A report on

Cylch Meithrin Corris

Y Caban
Ysgol Dyffryn Dulas
Corris
Machynlleth
SY20 9TQ

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 Corris

Name of setting	Cylch Meithrin Corris
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Howard Bevington
Person in charge	Hannah Jones
Number of places	18
Age range of children	2 – 4 years
Number of 3 and 4 year old children	4
Number of children funded for early education	0
Opening days / times	11:30 – 15:30 Tuesday to Thursday
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	First Inspection post registration
Date of previous Estyn inspection	First Inspection post registration
Date(s) of this/these inspection visit(s)	18/03/2025

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)**	
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. Continue to develop the voice of the child when planning activities

R2. Strengthen the role of the management committee in the work of the setting, ensuring that supervision and appraisals are recorded and formalised every time

What happens next

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

Main findings

Well-being: Good

Most children are enthusiastic when they arrive at the setting and settle quickly when separated from their parents and carers. They are familiar with the morning routine and make choices and decisions as to which activities they wish to participate in with no issues. Nearly all children are happy, confident and look forward to their time at the setting.

Children are familiar with the setting's routines, and they feel safe in the practitioners' company. Nearly all children manage to play for appropriate lengths of time for their age, for example putting make-up on one of the practitioners in the role play area. They chat happily and enjoy their time at the setting. Nearly all children are developing close and warm relationships with each other and with the practitioners. They respond positively to practitioners when they join in their activities, for example when playing outside in the mud kitchen. These relationships have a positive impact on the children's welfare.

Nearly all children feel confident and settled and clearly enjoy sharing their experiences and ideas with practitioners. They work together, share well and show empathy and respect towards each other as they play. For example, they take care not to knock each other's work down in the construction area. Nearly all children move around and choose the resources they wish to use.

Nearly all children develop effective relationships with practitioners. They know that all practitioners will respond to their needs promptly. Nearly all children are developing good social skills and cooperate effectively when playing together. For example, they compose simple pieces of music with musical instruments in the indoor area and help each other climb in the nearby park.

Nearly all children are developing purposeful independence skills and they have the confidence to make the most of the opportunities that are available to them. For example, they wash their hands independently and collect their snack and pour themselves milk or water successfully.

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: Good

Leaders implement robust systems and procedures to ensure children's health and safety. Practitioners have a good understanding of their responsibilities and succeed in ensuring special opportunities for children to develop according to their ability and age. Practitioners promote effective practices to ensure children stay healthy and understand the importance

of exercise for their health. For example, they provide nutritious drinks such as water and milk for the children and remind them to wash their hands regularly. They encourage children to play safely, taking risks into consideration, for example when using climbing equipment and swings in a park. Practitioners have a thorough understanding of child safeguarding processes and are aware of the procedures to follow should they have any concerns. As a result, the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners ensure that they keep safeguarding records as well as accident and incident reports. Practitioners are sensitive to the needs of children and support their privacy and dignity at all times.

Practitioners ensure that they are effective role models for the children. They manage interactions between children well. They speak calmly and positively to them and praise their efforts regularly. Practitioners support children to develop friendships and to control their emotions. They remind children of the importance of showing kindness to one another. For example, when sharing the camera in the park and to be careful when playing in the outdoor area. Practitioners remind children about the importance of sharing resources, and they praise them for showing positive behaviour. Practitioners implement the behaviour management policy consistently.

Practitioners have relevant knowledge about how to meet children's individual needs. They observe them regularly, ensuring that nearly all children make progress in accordance with their stages of development. They have robust procedures to assist children with additional learning needs, and they work well with the Local Authority and external agencies to support children. For example, they prepare Individual Development Plans to ensure children have effective support. The majority of children that attend the setting come from the nearby school. Practitioners work closely with the school which ensures they are aware of any issues that may arise and can respond promptly.

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

Practitioners observe children effectively during their activities and identify the next steps in their development well. They have high expectations and make the most of all opportunities to expand children's skills. When visiting different places, staff teach children to cross the road safely and encourage them to be independent by paying for food in a café and taking photos on digital cameras.

Practitioners plan interesting and stimulating learning experiences for children. They take advantage of the children's innate interest in nature when they plan experiences for them, such as creating their own frog spawn following a nature walk. They are starting to include the voice of the child effectively, for example by creating a hairdressing area in response to their interests. However, this aspect of listening to the voice of the child is not yet fully embedded.

Practitioners are good language role models for the children. They question children effectively and expect them to respond in Welsh. They discuss with them regularly and the children listen well to the practitioners and to each other. As a result, children's verbal Welsh language skills are developing effectively. Practitioners provide interesting books in

different areas of the setting which encourages children to open and enjoy them. Practitioners discuss the books with the children effectively, asking them about the pictures and the stories. They ensure that the children's early writing skills are developing appropriately in accordance with their age and stage of development. They ensure that there are sufficient mark-making resources available for children to choose from, for example make-up brushes for the children to use with the practitioners.

Practitioners promote the children's understanding of Welsh culture and the local area very successfully. They learn about special occasions and characters such as Y Fari Lwyd, and through visits to local businesses. They make the most of their local area by highlighting prominent features within their locality and by going on regular walks. As a result, nearly all children have a sound awareness of their local area, and they are developing a strong sense of belonging to it. Practitioners plan beneficial opportunities for children to learn about different cultures. They point out countries on a world map as well as their flags, encourage children to taste foods from different countries and teach them how to write numbers in Arabic.

Practitioners provide beneficial opportunities for children to develop their numeracy skills effectively. They use mathematical language in relevant contexts and use real resources, such as coins, to count with the children. Practitioners ensure that children are aware of the impact of digital devices on their lives. They encourage them to use digital cameras independently and to use their imagination when playing with equipment such as phones and tills in the role-playing area.

Practitioners ensure that children are given beneficial opportunities to develop their physical skills successfully. They provide small equipment for them to practise their fine motor skills and give them opportunities to play on bikes and obstacle courses to practise balancing and how to control their bodies purposefully. They plan rich opportunities to develop children's creative skills. They encourage them to express themselves through various media such as art, music and dance. Practitioners develop children's spiritual and moral skills effectively. They teach them to be kind and how to treat others by emphasising the importance of sharing and taking turns fairly. Practitioners reward good behaviour and plan good opportunities for children to take on responsibilities.

Environment: Good

Leaders provide a learning environment which is suitable for the children's age. They ensure that a variety of valuable opportunities are provided to develop a wide range of skills, especially for completing general tasks and developing social skills. For example, children understand the need to pay for goods at the local craft centre. Practitioners set up the learning areas well, providing opportunities for children to explore and enjoy the opportunities that are available to them. They provide a warm and friendly environment for the children, and there is a homely feel at the setting. Children's work is displayed which promotes a sense of pride and belonging.

Leaders undertake effective steps and processes to ensure the environment is appropriate and run safely. They ensure that visitors sign in and that no unauthorised visitors gain access to the setting. They complete comprehensive risk assessments which ensure that risks within all areas and activities are minimised for children and practitioners. Practitioners ensure that children are safe, and they follow an effective range of policies which are clear and comprehensive. They practise fire drills regularly to ensure that children and practitioners become familiar with the routes and procedures for evacuating in an emergency. Practitioners follow appropriate hygiene procedures consistently during the day.

The furniture, equipment and resources are age appropriate. Leaders ensure that they are of an appropriate standard and well-maintained. Practitioners store resources at age-appropriate levels which enable children to reach for them independently. Leaders ensure that there is a variety of sustainable materials available, including wooden resources and items from nature. There are plenty of suitable toilets and appropriate facilities for washing and drying hands. These facilities provide good opportunities for children to be independent.

Leaders provide an outdoor area which gives children good experiences to learn, play and relax. They ensure that there are sufficient resources in the outdoor area to promote and develop children's skills. They encourage children to ride bikes, climb and play in the water area. The resources are of good quality and are appropriate for the ages of the children who attend, ensuring that they are given every opportunity to develop effectively.

Leadership and management: Good

There is effective leadership at the setting. Practitioners ensure that child welfare is at the heart of everything they do. They have a vision for the setting that they share with practitioners, parents and the wider community successfully. This ensures that everyone who is involved with the setting understands what leaders expect. The setting's statement of purpose offers an accurate picture to parents of what the setting has to offer. Leaders create a warm and friendly atmosphere where children feel comfortable and settle quickly.

Leaders place emphasis on promoting a culture of safeguarding and safety at the setting. Leaders review procedures regularly and ensure that any changes are implemented purposefully. Practitioners lead by example when they interact with children and their parents. They follow safe recruitment procedures when appointing new practitioners and they have firm processes for inducting new practitioners.

Leaders have purposeful expectations of practitioners and children. Leaders support practitioners consistently and ensure they are given appropriate training and supervision. However, meetings are not always recorded or formalised. Practitioners attend useful training to improve their teaching abilities, such as training on building relationships with parents as well as training on positive behaviour. As a result, practitioners become more confident to introduce new experiences for children.

The setting has strong self-evaluation and improvement planning processes. Leaders consider the opinions of stakeholders and prioritises areas for improvement appropriately. They ensure that practitioners, parents and children play a part in this process and that they have a valuable voice in the development of the setting. Leaders have recently invested in new resources for the outdoor area. The resources include equipment and opportunities to enjoy more natural experiences across the setting.

Leaders have established a range of beneficial and valuable partnerships which benefit the children. The setting benefits from close links with the local community and this helps leaders to provide interesting learning experiences, such as visits to the local woodland and nearby craft centre. They have strong links with parents and the local school. They make beneficial arrangements for children and their parents to visit the setting before they start. They tailor the transition experiences purposefully for all individual children.

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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