A report on

Cylch Meithrin y Felinheli

Caban clud
Ysgol y Felinheli Playground
Y Felinheli
Caernarfon
LL56 4TZ

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin y Felinheli

Name of setting	Cylch Meithrin y Felinheli
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Samantha Roberts
Person in charge	Samantha Roberts, Emma Williams
Number of places	19
Age range of children	2 - 4 years old
Number of 3- and 4-year-old children	21
Number of children who receive funding for early education	8
Opening days / times	Monday to Friday 10.45 – 15.30
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 since registration
Date of previous Estyn inspection	25/02/2020
Dates of this inspection visit(s)	23/06/2026
Additional information	

Summary

Theme	Judgement
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	**Good**

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the RP/RI.

Recommendations

R1 Ensure that accident record forms meet the required standards

R2 Address the areas of non-compliance identified during the inspection

R3 Ensure that all practitioners have regular supervision sessions

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 the way in which the child's voice influences the setting's daily life, to be disseminated on their websites.

Main findings

Well-being: Excellent

Nearly all children make purposeful choices about their play and learning. They use the wide variety of interesting activities and resources available to create play opportunities and develop their ideas. They have a strong voice, which has a direct effect on the experiences they enjoy at the setting. For example, they are given an opportunity to create a list of their favourite songs to sing while playing. They make mature choices and decisions about what affects them. For example, they choose to play indoors or outdoors, with free flow promoted at all times. Nearly all enjoy their play and do so with excitement. Many children enjoy the presence of visitors, asking their names in a lively manner and inviting them to play.

Nearly all children settle quickly and play happily, energetically and excitedly. They cope very well and feel safe and at home. Children are familiar with the daily routine, which helps them to settle quickly and to feel safe. Nearly all children develop a close and warm relationship with practitioners and respond eagerly as they join in with their play. Practitioners prioritise children's views and preferences and their individual needs are considered and met continuously.

Children of all ages interact effectively with each other and with practitioners. As a result, they take care of each other and form close relationships. Nearly all children treat each other with exceptional kindness. They are willing to support each other, for example by working together in the digging area and when offering water during the hot weather. They talk happily while playing and are keen to share experiences with their friends and practitioners, calling them enthusiastically to show and share their successes.

Children are curious learners who benefit greatly from extensive and exciting experiences to enjoy their play. Nearly all children demonstrate a high level of perseverance while playing, particularly when pursuing their own ideas and experimenting with resources. They participate actively in exciting learning opportunities that enable them to learn, explore and discover very successfully. For example, they experiment with a solar water fountain to see what the effect will be. Nearly all children use the Welsh language confidently with each other while playing and sing familiar songs enthusiastically with practitioners.

Nearly all children develop independent skills extremely successfully across all aspects of provision. They make purposeful decisions about their play and complete practical tasks confidently. For example, they cut fruit for their snack skilfully. Nearly all recycle food effectively and wash and dry their plates and cups.

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

Practitioners have an excellent understanding of their roles and responsibilities to promote healthy lifestyles and to keep children safe. They implement policies extremely effectively. They pay particular attention to all aspects of hygiene and encourage children to eat and drink healthily and take part in physical activities. They ensure that any allergies and dietary needs are met to ensure that all children can enjoy their meals safely.

Practitioners have sound knowledge of child protection processes and know what to do if they have any concerns. They complete relevant records for accidents, incidents and previous injuries. Practitioners ensure daily opportunities for children to spend time outdoors, whatever the weather. They promote healthy lifestyles effectively, including providing healthy drinks, and ensure that water is available at all times. Leaders keep an accurate record of the attendance of practitioners, children and visitors. They supervise children very successfully and conduct effective fire drills, all of which contribute to creating safe provision for children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners form extremely positive relationships with the children. They are patient, speak to the children tenderly and treat them with care and respect. They interact with children skilfully and understand when to intervene and when to allow them to develop their skills independently. Practitioners foster wonderful relationships with the children and relax gently in their company. 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. They praise children regularly and celebrate their successes enthusiastically.

Practitioners have an excellent understanding of the children's individual development, needs and wishes. They understand their responsibilities to support children with additional needs and have an effective relationship with a range of external agencies and parents. As a result, provision to support children is of a high standard. Practitioners provide exciting learning opportunities for children. For example, while playing with the hose pipe, they encourage children to develop their thinking and problem-solving skills. Practitioners work together skilfully to encourage children's co-operation skills. They know instinctively when to take a step back and give children a chance to discover things for themselves. This supports children's learning particularly effectively.

Leaders and practitioners plan an exciting variety of relevant activities and experiences which focus on developing children's skills. They pay excellent attention to children's interests and organise rich experiences. For example, they consider children's favourite toys, equipment and interests when planning the next steps in learning. They understand the importance of allowing children to continue to play for extended periods when something is of particular interest to them or when they are completely engrossed in their play.

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

Practitioners have a very thorough understanding of child development. They act responsively and very creatively when responding to children's interests and aspirations.

They use this knowledge successfully to plan activities based on children's ideas and, through this, develop their skills successfully. As a result, nearly all children make very strong progress from their starting points.

Practitioners provide a friendly and creative environment that offers a range of excellent experiences for children across all provision. They engage children's interest and draw their attention to the world around them successfully. They have high expectations of children and know them exceptionally well. They promote children's independent skills skilfully.

Practitioners provide rich opportunities for pupils to develop their early literacy skills. There is a range of story books in different areas and vocabulary around the different activities. Practitioners are exceptionally good linguistic role models. They provide rich opportunities for children to hear Welsh vocabulary and patterns of a high standards by speaking and singing. As a result, nearly all children make very good progress in their oral skills from an early age. A range of indoor and outdoor learning and play experiences have a positive effect on children's development. Practitioners play alongside children effectively to support learning successfully. For example, they talk on the walkie talkie while playing hide and seek to encourage children to imitate them.

Practitioners organise exciting experiences to develop children's creative skills. For example, they have created a stage for children to perform and sing. They provide excellent opportunities for children to learn and take an interest in their *'cynefin'* to reinforce a sense of belonging. For example, they visit the local park so the children can dance in the leaves.

Practitioners encourage children to develop strong numeracy skills through a variety of purposeful opportunities, such as counting how many shells are in the sand or counting to five while singing about the crocodile. Practitioners promote children's problem-solving and communication skills particularly effectively by encouraging them to dig in the garden to search for insects and using ropes outdoors to tie the sailing boat to the fence.

Practitioners promote children's spiritual, moral, social and cultural development successfully. They develop activities that encourage children to develop their curiosity and focus on the wonders of the world around them. For example, they provide opportunities for children to learn about nature when planting flowers or when using binoculars to look for birds in the trees.

Practitioners assess children's progress thoroughly and add resources skilfully to challenge them to develop their different skills further. They encourage children to persevere with tasks by asking open-ended questions to promote play. As a result, children immerse themselves fully in their activities.

Practitioners gather information from parents about their children before they start at the setting. All children have a key worker who keeps a close eye on their development and identifies the next steps in their learning. They review children's development regularly and discuss their progress amongst themselves on a weekly basis. As a result, practitioners have a very thorough knowledge of children's needs and interests. They provide parents with regular information about what children achieve during the day.

Environment: Excellent

The environment is safe, clean and welcoming and in exceptionally good condition. Leaders prioritise children's safety and ensure that robust procedures are in place. Comprehensive risk assessments outline any potential risks and practitioners manage them effectively. Practitioners complete thorough daily checks and address any issues that arise in a timely manner. Leaders implement thorough daily arrangements to ensure that the environment is safe and in very good condition both indoors and outdoors. Leaders ensure that the building's maintenance records are up-to-date. They provide information boards that include a useful range of relevant information. They ensure that documents relating to the building's safety checks, such as fire and electricity checks, are up-to-date.

A wide range of furniture and resources of exceptional quality are available across the provision and they are accessible to children of all ages. Managers and practitioners organise the environment purposefully, offering a wide range of tailored and stimulating resources that provide rich learning experiences for children. Leaders provide areas for children to store their personal items. They display children's artwork attractively throughout the setting. Photographs of children, their activities and visits support a sense of belonging and promote children's self-respect very successfully. The playrooms are welcoming and homely. There is plenty of space for children to move around and play freely, in addition to areas for them to join together comfortably as a group.

Leaders and practitioners ensure that all resources and areas are clean and well maintained. Leaders have developed the outdoor play areas to provide an exceptional variety of activities and excellent opportunities for children to play and explore the world around them.

Leadership and management: Good

Leaders have high expectations of themselves and the team. They share their vision clearly with all stakeholders. They have succeeded in creating a Welsh atmosphere that is caring and homely, where practitioners and children are respected. They have built a team that works together effectively to provide opportunities of a high standard for the children.

Leaders have appropriate procedures to evaluate the setting's work and identify strengths and areas for improvement. They are very willing to co-operate and accept advice from external agencies through regular support visits and when attending training, to improve provision and the quality of the setting. Leaders use the whole environment of the setting effectively, taking the needs of each child into consideration creatively and skilfully.

Leaders have a good range of policies and procedures to ensure that the service operates smoothly from day to day. They discharge most regulatory duties appropriately. However, leaders have not completed the most recent Service Self-assessment Statement. Leaders have ensured that they have dedicated forms to record relevant information on a daily basis. They also record details of individual children's health needs, including information about any medication. However, they have not ensured that parents are able to sign the accident log.

Leaders implement good recruitment processes before practitioners take up their post. Leaders organise practitioners effectively, ensuring that they understand their roles and

responsibilities in full. Leaders conduct annual appraisals with practitioners and hold occasional supervision sessions, providing support and an opportunity to discuss any issues that arise. However, leaders do not ensure that formal supervision sessions are held regularly enough.

Leaders use the budget and grants wisely to support improvement priorities and meet children's needs. For example, by funding improvements in the outdoor area, good quality, attractive resources have been provided that support children's learning and enrich their experiences successfully.

Leaders and practitioners have strong relationships with parents and carers. They communicate with them effectively for the well-being and development of the children. Leaders and practitioners use social media effectively to inform parents and carers about relevant events and developments. This ensures that parents receive up-to-date information about the rich experiences children enjoy at the setting. They also share information with parents about their children's progress and well-being.

Leaders maintain strong links with the local school and share the cabin for a few hours each morning. There are robust arrangements to facilitate the transition process as children progress to the next stage in their learning. Practitioners make beneficial use of the school's resources to enrich children's learning experiences.

Leaders ensure that the community is a key part of children's play and learning. For example, they organise regular visits to different locations within the local community. This reinforces the relationship between the provision and local residents and promotes the children's sense of belonging.

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.

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 identified potentially poor outcomes as Care Inspectorate Wales has not received any information regarding the service's self-assessment statement.	23/06/26

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

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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