Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Ysgol Pentrecelyn

Ysgol Pentrecelyn , Pentrecelyn , Rhuthun , LL15 2HG

01978790288

The inspection visit took place on 27/11/2025

Service Information:

Operated by:	Cylch Meithrin Ysgol Pentrecelyn
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Good
Care & Development	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children's voice is strong, and they are comfortable at the setting. They confidently make choices about how they spend their time. Children develop positive relationships and interact well with others. They are learning to be imaginative and develop independence skills through play and day-to-day activities.

Staff provide a calm and nurturing environment where routines are embedded. They communicate warmly to support children's confidence when playing. However, not all staff have completed appropriate mandatory training, and some record keeping requires attention.

The environment is safe, stimulating and well maintained. The space is shared within a school classroom and divided into defined learning areas. There are plenty of stimulating toys and resources both indoors and out, which support children's learning and independence.

Leaders create a positive, supportive atmosphere. Staff work together with parents and the wider community to support children's experiences and wellbeing. However, management systems including paperwork are not always effective.

Findings:

Well-being — Good

Children are very settled and enjoy their time at the setting. They move around the setting confidently making decisions and exploring different activities. Children have a strong voice, which is a strength of the setting. Many children ask staff for resources to enhance their play and smile as their requests are responded to positively. For example, when colouring, they ask staff to print out pictures of different types of tractors and discuss the differences between them with their friends.

Children are comfortable with each other and staff and are building good relationships. They are confident to approach staff for help if needed. Children are familiar with the routines of the day and respond well to transitions. For example, they sit together for story time, line up for outside play or home time and help to tidy up at the end of an activity.

Children show respect for each other, staff and resources at the setting. They play with friends and naturally invite staff to join them too. For example, children work together to build a snowman in the sand tray and ask staff for ideas on how to add eyes and arms to their creation. There is a social atmosphere, particularly during mealtimes where most children talk about their busy mornings and home lives.

Children follow their interests and are learning to sustain activities for appropriate periods. They create imaginative games and show clear enjoyment for their chosen activities. For example, a group of children begin rolling balls to one another and laugh as they realise that the wind is taking them in a different direction. There is shared delight as all children and staff join in and run around after them.

Children develop good independence skills for their ages and stages of development. They independently access water bottles throughout the day. Most children try to do things independently before approaching staff for support if needed. For example, they cut up their food, put on their coats on and collect their belongings themselves.

Care & Development — Adequate

Staff encourage healthy lifestyles, with plenty of opportunities to play outside. They listen to children and attend to their needs with care and kindness. Staff follow appropriate cleaning and hygiene routines and teach children about personal hygiene, for example, encouraging the routine of washing hands regularly. They offer healthy meals to children from the school menu. The setting has recently experienced staff changes, and staff say they feel supported as they settle into their roles. Staff are confident to follow policies and procedures and communicate with each other to ensure children are appropriately supervised. They complete accident and incident records and know the importance of sharing information with parents. However, outcomes for children require improvement because we found that staff have not completed full Paediatric First Aid training and are currently dependent on school staff for support in the event of an emergency. We expect the provider to make improvements to ensure staff are appropriately trained in first aid. Children's registers are completed, and staff sign in and out using the school system. However, times in and out of the sessions and staff breaks are not currently recorded. Staff have received safeguarding training and understand their responsibilities to report child protection concerns. However, not all staff have completed the appropriate training for their job role.

Staff manage interactions well and communicate clearly about decisions and routines throughout the day, which helps to support transitions. They give consistent praise and encouragement to follow expectations and boundaries. During infrequent instances where children are reminded of positive behaviour, they are given full explanations as to why sharing or helping to tidy up is a kind thing to do.

Staff naturally extend children's skills through conversations when playing with children. For example, they introduced the word 'captain' when talking about boats, and 'transparent' when drawing windows on a house. Staff follow children's interests when planning daily activities. Activities are planned and based on numbers or letters of the week, as well as themes such as autumn. However, staff do not record observations to plan for children's next steps in their play and learning. This limits children's opportunities to develop individual skills and independence. Staff are confident with the processes to follow when working with children with additional learning needs.

Environment — Good

Staff follow effective procedures to ensure the environment is safe and secure. External gates are locked, and they ensure visitors sign in through the school system. There are risk assessments in place that are reviewed regularly. However, some lack relevance for the premises to ensure staff are minimising specific risks and the needs of the children. Staff understand the difference between acceptable and unacceptable risk for the ages of the children and confidently discuss some steps to action on the day of inspection. Staff complete and record fire drills annually, alongside the school. Staff told us that informal fire drills are completed more regularly. However, there is no formal record that these happen at least every six months to show that children are given regular practice to follow the necessary procedures.

The setting is welcoming, child friendly and thoughtfully designed. The large room is a shared school classroom, separated by a pull-across divider. It is a calming space, filled with natural lighting. Children's work and photographs brighten the walls and create a sense of pride and belonging, with speech bubbles to capture children's voice and experiences of activities. Different play and learning areas are divided into spaces that children enjoy exploring. Most resources are stored at children's height which promote and encourage independence. For example, craft materials such as feathers, ribbons, chalk and stencils are available for children to develop their creative skills. Children have their own, secure outdoor area on the school playground with a sheltered area to provide opportunities for outside play in all weathers. Children access toilets shared with school children.

Natural resources and loose parts play has been adopted at the setting. For example, the small world area is enriched with shells, stones, wood, tins and buttons. Resources are well maintained, and furniture is age appropriate. Staff ensure resources such as books, jigsaws and soft toys are rotated to coincide with learning themes, celebrations throughout the year and children's individual interests.

Leadership & Management — Adequate

Leaders are committed to developing their understanding of the National Minimum Standards and regulatory requirements to drive improvements at the setting. They have created a warm, positive atmosphere where staff feel supported and relationships with children are strong. Leaders explain that administrative requirements have been challenging. Following some amendments, the statement of purpose now accurately reflects the setting well and contains key operational information. Leaders ensure paperwork is stored securely, and there are a wide range of policies and procedures in place which are reviewed regularly. However, management systems are not always effective. Policies and paperwork do not always clearly reflect the setting. Leaders explained they were unaware of their responsibility to notify Care Inspectorate Wales (CIW) of significant events or changes to the setting, and we expect the provider to make improvements. During the inspection process, engaged positively and have developed their confidence in keeping CIW updated with developments and improvements. They recognise the need to strengthen systems so that compliance and regulatory requirements are understood and consistently implemented across the team.

Leaders identify what is working well and have plans for further improvements to make positive changes. They complete the annual quality-of-care review appropriately and gather viewpoints from staff, parents, children and local authority improvement advisors to inform decisions. Leaders have plans to develop the outside area and told us how they are making use of available grants and donations to support their ideas.

Leaders work closely with staff to support them. There are ongoing changes to staffing, and a commitment to reducing the impact on children to a minimum. Staff are happy and work hard to fulfil their roles and responsibilities. However, we found that leaders do not complete regular supervisions and appraisals. Outcomes for children require improvement because staff are not given opportunities to formally discuss progress and concerns, and we expect the provider to make improvements.

Leaders value strong partnerships and work closely with school staff and external professionals. They maintain positive relationships with the community, for example, making crafts to sell at the Christmas fayre on the day of inspection. Parents are complimentary about the setting's communication, Welsh opportunities offered and that their children are happy and well cared for. They told us, *"my children have settled well here"* and *"the contact between Cylch and parents is great".*

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
We found poor outcomes for children as the responsible individual does not ensure staff receive first aid training appropriate for their roles.	27/11/25
Children may be at risk if the provider does not formally monitor and review staff performance on a regular basis. This could potentially impact the standard of service delivery and the care children receive.	27/11/25
We found poor outcomes for children as the leaders at the service are not fully aware of their regulatory responsibilities in relation to notifying CIW of changes and significant events at the setting.	27/11/25

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
Standard 20 - Child protection	Ensure safeguarding training must is suitable to staff's individual roles.
Standard 5 - Records	Improve daily registers to include children's and staff members times in and out of the setting, including staff breaks, to show who is caring for children and when.
Standard 7 - Opportunities for play and learning	Introduce systems to record observations of children in order to plan for their next steps in play, learning and development.
Standard 24 - Safety	Review and update risk assessments to reflect the current premises or the needs of the children.
Standard 24 - Safety	Keep records of fire drills at least every 6 months, recognising that children benefit from frequent practice of emergency evacuation procedures.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Review all policies so that they reflect current procedures at the setting.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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