A report on

Cylch Meithrin Talysarn

Y Ganolfan
Station Road
Talysarn
Caernarfon
LL54 6HL

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Talysarn

Name of setting	Cylch Meithrin Talysarn
Category of care provided	Full daycare
Registered person(s)	
Responsible individual (if applicable)	Delyth Jones
Person in charge	Tracey Lee Jones, Natalie Phillips
Number of places	24
Age range of children	2 to 4 years old
Number of 3 and 4-year-old children	10
Number of children who receive funding for early education	9
Opening days / times	Opening hours during term time: Monday 11:00 – 15:15, Tuesday to Thursday 08:30 – 15:15, Friday 8:30 – 14:30
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 its re-registration
Date of previous Estyn inspection	June 2017
Dates of this inspection visit(s)	17/06/2025
First registered with CIW in June 2021	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Ensure regular opportunities for practitioners to improve children's linguistic and numeracy skills during their play

R2. Strengthen interactions between adults and children to support and extend children's learning more effectively

What happens next

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

Main findings

Well-being: Adequate

Most children show an energetic interest when exploring the indoor and outdoor play areas and have fun pursuing their own learning pathways. They enjoy quiet time reading books in the cosy area. A majority of children express themselves appropriately and enjoy talking to practitioners about what they do at home. They request their favourite song confidently and are happy when practitioners join in with the singing.

Most children are happy and settle appropriately. They are familiar with the daily routine and settle quickly when greeted by practitioners in a friendly manner. They are very willing to ask for support or comfort, when the need arises. Most children feel comfortable in the company of practitioners and enjoy chatting and listening to stories.

A majority of the children interact positively with their friends and with the practitioners. They foster social skills appropriately when sharing materials and taking turns on the play equipment in the outdoor area. They enjoy talking to others during snack time and develop positive attitudes towards each other. However, not all children have a sound understanding of how to keep themselves safe and they are not always caring when playing with their friends.

A majority of children are enthusiastic about their play and learning. They enjoy being imaginative in the home corner and use equipment to create a cooking scene and prepare a table for dinner successfully. Most children benefit from suitable opportunities to make decisions and choices about their activities. They enjoy exploring in the sand and water and enjoy practising their balancing skills when riding bicycles and scooters.

A majority of children develop good independent skills, pursue their interests while playing and concentrate suitably when exploring the sensory resources. For example, they show healthy curiosity when dipping their hands into a tray of shaving foam to mark and make shapes. A majority of children concentrate for appropriate periods and explore toy animals with a natural interest. They develop an early understanding of the importance of recycling and throw food waste into the appropriate boxes after a snack and practise washing their plate skilfully.

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

In general, a majority of children make suitable progress from their starting points at the setting. They show an interest in books and enjoy looking at pictures, by discussing simply what they see. A majority develop suitable early reading skills when turning pages correctly to follow the story. Considering that most children are new to the Welsh language on entry to the setting, a majority respond appropriately to familiar instructions. A few begin to include a few familiar words in their sentences when talking during their play, for example when choosing a paint colour to paint. However, practitioners do not take advantage of valuable opportunities to develop children's linguistic skills in their activities. Most children

experiment effectively with a range of mark making tools and demonstrate appropriate fine motor skills, for example when making spiral patterns on the chalk wall.

A minority of children develop their early numeracy skills appropriately. They begin to count objects and to recognise numbers up to five fairly confidently, for example when searching for numbers during a treasure hunt outside. However, most children rarely use their numeracy skills naturally in their play and learning. With support, they use a digital tablet to take a picture.

The creative skills of a majority of children develop effectively. They make wise choices about what to use to create their work, such as choosing a paint colour or marking equipment in the creative area. A majority of children express themselves confidently when role-playing, for example when preparing food in the kitchen.

Many children solve problems effectively when playing and exploring. For example, they come to know how to get shaving foam out of the bottle independently to mix with sand to make cement. Most children develop robust physical skills by playing masterfully on bicycles and scooters around the outdoor area. They use a variety of small equipment confidently, for example by opening and closing scissors to cut paper. Many children develop good personal and social skills. They take turns thoughtfully while playing in the playhouse and work together effectively when helping each other to carry a bucket of water from one area to another.

Care and development: Adequate

Practitioners have a warm and friendly way of providing care. They praise children regularly for their efforts and celebrate their achievements.

Practitioners have a basic understanding of their roles and responsibilities in keeping children safe and healthy. Practitioners have completed compulsory training which is suitable for the age of the children. They implement most policies and procedures suitably. However, practitioners do not follow the nappy changing policy in line with the current infection control guidelines. Practitioners remind children to wash their hands and this helps them to develop their personal hygiene practices effectively. Practitioners encourage children to socialise during mealtimes and encourage them to eat healthily, ensuring that fresh drinking water and milk are readily available. They conduct timely fire drills and these are recorded. Practitioners record their attendance hours and the children's attendance hours. They record accidents and incidents and ensure that parents and carers sign the record to show that they have been informed. They have an appropriate understanding of the safeguarding procedures. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners respond sensitively to children and have an appropriate understanding of their individual needs. Practitioners offer relevant care for children with additional learning needs and receive information and advice from professional partnerships. They have worked well with a leader from the local authority to create purposeful actions that meet children's specific development needs. These individual plans are relatively new and practitioners have not had enough time to incorporate them fully. Practitioners are aware of areas of their

practice that are in need of improvement to support the development of children with specific learning needs effectively and have taken appropriate steps to meet this.

Practitioners organise suitable play and learning experiences for children. They respond appropriately to children's invitations to play and show enjoyment when joining in with their activities. However, they do not take advantage of this opportunity effectively enough to develop key elements of children's development, such as mathematics and literacy. Practitioners organise appropriate art and craft activities and support children to develop their fine motor skills further, for example by giving them guidance on how to position their fingers and thumbs to use scissors safely. Practitioners provide appropriate opportunities for children to learn about the world around them and use the nature garden effectively to support their well-being.

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

Practitioners have an appropriate understanding of how children learn through play and investigation. On the while, they provide a suitable range of learning and play experiences that engage the interest of many children suitably. In the best practice, practitioners support learning effectively by ensuring purposeful opportunities for children to choose their own learning pathways. However, they do not always take advantage of beneficial opportunities to move learning forward to develop children's linguistic and numeracy skills effectively.

In general, practitioners prepare interesting indoor and outdoor play areas that enable children to make choices independently. For example, children enjoy experimenting with water by adding cars to travel down the pipe and playing in the playhouse. As a result, they develop their independence and their ability to persevere appropriately.

Practitioners are skilful language models. They encourage children to talk to each other and promote appropriate ways for them to express their needs. At times, practitioners question children purposefully. However, they do not always interact effectively enough to develop their ability to think. They provide suitable opportunities for children to handle and discuss books independently and provide appropriate opportunities for them to make marks with different equipment, such as paintbrushes, pencils, shaving foam and sand. This has a strong effect on their literacy skills, in general.

Practitioners ensure suitable opportunities for children to develop their digital skills, including using a tablet to take a digital picture of what they create. They provide beneficial resources for children to develop their early mathematical skills, for example by providing opportunities for them to explore concepts such as full and empty by using a variety of equipment in the water. However, practitioners do not always take full advantage of natural opportunities to develop children's mathematical understanding in full.

On the whole, practitioners plan suitable opportunities to develop children's spiritual, moral, social and cultural skills. However, they do not always encourage children to learn to share toys and take turns. They plan beneficial opportunities for children to visit the local area occasionally, which fosters a sense of belonging and develops their awareness of the world around them.

Practitioners make regular and useful observations of children's play. They are beginning to use the information gathered to evaluate children's development and are gaining the confidence to act on the information to identify the next steps in their learning. They are beginning to adapt provision to meet children's individual needs. Practitioners share this information with parents and carers through regular written reports and useful daily updates. This ensures that parents are informed regularly about their child's progress.

Environment: Good

Leaders have created a welcoming and friendly environment. They have ensured that the layout of the indoor and outdoor play areas promote children's independence by enabling them to move around freely and encouraging them to make choices to pursue their own interests.

Leaders ensure that effective security measures are in place to control access in and out of the setting. The doors are locked and a record of visitors is kept. Leaders ensure that practitioners conduct daily health and safety checks before children arrive. They complete risk assessments and outline the steps to be taken to reduce and prevent risks to children. Leaders ensure that the setting is cleaned regularly and follow current infection control guidelines effectively.

There is a wide range of toys and resources available and learners ensure that children have access to appropriately-sized furniture. Leaders organise wonderful learning and play areas and there is a good selection of natural resources available to foster children's linguistic and numeracy skills and self-awareness. Toys and resources are placed conveniently within the children's reach, which helps them to make choices about with what they would like to play. There is a suitable area for children to store their personal items and this creates a good sense of belonging. Multicultural resources are available to raise children's awareness of their wider society. Leaders use recycled and re-used materials effectively to decorate the home corner and help to develop children's imaginations through role-play. They ensure that children's artwork is displayed attractively and this creates a sense of pride among them. Leaders prepare indoor and outdoor reading areas that attract children to choose books spontaneously. This encourages children's love of books.

Leaders ensure that the outdoor play area is well-organised and includes a variety of tools, resources and equipment to foster children's physical, creative and imaginative skills. Leaders ensure that children are given opportunities to learn about the natural world. They have organised areas for them to plant and grow flowers and feed birds so that they can learn about the natural world around them and foster their nurturing skills. Leaders organise opportunities for children to play in the setting's garden, which provide children with a variety of good experiences in a natural environment to improve their well-being.

Leadership and management: Good

Leaders appreciate and support practitioners well and ensure a strong team ethos where everyone feels valued. They create a friendly and caring culture at the setting, which means that children enjoy going there.

Together, the leaders' statement of purpose and vision ensure that practitioners work together effectively. Leaders have implemented a range of policies and procedures to help practitioners to support children's care and development effectively. Leaders have developed purposeful recruitment and induction processes and there are sufficient practitioners at the setting with appropriate qualifications and experience.

There are regular opportunities for practitioners' professional learning. Beneficial weekly meetings are held which lead to receiving training to support practitioners' practices. For example, they have received suitable training on how to gather evidence of children's achievements by using a computer program. Leaders and practitioners work closely with local authority officers and other organisations to improve provision and children's outcomes. Regular visits by other agencies, such as the health visitor and the local authority's ALN advisers, support the work of leaders and practitioners well.

Leaders use a suitable range of self-evaluation arrangements and arrangements to ensure improvements. Appropriate arrangements are in place to evaluate practitioners' performance annually and leaders supervise and evaluate their work regularly. Leaders use the budget and grants sensibly, including the early years pupil development grant, to prioritise expenditure against the setting's targets. For example, to purchase a shed for the outdoor area which facilitates children's independence when choosing bicycles during play.

Leaders organise beneficial opportunities to go on trips around the village and invite visitors to talk to the children. For example, story sessions by a visitor from the authority encourage children's enthusiasm for books and a local character supports children's understanding of how to cross the road safely. This develops children's sense of belonging to the community effectively.

Leaders and practitioners have a close relationship with parents and carers. They share information about their children's well-being and general development regularly through regular conversations and a digital app. Leaders inform parents effectively of the activities that are planned to be undertaken with their children at the beginning of each term. As a result, parents have an understanding of how to support their children at home. This strengthens the relationship between the setting and the home and ensures that parents and carers have up-to-date knowledge of their children's well-being and interests.

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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