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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

**A report on**

# Cylch Meithrin Y Gorlan Fach

**Y Caban**
**Ysgol Gynradd y Gorlan**
**Tremadog**
**LL49 9RN**

**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 Y Gorlan Fach

| | |
|---|---|
| Name of setting | Cylch Meithrin y Gorlan Fach |
| Category of care provided | Full day care |
| Registered person(s) | |
| Responsible individual (if applicable) | Gwen Meinir Raine and Lindsay Ireland-Roberts |
| Person in charge | Sian Owen |
| Number of places | 16 |
| Age range of children | 2-4 years old |
| Number of 3 and 4-year-old children | 13 |
| Number of children who receive funding for early education | 2 |
| Opening days / times | 8:30am – 3:30pm Monday to Friday |
| 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 first inspection of the service since its re-registration on 10th November 2021 |
| Date of previous Estyn inspection | March 2017 |
| Dates of this inspection visit(s) | 04/03/2025 |

## Summary

| Theme | Judgement |
|---|---|
| **Well-being** | **Excellent** |
| **Learning**<br>**(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**<br>**(only applies to three- and four-year-old children who do not receive education in a maintained setting)** | **Good** |
| **Environment** | **Excellent** |
| **Leadership and management** | **Excellent** |

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

R1. Improve adults' understanding of how to question effectively to ensure further development in children's skills

## What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to providing inclusive opportunities to make choices and to take suitable risks, to be disseminated on their websites.

## Main findings

**Well-being: Excellent**

Nearly all children are happy and content at the setting. They settle and cope well when leaving their parents or carers at the beginning of sessions. A minority of children who need more support receive a great deal of comfort and encouragement from practitioners, who help them feel secure and to join in happily to play with their friends. All children make decisions for themselves successfully and choose how to spend their time very effectively. They move around the learning areas with ease and confidence, by choosing from the wide range of activities. This enables them to pursue their interests and take part in learning and play activities successfully in their own time. Practitioners prioritise children's views and preferences and their individual needs are considered and met at all times. For example, they are able to express when they do not want to take part in activities, such as brushing their teeth, until they are ready to do so.

Nearly all children express themselves confidently when sharing ideas and answering simple questions. They are keen to share their experiences with practitioners, knowing that they will appreciate what they have to say. As a result, nearly all develop a very positive relationship with the practitioners, which allows them to cope well with new experiences.

Most children respond well to praise and many show pride in their work and are keen to share their successes. For example, they are keen to show their creative work and to include practitioners in their play. They take pride in being praised by practitioners for their efforts. Nearly all children are familiar with the daily routines and comply maturely with the procedures. For example, they walk over to practitioners when they hear '*1,2,3, yn ôl ata i'* and sit in the appropriate place in the forest area without fuss at snack time.

Most children develop sound social skills and are willing to share toys and resources. For example, they are happy to take turns and work together when building a structure with the light-up pipes and when sharing resources in the water tray. They talk happily while playing and are keen to share experiences with their friends and practitioners, calling them enthusiastically to show the things that interest them.

Nearly all children enjoy their play and learning. They concentrate and persevere diligently when undertaking tasks. Nearly all children enjoy problem-solving and experimenting with different equipment and materials. For example, children enjoy making paint by using mud and water. They persevere when filling bowls with soil and water and carry them to the table carefully. They are careful when using brushes to mix the paint before painting the fence. Nearly all children are curious about the world around them and enjoy playing and using their imagination. For example, they enjoy experimenting with clay to make pancakes and add twigs and leaves to them.

Nearly all children choose activities in line with their interests and develop excellent independent skills. For example, they help to cut fruit and pour their own drinks during snack time, and learn how to handle teacups carefully. Nearly all children develop good

independence when completing self-care tasks, such as putting on their coats, washing their hands and putting their bags and coats away in their individual boxes.

**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: Excellent**

All practitioners place a high priority on safeguarding and follow robust procedures to ensure that children stay healthy and safe. Practitioners use the practices from their child safeguarding training effectively and have a good understanding of their duties. A majority have completed first aid training and record any accidents appropriately, ensuring that a parent is aware of the incident. Fire drills are completed regularly and recorded effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners follow thorough procedures to prevent the spread of infections. They follow effective practices when handling food and changing nappies and encourage children to wash their hands. They promote healthy eating and physical exercise activities successfully. Practitioners encourage children to eat fruit during snack time and offer them water to drink throughout the session. They also ensure that there are beneficial opportunities for children to spend time outside in the fresh air regularly. They provide a wide range of opportunities for children to develop their physical skills successfully. For example, they hold weekly swimming sessions and plan for children to spend most of their time in the outdoor areas.

All practitioners form extremely positive relationships with the children. They are patient, speak gently to the children and treat them with care and respect. All practitioners model social skills very effectively when playing alongside the children. 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 and provide a clear explanation when their behaviour is not acceptable. Practitioners praise the children regularly and celebrate their efforts constantly. As a result, children develop their self-confidence very beneficially.

Practitioners follow purposeful arrangements to identify and support the individual needs of children, including those with additional learning needs. They gather a great deal of information about preferences, individual needs and any other relevant information before children start at the setting. This enables them to plan effectively and cater to their individual needs. They provide regular support for children who need it and feed language extremely effectively by talking constantly about what they are doing. There are positive procedures in place to refer children for support from external agencies, if necessary.

Practitioners plan a range of excellent opportunities for children, including those with needs, to experiment, explore and take appropriate risks in their play. They plan regular sessions to cook on the fire in the forest area, in addition to interesting activities where children use

building tools independently. For example, they show obvious excitement when cooking popcorn in the forest and are confident when experimenting with a hammer and saw. Practitioners provide additional support for children who need it to participate safely and vary the days for swimming sessions and outdoor sessions in the forest each term. As a result, all children are included in each of the various sessions. This is a strength of this inclusive setting.

Practitioners communicate regularly with parents through social media and by completing daily diaries. They create bespoke books to share with parents at the end of each year, which include photographs of the children taking part in activities and some of their successes. Practitioners hold regular open days to allow parents to see the various activities and resources that are provided. As a result, parents gain an up-to-date awareness of their children's development.

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

Practitioners succeed in creating an inclusive atmosphere that supports every single child. Practitioners have a natural way of letting children make choices about their learning, by ensuring long and uninterrupted opportunities for them to immerse themselves in their play. As a result, they get to know the children's preferences and strengths well, which means that they know how to meet their needs effectively.

Practitioners plan valuable experiences to support the development of children's communication and numeracy skills. For example, they provide an appropriate recipe in the mud kitchen which encourages children to follow instructions, count and measure ingredients. They also offer a collection of relevant non-fiction and fiction books in the outdoor and indoor areas. As a result, many children show an interest in books and begin to handle books as readers. Practitioners are good language models and encourage children naturally to use their Welsh terminology when playing with them. They promote children's language development well and extend their vocabulary appropriately. However, practitioners do not take advantage of every opportunity to extend children's language and skills through further questioning.

Practitioners use facilities outside the setting purposefully to develop children's physical and social skills effectively. They plan weekly sessions in the forest area successfully and visit the local park regularly. A number of practitioners follow the children's lines of enquiry purposefully to enable learning effectively. For example, they play a 'magic wand' game in the forest, where they put spells on each other to turn the other into a different creature, then the practitioner moves appropriately like these creatures. After modelling language, they provide purposeful opportunities for children to use the sentence patterns to play the game.

Practitioners know the children's strengths well and are beginning to use their observations purposefully to support them to move the learning forward. They report on their development appropriately and this helps leaders to plan the next steps in children's learning. As a result, children make good progress in their skills.

Practitioners promote Welsh culture well. For example, they celebrate Welsh Language Music Day by encouraging children to listen to Welsh music and experiment with various instruments, such as a guitar, to create their own music. As a result, children develop a fondness for Welsh music and sound creative skills.

Practitioners plan purposeful experiences to raise children's awareness of different cultures, for example by inviting a visitor with snakes to the setting when celebrate the Chinese Year of the Snake. As a result, they ensure that children engage with their learning effectively and make good progress in their understanding of the wider world.

Practitioners organise valuable events that focus on the well-being of the children and the wider community. For example, during mental health week, a 'spa' afternoon was organised for the children to relax, in addition to a walk in the community to deliver flowers and a kind message to residents. As a result, children develop good moral values and an early understanding of how to be respectful and caring citizens.

**Environment: Excellent**

Leaders prioritise children's safety and ensure that there are robust procedures in place to check that any potential hazards are monitored and managed effectively. Thorough risk assessments outline the potential dangers and the steps that have been taken to reduce or prevent the risks to children and practitioners complete appropriate daily checks. They address any dangers that are found quickly and effectively. They plan thoroughly for activities where children are allowed to take risks for themselves. For example, they plan sessions where children are given opportunities to climb trees and to light a fire in the forest area. Leaders ensure that all children are given an opportunity to take part and complete thorough risk assessments to ensure that there is sufficient support and additional steps in place, where appropriate.

Leaders ensure that the learning and play areas are pleasant and comfortable with plenty of space for children to move around freely. They ensure that children have a sense of belonging by displaying examples of their work and photographs on the walls. The playroom is organised very effectively with a wide range of natural materials and resources and authentic objects. This provides children with plenty of opportunities to experiment, explore and learn about the world around them. For example, the forest area provides a wide range of experiences for children to experiment and explore the leaves, soil, mud and trees. Real machines and objects in the role-play area help the children to be able to handle equipment with care and develop independence skills. Leaders plan how the resources and areas are organised thoroughly to ensure that all children are able to participate in all activities. They also use every space available to them effectively. For example, they have created an adventure course in the area around the rear of the building to provide children with a beneficial opportunity to develop their physical skills effectively.

Leaders have developed the outdoor play areas to provide a very good variety of activities and purposeful opportunities for children to play and develop an awareness of the world around them. For example, there are mud kitchens, a water play area, climbing equipment and sensory areas available to the children. This provides beneficial opportunities for them to experiment and role-play naturally. Leaders ensure that there is an excellent range of

interesting resources and equipment available in the indoor area. These are of very good quality and are stored at a low level to enable the children to choose independently without adult intervention. Practitioners keep a thorough record of when the play areas, toys and resources are cleaned. This happens regularly to ensure that the resources are clean.

**Leadership and management: Excellent**

The caring leaders succeed in creating an extremely homely and inclusive ethos where children make progress, whatever their starting points. Leaders work very closely with practitioners, which ensures that their high expectations have a positive effect on children's progress. Leaders have a clear vision which is shared successfully with practitioners and parents. The setting's policies are clear and provide practitioners with thorough information. This enables them to follow the setting's procedures very effectively and helps the setting run smoothly.

Leaders operate safe recruitment systems and have effective arrangements for evaluating the performance of practitioners. Supervision arrangements have been established firmly, which ensures that practitioners are able to discuss individual training needs in line with their personal priorities and the development needs of the provision.

The setting has a very thorough self-evaluation document that shows clear actions against realistic targets. Leaders have established successful procedures to identify the setting's strengths and areas for development and show clearly how provision has improved over time. No breach of regulations of national minimum standards was identified during the inspection.

Leaders have high expectations, which ensures that practitioners are given beneficial opportunities to develop professionally. Practitioners are very willing to accept advice from colleagues and are very keen to improve themselves. Leaders mentor practitioners masterfully when developing the role of the enabling adult. There is a strong sense of continuous improvement, which has a very positive effect on children's learning and well-being. For example, many of the practitioners have completed training to hold educational sessions in the forest area, which is very beneficial in developing children's skills effectively.

Leaders consider costs in detail when developing provision through staffing and resources. They use grants purposefully to enrich the learning environment. For example, they have used the Early Years Development Grant to develop the outdoor area by installing a shelter to allow outdoor learning in all weather and an adventure course to develop children's physical skills. This has an excellent effect on the development of children's well-being and provides high-quality outdoor provision.

Practitioners communicate purposefully with parents so that they can support children appropriately. For example, parents are given an opportunity to share information about their families, and their children's preferences and interests. The setting encourages parents to express their views on issues to improve the setting.

There are positive links between the setting and the local community. For example, they went on a walk around the community during mental health week to deliver flowers and a

kind note. As a result, they cheered up the people in the community who received a gift. Leaders work very effectively with the school to organise valuable events. These experiences ensure that children transition successfully and move intelligently from one stage of their education to the next. Leaders have fostered strong links with the local advisory teacher, who is key in supporting practitioners to implement very effective systems that meet the needs of each and every child.

## 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

**This report is also available in Welsh**

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