A report on

Cylch Meithrin Llangollen

Capel Penllyn
Brook Street
Llangollen
LL20 8LS

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 Llangollen

Name of setting	Cylch Meithrin Llangollen
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Rebecca Tobin
Person in charge	Rebecca Tobin
Number of places	30
Age range of children	2 – 4 years
Number of 3 and 4 year old children	17`
Number of children funded for early education	10
Opening days / times	Monday – Friday, 8.30–14.30
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 service's first inspection since re-registration.
Date of previous Estyn inspection	January 2017
Date(s) of this/these inspection visit(s)	01/07/2025

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	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Expand opportunities to develop children's numeracy skills

R2 Ensure consistent and effective opportunities for children to develop their oral Welsh skills

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 have a strong voice, and make choices and decisions confidently when playing. They move between different activities confidently and follow their personal interests effectively. For example, during singing and greeting time, some children choose to sit on the floor rather than the mat. They chat happily with practitioners in the knowledge that they will listen to them.

Almost all children are very happy when they arrive at the setting and they feel comfortable in the practitioners' care. They cope very well when separated from their parents and carers. Almost all children are entirely familiar with the daily routines. For example, children know that they need to tidy the outdoor play area before going inside for a snack.

Almost all children are very well-behaved during free play and group activity sessions. Many share resources well, and are beginning to understand how to take turns successfully, for example by working together happily outside and waiting their turn to build a block tower. Most children form positive relationships with practitioners and their friends and are happy to approach practitioners to play with them or for comfort. Almost all children are polite when choosing their food during snack time, and ask for permission to start eating.

Almost all children enjoy experimenting with a wide variety of stimulating play opportunities. Almost all children enjoy their play and learning activities, and they are inquisitive, for example, during outdoor messy play, they throw water and soap at practitioners and laugh happily. They enjoy moving from one activity to another, and persevere and concentrate for extended periods. For example, children love playing in the sand pit creating ice cream out of sand and water and sharing it with practitioners and other children.

Children are offered a good choice of free play opportunities in the main playroom and in the outdoor area. Most are developing very good independence and self-help skills, for example, putting on a jacket and sun hat unaided, as well as pouring milk and water from the barrel into cups. The 'helper of the day' is responsible for preparing and cutting fruit for everyone. Almost all children use the toilet confidently, and wash and dry their hands independently.

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

Almost all children are making good progress from their starting points and develop a range of skills effectively while playing and learning. They are developing an early understanding of Welsh by singing well-known songs and nursery rhymes regularly. Almost all children listen carefully to instructions and respond positively to adults. They are familiar with the setting's procedures, for example, helping practitioners to tidy up. A number of children are making suitable progress in their oral skills. They are expanding their vocabulary appropriately, and when given the opportunity, they use it correctly in relevant contexts, for example, when stating where they would like to play or how they feel. A number of children come from non-

Welsh speaking households, therefore only a few children speak Welsh without being prompted, or conduct simple conversations with adults or friends. The majority of children are beginning to use simple signs to communicate when responding to a practitioner who is signing to them.

Most children are developing early reading skills well. They choose books voluntarily, turn the pages and respond positively when a practitioner reads with them. They point at the pictures and talk with interest about the content. Many children are developing their early writing skills effectively in line with their stage of development. They make marks successfully and are starting to realise that writing has a purpose when communicating with the reader.

Many children can count to 10 confidently and some can count to 15. Many of them use relative mathematical language such as big, small, long and short when creating shapes and animals from clay. Almost all children join in with songs about days of the week and months of the year, and enjoy counting with practitioners. When given the opportunity, many use mathematical tools without being prompted discussing 2D shapes, creating puzzles, and experimenting with scales while playing. Most children's physical skills are developing effectively. They handle small objects skilfully, for example, when decorating art work with shells or playing with clay, rolling, kneading and shaping it carefully. Most children are developing their gross physical skills successfully by climbing skilfully on the wooden frame or riding trikes confidently.

Almost all children are developing their digital skills successfully and understand that digital tools affect their everyday lives. They experiment with making marks on tablets and play imaginatively with phones, tills and a microwave in the cafe. Many children are developing their creative skills effectively, for example when playing percussion instruments with a strong rhythm or creating a piece of art to display on the setting's walls. They think carefully about how to complete their art work, for example, pouring glitter with close control. Many children work well together and are developing useful problem-solving skills, for example, when moving big pieces of equipment from one part of the outdoor area to another and putting them together imaginatively. Almost all of them persevere when faced with challenges and keep going to try to complete a task.

Care and development: Good

Practitioners provide good care and support for children. They operate appropriate policies to promote children's health and well-being effectively and offer healthy and nutritious snacks and drinks, including fresh fruit, milk and water. Practitioners ensure daily outdoor play, regardless of the weather and share safeguarding messages with children as they climb the steep steps to the room upstairs. Practitioners follow the healthy pre-school national scheme.

Practitioners know the children very well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in group activities and those who do not have Welsh or English as a first language.

Practitioners have received training on safeguarding children, and are very confident of how to act should they have any concerns about a child. They identify risks and actively manage

them. In addition, practitioners follow procedures for recording accidents or injuries appropriately. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners understand the behaviour management policy, and implement them as good role models. They listen to children's views, and respond well to them verbally and non-verbally. Practitioners praise children's good behaviour consistently, explaining to them why they are being praised. For example, when a child is tidying up, the message is always clear and they thank the children for their cooperation. Practitioners interact positively with children, showing warmth and kindness. They form a very close working relationship with children and are sensitive to the needs and experiences of individual children. Consequently, children consistently follow practitioners' instructions.

Practitioners promote children's play, learning and development very effectively. They ensure that children feel comfortable and happy, discussing learning opportunities with them when appropriate. They follow children's interests and ideas when planning activities. They have an understanding of their responsibilities and provide suitable opportunities for children to develop in an age- and ability-appropriate manner. Practitioners work closely with parents when new children start, ensuring that they are aware of children's individual needs and preferences. Effective processes are in place to ensure that practitioners identify and support all children effectively, including children with additional learning needs.

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

Practitioners plan learning experiences that engage children's interest and meet the needs of almost all children. They take children's opinion and interests seriously and incorporate them in the planning where relevant. Practitioners are starting to use the Curriculum for Wales effectively to plan experiences for children. They are becoming more aware of important aspects of pedagogy and they have an appropriate understanding of child development, and the way they learn through playing and experimenting. All practitioners work well together to plan interesting experiences for children.

All practitioners have a wonderful relationship with children. They provide regular opportunities for them to develop their physical, digital, creative and social skills very successfully becoming more aware of when to intervene and when to allow children to lead their own play. In keeping with best practice, practitioners promote children's play effectively giving them opportunities to take risks and experiment with new experiences. As a result, many are developing into confident explorers and independent learners.

Practitioners prepare engaging and stimulating areas within the building, and despite the limitations of the outdoor area in terms of its size and accessibility, they succeed in creating an interesting area that promotes children's skills purposefully. They ensure that a range of books are available in several areas, both indoors and outdoors, to encourage children to sit and develop their early reading skills successfully. Although practitioners spend time every day singing in Welsh with children, they do not take sufficient advantage of opportunities to expand children's vocabulary and syntax during less formal periods. As a result, children's use of Welsh is very limited when they play and talk with their friends and practitioners.

Practitioners ensure that art resources are always available encouraging children to develop their creative skills regularly. Many children use them regularly to practise making marks, to paint and to draw pictures. Practitioners ensure that resources that promote children's fine motor skills are accessible to them, for example, small plastic cones, sand and spoons were prompts to create produce for the ice cream parlour. Practitioners apply children's understanding of mathematical language suitably. They discuss concepts such as big and small or long and short while playing alongside children and count while singing with them. However, practitioners do not ensure sufficient opportunities for children to practise their numeracy skills purposefully while playing.

Practitioners make extremely effective use of the local area visiting interesting and educational places regularly. Their visits to parks, a forest, the canal and the International Eisteddfod site ensure that children know their area well and start to notice nature and be amazed by it.

There is effective provision for developing children's social, moral, cultural and spiritual skills. Practitioners create an ethos of hard work and harmony throughout the setting teaching children the difference between right and wrong and the importance of respecting others. They promote simple rules successfully, such as taking turns and sharing. They encourage children to take responsibility and children respond exceptionally well when they need to tidy up or prepare to go out.

Children's awareness of Welsh culture is well-promoted by celebrating traditions and significant celebrations. They provide suitable opportunities for children to learn about the main celebrations of other cultures by celebrating their important days, sharing stories and creating art work related to the occasion.

Practitioners keep useful notes about children's progress and discuss the next steps for each individual purposefully. They are starting to identify opportunities to develop children's skills using dedicated plans, and they report on children's progress to parents regularly.

Environment: Good

Leaders provide a suitable, secure and clean environment for the children. They ensure that practitioners discharge safety precautions effectively, such as checking the outdoor area to minimise any hazards before children use it. Leaders and practitioners complete a risk check list for every area on a daily basis and complete risk assessments appropriately. Practitioners complete daily records of arrival and departure times for children and adults, including visitors. Leaders conduct regular fire drills and these are recorded in detail.

The environment is inclusive and every child is given equal access to all the diverse resources and activities. The environment allows children to use the toilets and hand-washing basins independently. Leaders follow consistent arrangements in relation to the safety of the environment and regular cleaning procedures are in place, which reflect good hygiene practices. Their robust infection control practices minimise risk to children’s health and safety.

The setting's main room is welcoming and friendly, and offers an effective environment for play and learning. Leaders make good use of the room and the outdoor area to provide

engaging learning areas that children can use independently. For example, the role play area promotes children's learning experiences by providing real resources stored at a low level. Displays on the walls include children's work and pictures of them playing in the setting and in the local community. Leaders have made improvements to the building, including new flooring in the main room. In addition, leaders and practitioners ensure that children have an opportunity to use the outdoor play area every day.

Leaders ensure that almost all children can access a wide range of furnishings, toys and equipment that are age-appropriate and of good quality. For example, there are baskets and open shelves for children to explore and a great deal of natural and home furnishings available. The leader provides some resources to stimulate children's curiosity in wider society, and there are resources to promote children's multicultural values.

Leadership and management: Good

Leaders have a clear vision aimed at preparing children to be happy and independent individuals in a caring environment. Their vision is shared successfully with all the setting's stakeholders, and reflected clearly in the statement of purpose. All practitioners are very dedicated to their work, and the whole team collaborates effectively for the benefit of the children in its care. The setting complies with the regulations and meets the national minimum standards.

Leaders are aware of the setting's strengths and aspects that could be strengthened. They operate thorough and effective self-evaluation processes and consider the views of parents, local authority education officers and the children's voice. They have established successful procedures to respond to their priorities. Leaders prioritise expenditure sensibly considering children's needs when making decisions. They create a positive ethos where children and practitioners feel valued and respected.

Leaders produce appropriate policies that are implemented effectively. They follow safe and robust recruitment policies and all practitioners have an appropriate qualification and relevant experience of working with children. Leaders ensure that robust measures are in place to support staff. Leaders' development priorities are well-aligned with the setting's development needs.

Leaders create strong links with a range of partners to improve children's health, learning and well-being. They develop close and valuable links with local schools and ensure that children are given ample opportunity to visit and familiarise themselves with their new class before leaving the setting. Leaders appreciate the working relationship that they have with the local authority education officer. This helps them to successfully consider the provision's development and the impact on children's progress. In addition, they have a working relationship with officers from the umbrella organisation that works with them. This ensures a range of policies, procedures and relevant training that support the provision effectively. The leader and practitioners have a close and supportive relationship with parents and carers. They are available at the beginning and end of every day as parents collect their children, and arrange valuable opportunities for parents to visit the Cylch. They communicate regularly with them to discuss their children's well-being and progress, and

the digital platform is useful to share up to date information with them about their children's progress.

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.

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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