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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Seiont a Pheblig

Canolfan Noddfa
Cil Peblig
Caernarfon
LL55 2RS

Date of inspection: February 2025 by

Care Inspectorate Wales (CIW) and

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

This report is also available in Welsh

About Cylch Meithrin Seiont a Pheblig

Name of setting	Cylch Meithrin Seiont a Pheblig
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Bethan Llywelyn Glyn
Person in charge	Karen Evans
Number of places	26
Age range of children	2-3 years old
Number of 3 and 4-year-old children	8
Number of children who receive funding for early education	5
Opening days / times	09:10 – 11:40 and 12:15 – 14:45 Monday – Friday
Flying Start service	Yes
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	
Date of previous Estyn inspection	May 2017
Dates of this inspection visit(s)	18/02/2025

Summary

Theme	Judgement
Wellbeing	**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. Develop further the effective use of observations to plan the next steps in children's development

What happens next

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

Main findings

Well-being: Good

The children have a very strong voice. Every child makes an extensive number of choices and decisions about how to spend their time. They use the wide variety of interesting activities and resources to stimulate their play and develop their ideas. Nearly all children communicate confidently, knowing that the practitioners listen to them.

Nearly all children arrive happy, full of life and ready to play and learn. They are familiar with the daily arrangements and have a positive relationship with the practitioners. Nearly all children show affection towards the practitioners and approach them happily and comfortably when leaving their parents or carers. They understand that practitioners listen loyally to their wishes and concerns. For example, they approach practitioners for support to climb the adventure equipment or for comfort when the need arises.

Nearly all children behave exceptionally well for their ages and stages of development. They play together or alongside each other very happily. They share resources with the support and encouragement of an adult. They ask to take part in activities, such as the sand pit, and share with their peers when filling a bucket. Nearly all children learn how to wait patiently for their turn. For example, they wait their turn to receive support from an adult to climb on the climbing frame.

Nearly all children show a high level of motivation and perseverance while playing. They participate actively in exciting learning opportunities which enable them to learn, explore and experiment very confidently. Nearly all children move around the indoor and outdoor environments very easily while gaining confidence. They explore their environment independently and pursue their interests freely. Children concentrate for an increasing amount of time when making pasta shapes with dough and listen to Welsh songs with great enthusiasm. Children concentrate on their tasks for extended periods when filling containers from the tap to water flowers or make marks with water.

Most children have good independent skills. They wash their hands effectively and are able to put on their coats with a little support from practitioners. They show great pride in achieving this and receive praise from practitioners. They also pour milk and water carefully and choose from a variety of fruit during snack time. The *'helpwr heddiw'* ('helper of the day') prepares food in the kitchen with practitioners confidently and uses a knife correctly.

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 prioritise safety and supervision continuously. They implement effective procedures to ensure that children are healthy and safe. Practitioners are aware of the procedures to follow if there are concerns about children's well-being. All practitioners have completed safeguarding training and a sufficient number have completed paediatric first aid and food hygiene training. Hygiene procedures and practices are effective and practitioners encourage children to wash their hands independently at the appropriate times. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners work extremely well to keep children safe and healthy. They promote healthy lifestyles with the children. Practitioners enable children to be outdoors every day, in all weathers, and ensure that children have plenty of fresh air and exercise. They provide children with a healthy drink and snack. There are appropriate systems in place to deal with allergies. Practitioners complete relevant and detailed records of accidents and incidents. There are suitable systems for administering medicines, if necessary, and for managing the specific health needs of individual children. Practitioners keep an accurate attendance record for practitioners and children and a record of visitors. They supervise children very successfully and conduct fire drills, all of which contribute to safe provision for children.

Practitioners have forged a strong relationship with the children. They are kind, caring and respond positively to their needs and interests. Practitioners use consistent strategies to promote positive behaviour, in line with the policy. They encourage children to be careful when spraying paint and give them explanations when measuring risks. Practitioners model children's social skills effectively by taking advantage of engaging conversations about farming and family members. Practitioners are positive role models. They encourage children to say *'diolch'* ('thank you') for their food and drink. They praise children continuously as they help to tidy up and complete tasks that they have chosen personally.

The setting has purposeful arrangements to identify and support children's individual needs, including those with additional learning needs. Practitioners know the children's interests and needs well. They meet their next developmental steps by providing rich experiences for children to explore and discover through play. Effective procedures are in

place to refer children in a timely manner to receive additional support from external agencies. Practitioners provide a Welsh environment for the children and feed language effectively, which is a strength.

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

Practitioners have a good understanding of how children learn through play and exploration. They plan a wide range of interesting activities which promote children's natural curiosity well. Practitioners plan responsibly and are beginning to use observations to identify children's interest and needs appropriately. They assess children purposefully with increasing detail, which enables practitioners to plan the next steps in children's learning effectively. They prepare activities that attract the children and provide suitable resources that enable children to immerse themselves fully in their play. For example, after a child showed an interest in an animal park, practitioners created activities in the water area to encourage children to talk about them.

Practitioners are exceptionally good language models and seize every opportunity to feed polished language to the children. For example, they introduce vocabulary such as *'toddi'* (melt) and *'dadmer'* (thaw) as children try to free animals from ice cubes. Practitioners encourage children's numeracy skills successfully by matching animal pictures while playing a game of lotto and encouraging them to join in with number songs when placing the steps on the floor.

Practitioners plan valuable experiences that promote children's physical skills well. For example, they encourage children to join in with movement songs and to travel along the outdoor adventure course. As a result, children develop their physical skills very well by walking, crawling, balancing and sliding as they travel around the adventure course. Practitioners encourage children to persevere, which has a positive effect on their understanding. For example, when encouraging children to use a variety of equipment to create their own models.

Practitioners develop children's personal, social and emotional skills well. They plan interesting activities to develop children's understanding of important events and days in different cultures. Opportunities are provided that develop an understanding of people in the wider community and equality effectively. Multicultural books and dolls are provided, in addition to sessions by external visitors, for example Somali dance sessions. They plan activities that encourage children to think about the world around them and how to care for living things. For example, the outdoor gardening area provides an opportunity for children to learn about plant growth by planting a variety of plants and herbs.

Environment: Good

The setting is safe, welcoming, warm and maintained effectively. The indoor and outdoor play areas are seamless, which encourages children's curiosity as they move around freely and easily. The indoor and outdoor areas are organised extremely carefully and purposefully. Practitioners ensure that there is a wide variety of opportunities to enrich children's learning experiences very successfully. Leaders have organised the environment in a way that creates a very strong sense of belonging for children and practitioners.

Leaders prioritise safety continuously. They ensure robust procedures to ensure that any potential dangers are monitored and managed effectively. Thorough risk assessments outline the possible dangers and the steps taken to reduce or prevent the risk to children. Leaders and practitioners complete daily checks to ensure that there are no obvious dangers. Records are up-to-date and the leader ensures that she conducts fire drills regularly. The leader ensures that the setting and environmental protection equipment are serviced regularly.

The environment promotes social development effectively. Children are able to congregate for snacks on age-appropriate furniture. Leaders ensure that children's privacy is respected successfully while children are using the toilet or during nappy changes. Quiet areas are available for children in the indoor area. There is a very good range of resources available to children that are within their reach at all times.

Leaders provide high quality resources. They organise these in a way that enables children to choose independently without adult intervention. Leaders use 'authentic' resources and materials very effectively, which develops children's imagination and curiosity to experiment and discover. For example, there are excellent opportunities to experiment with dough. The outdoor play area provides a wide variety of purposeful and exciting opportunities for children to develop their creativity and stimulates effective exploration and discovery skills.

Leadership and management: Good

Leaders share a clear vision for the setting and have succeeded in creating a friendly and caring culture. They have strong and sustainable systems that have a positive effect on the development of each child. Leaders and practitioners work together extremely well as a team and are completely aware of their jobs and responsibilities. The statement of purpose is clear and provides information about the setting's work and what it offers.
Leaders and practitioners meet regularly and communicate well and, as a result, the setting runs very effectively.

Leaders and practitioners are passionate about improving the setting. The setting's self-evaluation processes are strong and they listen to the recommendations of external agencies, staff, parents and carers to identify areas for improvement. As a result, they identify the setting's strengths and issues that are in need of attention correctly. They make good use of grants to order resources to promote children's skills, for example by ordering an outdoor adventure course to promote children's physical skills.

Leaders manage and supervise all practitioners conscientiously and support them very effectively, providing them with rich and timely professional learning opportunities. As a result, practitioners' confidence and understanding increases and they provide valuable experiences for the children. They follow safe, robust and timely recruitment processes and provide staff with firm guidance. Leaders ensure that the setting's statutory documents, policies and practices are renewed annually. They ensure that all processes for supervising, evaluating and appraising the work of all practitioners are thorough.

Leaders have a very strong relationship with parents and carers. They use secure social media to communicate and share relevant information and activities about their children's presentations. They make good use of advice from the county's advisory teacher and other agencies. They have developed good links with local businesses, which has a beneficial effect on the provision that children receive. They have good links with the local schools and have created very robust transition arrangements.

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

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Publication date: 24/04/2025

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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