A report on

Cylch Meithrin Awel y Mynydd

Ysgol Awel y Mynydd
Sarn Mynach
Llandudno Junction
Conwy
LL31 9RZ

Date of inspection: July 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Awel y Mynydd

Name of setting	Cylch Meithrin Awel y Mynydd
Category of care provided	Sessional care
Registered person(s)	
Responsible individual (if applicable)	Cheryl Jones
Person in charge	Cheryl Jones
Number of places	59
Age range of children	2-4 years old
Number of 3 and 4-year-old children	17
Number of children who receive funding for early education	17
Opening days / times	Monday to Friday 09:00 to 14:45
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	First inspection since re-registration.
Date of previous Estyn inspection	24/01/2017
Dates of this inspection visit(s)	01/07/2025

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Excellent**
Care and development	**Excellent**
Teaching and assessment **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Continue to develop partnerships within the community to promote children's learning experiences

What happens next

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

Main findings

Well-being: Excellent

Children have a very strong voice. Nearly all children make an extensive number of choices and decisions about how to spend their time very effectively. They use a wide variety of interesting activities and resources to stimulate their play and develop their ideas. Nearly all children communicate confidently, including those who do not rely solely on verbal methods, as they know that practitioners will listen and respond to them.

Successful and flexible settling-in procedures help children to feel safe and relaxed. Nearly all children feel happy and at home on arrival when they are welcomed by practitioners. Children have a very strong sense of belonging to the setting. They are eager to reach the play environment and smile and greet the practitioners. Nearly all children forge very close relationships with the practitioners. For example, children are seen to be confident and comfortable when asking for support to use the metal detector in the sand pit.

Nearly all children play together or alongside each other and practitioners exceptionally well. The children are very familiar with the daily routines. They learn to follow rules and to respect other people and property, for example when working together to help to tidy up. Many are extremely kind to each other and considerate of the needs of others. For example, they help their friends to cut tape to create a shelter. Most children have a keen interest in what their friends are doing. For example, they work together successfully when tying ropes around posts to create a toy shop for role play.

Nearly all children show a high level of motivation and perseverance while playing. Nearly all move around the indoor and outdoor environments with great ease while gaining confidence. They explore their environment independently and pursue their interests freely. There is a wide variety of interesting and exciting activities for them from which to choose. As a result, children learn how to concentrate and persevere and nearly all spend extended periods taking part in activities of their choosing. Nearly all children concentrate for an increasing amount of time during valuable adult-led group periods, for example during registration and opportunities to dance and sing.

Nearly all children are confident when investigating and trying things for themselves. By moving between activities and pursuing their own interests, they gain confidence when making choices and ask for help when needed. They foster independence and complete several practical tasks for themselves. For example, they manage their personal needs such as using the toilet, washing their hands and wiping their noses independently. They are given opportunities to serve their own food and pour their own drinks during snack time. Nearly all children put food scraps in the bin and put plates and cups away independently.

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

Nearly all children make very strong progress in their skills from their starting points, particularly their problem-solving skills. They enjoy exploring and investigating on their own

and with others. For example, they go on a treasure hunt to search for flowers and become foragers who develop a growing awareness of the natural world around them.

Nearly all children respond to Welsh instructions very well and use simple Welsh vocabulary in their sentences exceptionally well. A few speak in extended and increasingly complex sentences through the medium of Welsh. Nearly all children join in with songs and stories successfully during circle time sessions. They show a keen interest in books and handle them with respect. They enjoy looking at them with an adult and independently. For example, children follow print with a finger when reading a story and point at the pictures when telling a story to a friend. As a result, their pre-reading skills develop excellently. Nearly all children use a variety of mark making equipment very skilfully, for example when making a shopping list in the kitchen or placing a tick after finding a flower on a treasure hunt sheet.

Nearly all children's numeracy skills are very strong. They use mathematical language correctly while they play and develop a sound understanding of mathematical concepts. For example, while using the scales, they explain whether the stone is heavy or light. Most count to ten confidently in Welsh and English. For example, they count how much treasure is on the boat and how many dinosaurs are in the bucket. Most enjoy joining in with a range of mathematical songs and nursery rhymes successfully, for example when counting down from five while singing a song about 'Marc y Siarc'.

Nearly all children's digital skills develop exceptionally well. They use a wide variety of equipment independently and very confidently during their play. For example, they use a digital tablet to take pictures of their friends reading books and a metal detector to find treasure in the sand.

Nearly all children demonstrate very strong physical skills when running up and down the slope and travelling in and out of the tyres with good control of their bodies. They pour milk or water very skilfully during snack time and use a knife to cut fruit in the water area.

Most children's creative skills develop very securely. They enjoy imaginative play, by putting on material to role-play as pirates and immersing themselves fully in their play.

Care and development: Excellent

Practitioners show thorough and detailed knowledge of relevant policies and procedures to keep the children safe. All practitioners have sound knowledge of how to protect children and know what to do if they have any safeguarding concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners work exceptionally well to keep the children safe and healthy. They enable the children to be outdoors every day in all weather and ensure that children get plenty of fresh air and exercise. They complete relevant and detailed records of accidents and incidents. There are suitable systems for administering medication, if necessary, and for managing the specific health needs of individual children. They promote healthy lifestyles among the children. Practitioners provide children with a healthy snack and drink and ensure that water is available at all times. Suitable systems are in place for coping with allergies and intolerances. Practitioners keep an accurate attendance record for practitioners and

children, along with a record of visitors. They supervise children very successfully and conduct fire drills, all of which contribute to safe provision for the children.

Practitioners are caring and supportive. They interact with the children in a warm, constructive and friendly manner and create a positive, happy atmosphere and a strong sense of belonging. Practitioners are calm and respectful when talking to the children and when talking to each other, setting an excellent example. For example, when offering a healthy snack, staff are seen modelling politeness and children respond positively by emulating this when they receive their food. A suitable behaviour management policy encourages practitioners to use positive techniques, such as explaining and demonstrating, to deal with minor incidents. As a result, children learn how to manage their own behaviour in an environment that nurtures and promotes their self-respect.

Practitioners succeed in meeting the needs of all children, including those with additional learning needs. There are extremely rigorous systems in place to support children and their families. Practitioners work very effectively with external agencies, such as local authority advisory teachers, and act on the advice of experts. As a result, children make very good progress in their development.

Practitioners promote children's play, learning and development particularly effectively by using encouragement continuously. They are extremely skilful at planning responsively, by pursuing children's interests and ideas in all activities. Practitioners use observations and assessment as a natural part of daily practice and use this information very successfully to plan provision that ensures children's development. They know the children exceptionally well and show pride and passion when discussing the achievement of those for whom they are key workers. They have a very productive partnership with parents. They discuss their children's needs and achievements with them regularly so that both gain a sound understanding of a child's needs. This ensures that they provide them with an extremely effective level of care.

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

Practitioners have a very sound understanding of child development. They act very responsively and creatively when responding to the interests and aspirations of the children's voice. They use this information successfully to plan activities that are based on children's ideas and, through this, develop their skills very effectively. As a result, nearly all children make very strong progress.

Practitioners provide a very friendly and creative environment that offers a wide range of excellent experiences for children in areas across the whole provision. They engage the children's interest and draw their attention to the world around them very successfully. They have high expectations of the children and know them exceptionally well. They promote children's independent skills very well. As a result, children have the confidence to fetch their own equipment to play or take care of their own personal needs.

Practitioners promote children's spiritual, moral, social and cultural development very successfully. They develop activities that encourage them to use their curiosity and focus on the wonders of the world around them. For example, they provide opportunities for children

to learn about nature by searching for insects, birds and flowers or planting vegetables and flowers in the garden.

Practitioners are very good language models. They provide rich opportunities for children to hear Welsh vocabulary and patterns of a high standard through speaking and singing. As a result, nearly all children make very good progress in their oral skills from an early age. Practitioners encourage children to develop effective numeracy skills through a variety of purposeful opportunities, such as counting how many children are in the group or counting to five when hitting and shaking the musical instruments. Practitioners promote children's problem-solving and communication skills excellently by encouraging them to make a shelter from materials and ropes outdoors or by making a pirate ship from cardboard and wood.

Practitioners assess children's progress skilfully and add resources adeptly to challenge to them develop their different skills further. They encourage children to persevere with tasks very effectively by asking open-ended questions to promote play. As a result, children immerse themselves fully in their activities.

Practitioners gather information from parents about their children before they start at the setting. All children have a key worker who keeps a close eye on their development and identifies the next steps in their learning. They review children's development regularly and discuss their progress among themselves on a weekly basis. As a result, practitioners have a very thorough knowledge of the children's needs and interests. Practitioners provide parents with regular information about what their children achieve during the day.

Environment: Excellent

Leaders and practitioners provide an extremely rich environment that provides numerous opportunities for children to be challenged and take appropriate risks. This supports all areas of their learning and development successfully. Leaders have invested a significant sum in developing and improving the outdoor environment.

Leaders and practitioners ensure that children are cared for in a secure environment. They show a good understanding of relevant health and safety issues. They record daily, weekly and annual safety checks and all areas of the setting are clean and maintained suitably. Leaders have developed detailed risk assessments. They review these regularly, including for trips outside the setting and for visitors who provide a service or help with the children's learning experiences. They consider the risks both indoors and outdoors carefully to ensure that steps are in place to keep the children safe.

The quality of the play and learning environment is excellent. The playrooms are welcoming and homely. There is plenty of space for the children to move around freely while playing, in addition to areas for them to gather together comfortably as a group. The environment provides a wealth of valuable and challenging opportunities for children to develop a wide range of skills, particularly their independence and problem-solving skills. The indoor and outdoor play areas are seamless, which encourages children's curiosity as they move around freely and easily. Practitioners organise the learning areas particularly effectively and inspire the children to explore, ask and develop their imagination. This supports the development of children's creative skills successfully and encourages them to be curious learners. Practitioners ensure that the environment is welcoming and interesting and celebrate

children's creativity by displaying their work and pictures of them playing. This gives the children and practitioners a very strong sense of pride, ownership and belonging. Practitioners encourage children to take care of the resources and to help tidy up when they have finished playing.

Leaders provide furniture and resources of an excellent quality that are appropriate for the age of the children, including some that promote cultural awareness such as multicultural dressing-up clothes, instruments, books and dolls. Leaders and practitioners ensure that the resources and equipment are clean and well maintained. Resources are organised carefully so that they are accessible to all children.

The outdoor area is secure and provides a variety of play areas for the children, including sheltered ones, where necessary. A grassy area is used for investigating and taking risks under the supervision of practitioners. The outdoor area provides a wide variety of purposeful and exciting opportunities for children to develop their creativity and stimulate effective exploration and discovery skills. For example, there are construction areas with loose pieces, balancing and climbing.

Leadership and management: Excellent

The leader has succeeded in maintaining a very strong family ethos where all individuals are valued and feel confident to share ideas for the benefit of the children. The leader is very experienced and has succeeded in creating an effective team, sharing a strong vision and setting very high expectations. One of the leader's strengths is to identify each practitioner's learning style and, as a result, all members of the team are confident and highly effective in their roles. Leaders ensure that the learning areas engage the children fully and a sense of belonging underpins all the setting's work.

Leaders ensure that the provision complies with the regulations and required standards. They follow robust recruitment procedures and have established excellent systems for inducting new practitioners. Leaders manage and supervise all practitioners regularly. They ensure that practitioners receive very good quality training to meet their needs. As a result, practitioners are very knowledgeable about their roles and duties and this has a positive influence on the well-being of all at the setting.

Leaders maintain strong a sustainable systems that enable them to maintain and develop the setting's work successfully and consistently. They review procedures regularly to evaluate the effect on children's experiences and progress. They create a sensible timetable for introducing any necessary improvements. These procedures include all stakeholders and lead to a development plan that includes firm actions, along with purposeful milestones for measuring progress.

Leaders make excellent use of the grants that are available. For example, funding has been invested to build a shelter to enable the children to use the outdoor area throughout the year. This has a positive effect on children's well-being. Leaders use funding very effectively to employ practitioners and provide resources of a high standard.

Leaders and practitioners have strong links with parents and they keep them informed about their child's experiences continuously through a digital app. Leaders work effectively with

local schools to support transition and work closely with the local authority's development officer.

The setting benefits from close links with the local community and this helps leaders to provide rich and engaging learning experiences for children. For example, they organise visits to local shops to raise children's awareness of their *cynefin*, or local area.

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

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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.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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