**A report on**

**Cylch Meithrin Henllan**

**Ysgol Henllan**
**Denbigh Road**
**Henllan**
**LL16 5AW**

**Date of inspection: May 2025**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Henllan

| | |
|---|---|
| Name of setting | Cylch Meithrin Henllan |
| Category of care provided | Full day care |
| Registered person(s) | |
| Responsible individual (if applicable) | Albert Leverett and Sian Elen Lewis Roberts. |
| Person in charge | Sian Elen Lewis Roberts, Clarissa Davies. |
| Number of places | 16 |
| Age range of children | Between 2 a 4 years old |
| Number of 3 and 4 year old children | 6 three year olds and 4 four year olds |
| Number of children funded for early education | 6 |
| Opening days / times | Monday to Friday 8:45am to 3:15pm |
| 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 | This is the first inspection since re-registration. |
| Date of previous Estyn inspection | 22 March 2017 |
| Date(s) of this/these inspection visit(s) | 20/05/2025 |

## Summary

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

## Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

R1. Ensure that fire drills are conducted and recorded at least every six months.

R2. Ensure that the setting runs consistently to develop practitioners welfare.

R3. Ensure that all practitioners are supervised and receive timely formal appraisals.

## What happens next

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

## Main findings

**Well-being: Good**

Most children communicate confidently when talking and express themselves effectively. They discuss their daily activities enthusiastically. Most children explore the indoor and outdoor play areas with interest and have fun following their own interests. They enjoy quiet time in the cosy area reading books.

Most children are happy, feel safe and settle well. They are aware of the daily routine and settle quickly when greeted in a friendly way by practitioners. They are confident to ask the practitioners for support or comfort when needed. Most children feel comfortable with the practitioners and enjoy joining in with the singing and listening to stories.

Most children interact positively with their friends and practitioners and they feel valued. They enjoy socialising with others, for example during snack time, and as a result, they develop good attitudes towards each other. They learn to share and take turns appropriately when sharing resources and take turns on the large resources in the outdoor area.

Most children are active and express enjoyment in their play and learning when exploring their environment in a safe manner. They have an effective voice to choose and develop their ideas purposefully. They do most things for themselves with positive encouragement from practitioners. As a result, they choose their own learning and play experiences and activities confidently. They thoroughly enjoy exploring nature whilst using magnifying glasses to look at insects. Also, they develop their creative skills when preparing ice cream with shaving cream and drawing pictures in the sand.

Most children concentrate well for extended periods of time when participating in a range of learning experiences and activities. For example, they use torches to thoroughly explore materials, such as a tree bark, whilst taking an interest in the texture.

**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**

Practitioners know the children well and respond to their requests in a timely manner. They develop a wonderful relationship with the children and praise them consistently for their efforts, celebrating their successes enthusiastically. They interact with the children in a warm manner and create a homely and caring atmosphere which promotes children's well-being and learning.

Practitioners understand their roles and responsibilities in regards to promoting healthy lifestyles and to keep children safe. They implement policies and procedures suitably. For example, practitioners encourage children to be active and play outdoors often in the fresh air. They remind the children to wash their hands and this helps them to develop their personal hygiene skills effectively. Practitioners encourage children to socialise at mealtimes and encourage them to eat healthy ensuring fresh drinking water and milk are readily available. Most of the practitioners have completed mandatory training suitable for the ages of children. They conduct fire drills, however these are not consistently recorded. Practitioners record their own and children's daily hours of attendance. They record accidents and incidents and make sure these are signed by parents and carers to evidence they have been kept informed. They have an appropriate understanding of the safeguarding procedures. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners provide sensitive support for all children. They implement effective strategies to ensure children settle and their play and learning experiences are positive. They respond well to children's individual needs, ensuring an inclusive environment. Practitioners manage interactions effectively and follow robust arrangements to meet the needs of children with additional learning needs in a sensible manner. Practitioners provide children with varied and valuable opportunities to learn about the world around them. They showed photographs of children celebrating festivals by participating in a variety of craft, music and storytelling activities.

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

Practitioners plan carefully and effectively for the children. They ensure children are given stimulating learning experiences to engage their interest and meet most of the children's needs successfully. They systematically build on children's information, understanding and skills. They prepare interesting and purposeful learning and play areas, both indoors and outdoors, enabling children to practise and apply their skills continuously. They consider and meet the children's individual needs and stages of development effectively. They offer a wide variety of fun and interesting resources and activities, that encourage children to take risks and experiment with new experiences and develop to become confident explorers in their surroundings. Practitioners know the children well and adapt activities to respond to their needs appropriately. They have a good understanding of the way children learn through playing and experimenting.

Practitioners question the children skilfully. They ask questions that challenges and test the children's understanding effectively. They sensitively support children to express themselves, and where children do not have a full understanding of the Welsh language, they enhance their vocabulary, whilst showing a strong understanding of child development. Practitioners use verbal initiatives and familiar songs, by emphasising appropriate vocabulary such as press, roll, pull and soft. This has a positive impact on children's experiences.

Practitioners prepare reading areas indoors and outdoors which encourage the children to choose books unprompted. They take advantage of opportunities to sit with the children and

skilfully ask them about the pictures and stories. This reinforces the children's understanding and creates early readers who are interested in books. Practitioners provide a wide range of resources for children to develop their early writing skills and make marks. There are crayons, chalk, shaving cream and sand in various areas that encourages children to develop their early literacy skills.

Practitioners ensure there are a good balance of activities, resources and free play opportunities for children as well as tasks that are led by an adult. They are starting to show an appropriate awareness of when to interrupt and when to allow the children to continue to be independent during play. Practitioners make the most of the garden which effectively encourages children to discover and develop their sense of wonder about the natural environment and nature. Practitioners develop a variety of children's skills effectively, such as their physical, numeracy and problem solving skills by encouraging them to be adventurers whilst looking for insects.

Practitioners arrange purposeful experiences to raise children's awareness of their Welsh heritage. This is done via craft activities, stories and specific celebrations such as important days for Welsh people. Practitioners plan valuable experiences to develop children's spiritual, moral, social and cultural skills. They appropriately interrupt to encourage children to understand simple behaviour rules such as fairness, honesty and respect, and encourage them to share resources, take turns and show kindness towards each other. Practitioners welcome visitors to the setting to enrich children's learning experiences and they have started to visit organisations in the village, such as the park and church, to raise children's awareness of their locality.

**Environment: Good**

Leaders work diligently to create an attractive and interesting environment to develop children's skills purposefully. They ensure that the learning and play areas are safe. Leaders ensure that the environment develops children's welfare, information and understanding and offers them valuable opportunities to learn both indoors and outdoors.

Leaders ensure that there are effective safety measures in place to manage the access in and out of the setting. The doors are kept locked and a record of visitors is kept. Leaders ensure that practitioners complete daily health and safety checks before the children arrive. Risk assessments are completed effectively which briefly outline the steps to take to reduce and prevent risks to children. Leaders ensure that the setting is cleaned regularly and follow up to date guidance on infection control well.

Leaders ensure that the learning and play areas promote children's independence in an effective way. This enables the children to move around confidently, make sensible choices and pursue their own interests sensibly. Leaders make sure practitioners supervise children well throughout their play and learning experiences.

Leaders have created a suitable area for children to store their personal items which creates a sense of belonging. Children have access to a wide and diverse range of toys, resources and furniture of an appropriate size. This includes an interesting choice of natural resources to develop children's skills successfully. Toys and resources are kept in purposeful locations and within children's reach, which allows them to make effective decisions and choices

about what they want to use. Leaders ensure that the children's artwork is displayed attractively which gives them a sense of pride. There is a good variety of books on offer, and these are displayed appropriately to invite children to read them.

Leaders ensure the outdoor play area is organised and includes a variety of apparatus, resources and equipment to develop children’s physical, creative and imaginative skills. Leaders make sure children have opportunities to learn about the natural world and have organised areas in order for them to plant and grow flowers to develop their nurturing skills. Leaders plan enough opportunities for children to play in the school's beautiful woodland garden. This provides the children with a variety of experiences to explore insects, climb the rough embankment and play in a natural environment to develop their welfare. Leaders make sure that children can use the outdoor play environment to develop their welfare and physical skills in every kind of weather. They ensure that there are enough waterproof clothing and wellingtons for the children to do so effectively.

**Leadership and management: Adequate**

Leaders manage the setting appropriately. They create a positive atmosphere of team-work and the practitioners support each other appropriately. This creates a homely, happy and welcoming ethos. However, the actions of leaders do not always meet the standards. Leaders have prepared a clear statement of purpose which informs parents and guardians about what the setting has to offer. There is a range of useful policies and procedures that practitioners follow appropriately.

Leaders use appropriate procedures to appraise the work of the setting and identify strengths and areas for improvement appropriately. They are more that happy to work together and receive advice from external agencies by welcoming regular support visits and attending training to develop the setting's provision and quality.

Leaders have recently dealt with inconsistencies in regards to the staffing arrangements by arranging a team of stable practitioners. As a result, they are starting to plan for the future confidently. However, the arrangements do not always ensure the smooth running of the setting that supports practitioners' welfare. Leaders use financial grants effectively by developing the environment and planning appropriate training for the practitioners. Leaders have checked all practitioners' suitability which ensures they are competent and have the appropriate experience of working with young children and their roles and responsibilities are clear. As a result, leaders ensure that practitioners meet children’s individual needs well.

Leaders work together effectively and respect and appreciate the work of all practitioners. They consider their opinions, provide effective support and give them opportunities for professional development. For example, they hold sessions to discuss and plan activities together. This enables them to do their best for the children in accordance with their vision. The staffing ratios meet the statutory requirements. Leaders have appropriate procedures in place for the practitioners' supervision and appraisal sessions, however, the discussions are not always formalised or held in a timely manner.

When children start at the setting, the practitioners contact parents and carers to find out about the children's needs and interests. As a result, they cater for their needs appropriately. Practitioners share daily information with parents verbally when the children leave for home. They discuss developmental matters where needed, as well as what the children have accomplished during the session. They regularly share information with parents and carers via useful apps.

The setting is an active part of the school and there is an effective working relationship between them and the learning teachers. This has a positive impact on the setting's capacity to support the children as they move to the reception class.

## 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 |

**This document has been translated by Prysg (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.

**CIW has no areas for improvement identified following this inspection.**

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

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

**This report is also available in Welsh**

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