Estyn | Dros ddysgwyr, dros Gymru
For learners, for Wales

Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Bro Dysynni

Ysgol Craig y Deryn
Llanegryn
Tywyn
Gwynedd
LL36 9SG

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

Cylch Meithrin Bro Dysynni

Name of setting	Cylch Meithrin Bro Dysynni
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Bethan Jones
Person in charge	Leanne Lawton, Katie Edwards
Number of places	15
Age range of children	2-4
Number of 3 and 4 year old children	Day 1 – 4 Day 2 – 5
Number of children funded for early education	Day 1 – 1 Day 2 – 2
Opening days / times	9:00 – 13:00 Monday – Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The 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	
Date of previous Estyn inspection	22/05/2018
Date(s) of this/these inspection visit(s)	19/05/2026
Additional information	

Summary

Theme	Rating
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
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 Further develop a system to complete appraisals regularly to ensure there are opportunities to discuss performance and professional development

What happens next

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

Main findings

Well-being: Excellent

Nearly all children express themselves confidently and make meaningful choices, taking full control of their play. They move freely around the areas, choosing resources independently and extending their play creatively. They use the provision skilfully, making clear decisions about where, how and with who they want to play. Children share ideas naturally and ask for specific resources. For example, they ask for a syringe and tubs to extend their sensory play with liquid. They know their choices will be respected if they do not wish to take part in a specific activity. This fosters a very strong sense of identity amongst the children.

Children feel very safe and happy at the setting. They settle quickly at the start of the session and nearly all children take part in daily routines confidently. Children know that their individual emotional needs are met very well. As a result, they develop a very strong sense of personal confidence. They are given effective support to respond to their feelings, using symbols and colourful characters to describe how they feel at different times.

The children's interactions reflect a high level of cooperation, respect and empathy. Nearly all children play together successfully and share resources naturally, waiting patiently for their turn. They chat with their friends in a sociable manner, and reach out to others to share their experiences. For example, they invite friends to join a craft activity to create paper flowers, and share their successes with the practitioners proudly. Some children use movements, sounds and gestures to communicate, and they know that practitioners will respond to what they communicate.

Most children are fully immersed whilst playing and learning. They are very active and explore and develop ideas based on their interests. They persevere to enhance activities, developing strong problem solving skills. For example, they show resilience when using different resources to fill containers successfully in the water tub, or small tongs to complete fine tasks.

Nearly all children are developing a high level of independence in line with their age and stage of development. They show confidence when managing aspects of the daily routine. They complete self-care tasks effectively, including using the toilet and wiping their noses, and enjoy opportunities to cut fruit during snack time. Children deal with challenges confidently but are comfortable asking for support when needed. Also, they enjoy valuable opportunities to contribute to daily tasks to help practitioners and their friends. This fosters a sense of ownership and responsibility very effectively.

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

There is no report on the 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: Excellent

Practitioners work together very effectively to ensure the children are safe and healthy, and that their welfare is maintained. They have a very good understanding of safeguarding policies and procedures and follow them consistently, and complete up-to-date training that supports sound practice appropriately. Practitioners emphasise hygiene practices thoroughly, including cleaning surfaces regularly. They wear appropriate equipment and maintain children's dignity when changing nappies. Practitioners also work together as a team to assess appropriate supervision. They plan and communicate carefully whilst children are playing in different areas, especially on climbing equipment or taking part in outdoor activities. The system for recording attendance, accidents and allergies is organised and thorough. Practitioners take immediate action to maintain practices by strengthening recording arrangements and ensuring there are sound and comprehensive safeguarding arrangements in place. As a result, the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners manage interactions with exceptional sensitivity, developing a very calm, respectful and warm environment. They set an excellent example by using polite and supportive language and show respect towards each other and the children in their care. Practitioners use praise and encouragement very skilfully to develop children's confidence. For example, they praise children for their efforts in developing their skills when making marks and starting to create letters from the alphabet. Practitioners promote positive behaviour by sharing stickers and explaining the cause and effect clearly if children face challenges when working together.

Practitioners know the children very well and use this information skilfully to plan meaningful learning experiences that meet individual needs. They make effective use of technology and communicate regularly with parents to strengthen partnerships and support consistent provision. They ensure plans are flexible and responsive, building on children's interests to create rich learning opportunities. For example, they develop activities following interest in bees in the nature area. Practitioners support children with additional learning needs effectively, with specific strategies in place for individuals. They work with professional agencies effectively to ensure children make sound and inclusive progress.

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

Practitioners demonstrate a very sound understanding of child development. They provide a wide and balanced curriculum, planning high quality play and learning experiences that develop all aspects of their skills. They have high expectations of all the children and understand their needs thoroughly. As a result, nearly all children engage fully for extended periods and make very strong progress in their learning.

Practitioners plan an excellent variety of opportunities for children to learn about their community and the local area. They go on weekly trips on the bus, visiting the local forest, so that children enjoy exploring nature in a meaningful way in the open air.

Practitioners are extremely effective in the way they ask open-ended questions and provide guidance for the children rather than offering prepared answers. They are excellent role

models, demonstrating very effective behaviour, and have high expectations of the children's social skills. They remind the children regularly how to foster positive relationships and how to be a good friend.

Practitioners ensure there are valuable opportunities to develop the children's communication and numeracy skills in a natural way. For example, there are rich opportunities to discuss numbers and marking when taking an order in the outdoor café. Practitioners model language patterns very well. They provide valuable opportunities for children to hear standard Welsh vocabulary and patters by talking and singing. As a result, nearly all children are making very good progress in their verbal skills from an early age. Practitioners promote children's problem solving and communicating skills effectively. For example, they encourage them to build an obstacle using blocks for the marbles or to mix colours when painting.

Practitioners provide valuable opportunities for children to develop their physical skills. For example, they encourage them to throw a ball into a tyre or bucket from a distance. Practitioners provide beneficial opportunities for children to develop their digital skills. For example, they provide a metal detector for children to look for treasure and pretend phones for them to chat with their families.

Practitioners collect valuable information about the children from their parents before starting at the setting. They observe children's progress thoroughly and effectively and use comprehensive assessment systems to inform the next steps in their learning. Practitioners review children's development regularly and discuss their progress weekly to ensure that all practitioners are aware of the children's needs and interests.

Practitioners ensure there is an effective and thorough provision in place to develop children's spiritual, moral and cultural awareness. They encourage children to show kindness towards each other during every activity.

Environment: Excellent

Leaders ensure the safety of children by implementing sound and thorough arrangements. Access to the setting is controlled carefully, with the external doors locked. The arrangements for visitors are clear and sound. Leaders have clear procedures in place for emergencies, and arrange regular opportunities to put them into practice. Leaders complete comprehensive risk assessments. They review them regularly and identify risks thoroughly, as well as implementing mitigating factors across the indoor and outdoor environment daily. They maintain high standards of cleanliness and safety. Practitioners ensure that the provision promotes development by allowing children to take reasonable risks in a safe and purposeful way. For example, they encourage children to climb and jump from a height and count down from three when support is needed from a practitioner.

Leaders provide a welcoming and inspiring environment that supports learning and a strong sense of belonging. They offer flexible areas that combine practical experiences in meaningful contexts. Leaders plan the environment imaginatively to offer valuable learning opportunities across all areas, with high quality resources and toys. They vary attractive opportunities in the indoor and outdoor areas to provide creative, sensory and physical play opportunities. For example, children enjoy playing on the bikes and practice waiting and

looking for people on the crossroads before moving on across the road. Leaders use books, numbers and letters purposefully in all areas to encourage children to make connections whilst learning through play opportunities.

Leaders ensure there is an exceptional range of resources and equipment available that supports children's engagement successfully. The resources are varied, accessible and arranged deliberately to encourage children's independence and curiosity. Practitioners ensure that children have access to all the resources, including natural resources such as real word equipment. Leaders provide a wide range of resources that promote diversity and fairness, enriching children's experiences significantly. For example, a range of resources that reflect different cultures has been incorporated across the play areas. Practitioners create effective displays of children's work. They use them skilfully to celebrate achievements and to support continuous learning. This creates a strong sense of belonging and is an opportunity to share each individual's successes.

Leadership and management: Excellent

Leaders have successfully created a very strong ethos of family where each individual is valued. They ensure that they provide high quality care and offer valuable learning and development opportunities for children. Records are clear and are kept safe, and information and documents are up-to-date and accessible. Leaders are highly experienced and work together very effectively as a team, setting very high expectations for themselves and the practitioners.

Leaders follow sound recruitment procedures and have developed thorough and effective systems for inducting new practitioners. Leaders ensure that the practitioners are given high quality training to meet their needs. As a result, practitioners are very knowledgeable about their duties and roles and this has a positive impact on each individual's well-being at the setting. Practitioners are happy in their work, and value the way everyone works together. However, there is a need to further develop systems to complete appraisals regularly to ensure there are regular and purposeful opportunities to discuss practitioner's performance and development.

Leaders maintain strong and sustainable systems that enable them to develop the setting's work successfully and regularly. They review procedures regularly to evaluate the effect on children's experiences and progress. These procedures include all stakeholders and lead to a development plan which includes specific steps, as well as purposeful milestones to measure progress.

Leaders make strategic use of their specific grants and funding. For example, funding was invested to order high quality resources and furniture to create an attractive learning environment both indoors and outdoors.

Leaders ensure that the setting benefits from close connections with the local community. They provide valuable and interesting learning experiences for the children, including arranging visitors to the setting and organising weekly visits in the community. For example,

they arrange visits to the local library to raise children's awareness of enjoying books and stories. As a result, children's early reading skills are developing very effectively.

Leaders and practitioners have strong connections with parents who value the comprehensive information they receive about their children's learning and progress. Leaders also work effectively with the local school to support the transition process and work closely with the local authority's advisory teachers.

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

This document has been translated by Prysg (Welsh to English).

© Crown Copyright 2026: This report may be re-used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, provided that it is re-used and/or translated accurately in each case and not used in a misleading context. In each case, the material (including any translation) must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 22/07/2026

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

This report is also available in Welsh

Welsh Government © Crown copyright 2026.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.