A report on

Cylch Meithrin Talwrn

Village Hall
Talwrn
Llangefni
Anglesey
LL77 7TG

Date of inspection: March 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Cylch Meithrin Talwrn

Name of setting	Cylch Meithrin Talwrn
Category of care provided	Sessional day care
Registered person(s)	Bethan Roberts
Responsible individual (if applicable)	
Person in charge	Ruth Edwards
Number of places	20
Age range of children	2-4 years old
Number of 3 and 4-year-old children	4
Number of children who receive funding for early education	1
Opening days / times	9:30am – 11:30am Monday to Thursday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	No
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 first inspection since its registration on 27th September 2021.
Date of previous Estyn inspection	May 2017
Dates of this inspection visit(s)	18/03/2025

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)**	
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	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Strengthen self-evaluation and planning for improvement processes

R2. Hold regular formal management committee meetings, including a firm focus on monitoring the budget

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 and content and cope well when leaving their parents. They are confident when making choices about how they spend their time at the setting and practitioners respect their wishes. They move around the indoor and outdoor areas independently and choose from the wide range of activities with ease. Children pursue their interests and take part in activities of their choice as resources and toys are organised effectively and within their reach.

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 feeling of security. Nearly all children respond well to praise, which gives them the confidence to share their successes. For example, they are keen for practitioners to come and see the colourful patterns they have created by spraying paint on canvas and are proud when practitioners appreciate their efforts enthusiastically.

Most children have begun to make friends. They are keen to greet each other and to 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 outside when trying to fill a tub with water from the tap. They talk to each other and give each other instructions about the best way to complete the task and take turns to turn the tap on and off. Most children are happy to share resources with their friends and learn important social skills well. For example, when digging a hole in the garden, they are happy to share the tools and show an interest in their friends' efforts.

Nearly all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks and enjoy experimenting with different equipment and materials. For example, they have a great deal of fun experimenting in the mud kitchen when adding soil, water and leaves to the bowls and saucepans to make treats for their friends. Nearly all children are curious about the world around them and enjoy investigating and using their imagination. They play imaginatively in the playhouse, pretend to go to work in their cars and return to the house to have lunch.

Most children choose activities independently and pursue their interests purposefully. They develop good independent skills and complete practical tasks for themselves. For example, they put on and take off their rain suits, serve lunch on their own plates and pour their own drinks. They take responsibility for helping to clean and for their personal hygiene.

Learning (only applies to three- or 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 were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development: Good

Practitioners have a good understanding of their roles and responsibilities for 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 and ensure that parents sign the records in a timely manner. Fire drills are conducted regularly and recorded thoroughly. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Good use is made of purposeful procedures to reduce the spread of infections. For example, practitioners encourage children to wash their hands regularly and follow suitable procedures when handling food. Practitioners promote healthy eating and drinking by providing healthy and nutritious snacks and offering the children water or milk. They promote physical exercise successfully by ensuring beneficial opportunities for children to develop their physical skills and to spend time outside in the fresh air.

Practitioners have formed meaningful relationships with the children and model sound interaction skills. They talk to the children kindly and treat them with care and respect. They use effective and consistent strategies to promote positive behaviour, in line with the setting's policy. For example, they draw children's attention to another activity if they are having difficulty sharing or taking turns. They also provide a clear explanation when their behaviour is not acceptable.

The setting has purposeful arrangements for identifying and supporting the individual needs of children, including those with additional learning needs. Practitioners gather a range of useful information about children's preferences, needs and any other relevant information before they start at the setting. This enables practitioners to plan effectively for them. The leaders ensures that effective procedures are in place to refer children for support from external agencies in a timely manner and practitioners complete additional training, where necessary. As a result, robust procedures are in place to ensure that the needs of all children are met effectively. Practitioners share information with parents and carers regularly through a dedicated app and on a social media page. This ensures that parents and carers receive up-to-date information about their children's development on a regular basis.

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

Practitioners provide a wide range of interesting and stimulating experiences for children which enable them to develop a range of skills successfully. This includes different areas that are defined clearly which provide access to a wide range of resources. The areas are enriched by invitations to purposeful learning, such as an opportunity to develop skills by making pizza. Activities in the outdoor area interest the children, while providing purposeful opportunities for them to make decisions about what they would like to do.

Practitioners provide a good range of different activities that develop children's physical skills. Children are given opportunities to develop their gross motor skills successfully by

riding tractors, when climbing and when moving the cement mixer to the sand area and loading it.

Practitioners place an excellent focus on developing children's Welsh language skills. They use language immersion techniques beneficially, modelling correct Welsh. They take advantage of every opportunity to enrich children's vocabulary while playing side by side. This enables children to develop their speaking and listening skills effectively, whatever their linguistic background. Sign language is used effectively to promote all children's early communication skills.

Practitioners take advantage of opportunities to develop children's numeracy skills appropriately, for example when counting the number of biscuits in the playhouse area. They provide resources that support children to begin to develop an understanding of mathematical concepts. For example, children choose to get a tape measure while playing the role of an inspector of the construction site and make imaginary measurements. The technology corner gives children easy access to a range of different communication resources, such as a telephone, a calculator and a typewriter.

Beneficial opportunities are provided for children to develop creative skills. They enjoy creating a piece of art outside by spraying colourful paint on material. Practitioners identify purposeful opportunities for children to learn about different cultures through their creative activities, for example when they decorate hands during the Diwali celebration.

Practitioners show a sound awareness of how young children learn. They identify individual children's favourite methods of learning and provide opportunities for them to immerse themselves in their activities. They have a good understanding of when to take a step back to observe and when to intervene to enrich learning. Practitioners use observations beneficially to assess children's progress. As a result, they have a very good knowledge of the children's next stages of development and adapt provision purposefully.

There is a definite order to the sessions which enables practitioners to promote positive behaviour effectively. They use a visual timetable skilfully to ensure that children understanding the order of the day. They provide opportunities for children to sit for appropriate periods to focus on a task and also to walk around the setting and make their own choices. They encourage children to treat each other with respect and model friendly joint play effectively. As a result, the children behave well.

Practitioners provide beneficial opportunities for children to learn outside the setting. For example, they go for a walk to the village shop and community with the staff and pay for items. Practitioners take advantage of opportunities to develop a sense of wonder and awe among the children, for example when observing which birds visit their bird feeder.

Environment: Good

The leader ensures a learning and play environment that is safe, clean and provides good opportunities for children to discover both inside and outside the building. They complete comprehensive risk assessment which outline the steps to be taken to reduce or prevent the risk to children. When practitioners discover any dangers, the leader deals with them quickly and effectively. The leader keeps a thorough record of when the play areas, toys and

resources are clear to ensure that the resources are clean and in a suitable condition. The leader ensures that children are well supervised.

The environment is welcoming and homely and there is plenty of space for children to move around freely. The leader ensures that children foster a sense of belonging by displaying examples of their work on the walls. Practitioners have organised the playroom appropriately with dedicated learning areas that promote the children's development and offer rich play experiences. There is a variety of recycled materials and resources available which promote children's understanding of real life. The leader ensures regular opportunities for children to use the outdoor play area to enjoy playing with water, the mud kitchen, climbing and relaxing with a book in the log cabin. The environment allows suitable opportunities for children to go to the toilet and wash their hands independently.

The leader ensures that a wide range of interesting and exciting resources and equipment is available. These are of good quality and are stored at a low level to enable the children to make choices independently. There is a suitable selection of resources available to promote children's awareness of diversity and of different cultures, including a good variety of books, dolls, costumes and instruments.

Leadership and management: Adequate

The leader has high expectations of herself and staff. She succeeds in creating a pleasant and positive learning environment and is passionate about developing the Welsh language. The leader succeeds in creating a strong sense of working together as a team with staff and volunteers which, in turn, has a good influence on the development of the children at the setting.

Recently, the statement of purpose has been updated, which now complies with the regulations. Leaders follow safe recruitment processes appropriately. They hold beneficial practitioner evaluation meetings in line with the requirements.

The setting has an active and conscientious management committee, which focuses mainly on how to raise money for resources. They keep in touch regularly to organise support for the setting through informal methods. Recently, they have begun to resume more formal meetings which address a number of important strategic issues. Previously, these discussions took place though group messages, in the main.

Leaders have appropriate processes for managing the setting's budget. Grants are used suitably to support learning. The treasurer reports back to the committee about the setting's current financial situation in an informal manner during committee meetings. However, aspects of the management committee's work, including the nature of the financial reports it receives, remain too informal. This was highlighted in the last report's recommendations. On the whole, leaders have made suitable progress in responding to the remaining recommendations from the last inspection. For example, children move freely between the indoor and outdoor areas and are given numerous opportunities to learn about local and international communities.

Leaders and staff reflect on their practice regularly. They discuss their successes and the setting's areas for improvement informally and organise beneficial training. For example,

staff have received training to develop their understanding of how to use the local woodland effectively to develop children's skills. Provision in a few of the learning areas is evaluated formally. However, self-evaluation and planning for improvement processes have not been developed in full.

Leaders work closely with other settings, for example to share resources such as story sacks. They use the local area effectively, including to provide beneficial experiences for children in the local park and woodland. The setting has a small library, which is a display near the entrance, which is a beneficial opportunity for children to borrow or exchange books. An app is used to keep in close contact with parents, for example to share pictures of the children enjoying their activities. Leaders share useful information with parents, for example to explain which muscles contribute to developing strong early writing skills.

Leaders maintain beneficial relationships with other partners. For example, they use the local library service effectively to enable children to visit the library van each month. Recently, following the closure of the village primary school, they have developed links with the headteacher of another primary school and are beginning to work together to establish transition processes. Leaders work effectively with the local authority's advisory teacher.

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).

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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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