguarding procedures. Practitioners celebrate children’s work by displaying their pictures and creative work, which provides the children with a sense of belonging. The play and learning areas are

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well-equipped in order to ensure that practitioners can offer encouraging and exciting activities for the children.

Leaders make meaningful choices regarding furniture and resources ensuring that they are suitable for the children's needs. The toilets have suitable facilities, with low sinks and toilets to promote independence. The environment supports the children to develop their knowledge and understanding of the world, by learning about the lives and experiences of people from different backgrounds.

Leadership and management: Good

Leaders have a strong vision and they work together well to promote care and to support the children's learning. They focus clearly on developing the provision as well as the skills and well-being of the children in their care. As a result, their regular practices and positive attitudes create a stimulating environment which provides good experiences for the children.

Leaders provide diligent care during the sessions, creating a feeling of closeness between the practitioners and the children. This caring atmosphere motivates the children to work together well and to persevere in their play and learning. Additionally, leaders have regular discussions with parents and carers about their children's development and achievements. They use secure social media accounts and progress books in a meaningful manner to give them relevant information.

Leaders work together conscientiously as a team and ensure that everyone attends useful training to improve their teaching and care systems. They keep a register of children and practitioners, and ensure that the children to practitioner ratios are correct at all times. Leaders ensure that the setting's statutory documents, policies and practices are renewed annually. The Statement of Purpose is correct and reflects the service correctly. They ensure that appropriate processes are in place to supervise, evaluate and appraise the work and development of all practitioners.

Leaders are well-focused on making ongoing improvements to further develop the setting's practices. They implement useful self-evaluation procedures, which lead to relevant targets for improvement. As a result, they successfully identify the setting's strengths and issues that require attention well as a whole. For example, recently, leaders have focused specifically on developing the new leader's role and improving opportunities for the parents to discuss their children's progress.

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 take action in response to suggestions made by officers from support agencies. As a result, they succeed in providing a range of experiences for children to role-play and to develop their speaking skills whilst looking at books and discussing stories.

Leaders follow safe recruitment processes and allocate resources well on the whole. They use the budget carefully and prioritise expenditure wisely against the setting's targets. They

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also fund various resources intelligently, such as materials to develop the children's creative skills.

Leaders have a good relationship with the school and this purposefully prepares the children for the next step in their education. Leaders and practitioners develop the children's awareness of their locality effectively, and they use the local area purposefully. For example, practitioners and children go for walks to observe village life, such as the shop, the woods and the beach, and invite villagers, such as a farmer with a lamb, to visit the setting.

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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

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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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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