Estyn | Dros ddysgwyr, dros Gymru
For learners, for Wales

Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Meithrinfa Siwgr Plwm Dwynwen

Ysgol Santes Dwynwen
Lon Twnti
Niwbwrch
Isle of Anglesey
LL61 6TE

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

About Meithrinfa Siwgr Plwm Dwynwen

Name of setting	Meithrinfa Siwgr Plwm Dwynwen
Category of care provided	Full day care
Registered person(s)	Meithrinfa Siwgr Plwm Cyf
Responsible individual (if applicable)	Sioned Hughes
Person in charge	Sioned Hughes, Amy Williams, Sioned Williams
Number of places	25
Age range of children	2 – 4 years old
Number of 3- and 4-year-old children	12
Number of children who receive funding for early education	4
Opening days / times	Monday – Friday 8.00am – 6.00pm
Flying start service	Yes
Language of the setting	Bilingual
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	First inspection since registration.
Dates of this inspection visit(s)	06/05/2026

Summary

Theme	Judgement
Well-being	**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	**Adequate**

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 registered person/responsible individual.

Recommendations

R1 Ensure that practitioners use observations effectively to plan the next steps in the development of children's skills

R2 Develop the risk assessments to better reflect the setting

R3 Address the areas of non-compliance identified during the inspection

What happens next

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

Main findings

Well-being: Good

Nearly all children are happy and confident to share their ideas, wishes or news with practitioners. They move around the environment freely and make choices independently. For example, they choose what to eat at snack time or if they want to join in with circle time or not. This enables children to pursue their interests and to take part in activities according to their wishes. Children of all ages know that practitioners listen to their needs and wishes and show an interest in their play.

Most children are happy on arrival at the setting and settle well. The very few who are uncertain relax quickly when comforted by practitioners. Most children express themselves freely and communicate confidently with practitioners and other adults. For example, they ask for support from practitioners when putting on a coat to go outside to play. Children know that practitioners will listen to them and respect their ideas. They approach practitioners confidently for assurance when they wish. Children can be seen smiling with pride when they are praised.

Many children interact well. They respect other children's aspirations and learn to share increasingly intelligently. For example, children enjoy playing with friends or showing the youngest children how to use the physical resources outdoors. Nearly all treat each other with great respect and most are very considerate. For example, they welcome their friends excitedly on arrival.

Most children explore their environment enthusiastically. They interact well in activities and express their enjoyment. For example, while playing with the dough, children celebrate their success when rolling or call for a practitioner to look at the tower they have built. Children are highly motivated and enjoy playing and learning. They enjoy a good variety of interesting opportunities. For example, they listen attentively to stories and join in with action songs while smiling brightly.

Most children enjoy learning new skills as they experiment with a wide variety of interesting play opportunities. They enjoy good opportunities to develop their independence. For example, they use the toilet, wash and dry their hands and eat with increasing independence. They show inherent pride when completing tasks such as pouring a drink or using the cereal machine, and show enjoyment when they are praised.

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 have effective arrangements for keeping children healthy. They offer healthy snacks, milk or water to drink and encourage children to wash their hands. This helps to develop children's personal hygiene practices successfully. Practitioners clear surfaces before preparing food and after activities, and follow appropriate infection control procedures. They encourage children to take part in physical activities and to play energetically outside. Practitioners understand their responsibilities in terms of child safeguarding and are confident about what steps need to be taken if they have any concerns. They complete accident and incident records correctly and share them with parents and carers in a timely manner. Practitioners conduct and record fire drills regularly to ensure that children know what to do in an emergency. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have a friendly and caring attitude and interact positively with the children. They praise children regularly for their efforts and celebrate their achievements. Practitioners can be heard encouraging children regularly with positive phrases. Practitioners are responsive to the children and listen to, and respect, their choices. Practitioners know all of the children well and prioritise their individual needs. They model positive communication practices for the children and promote a relaxed and joyful atmosphere by laughing and smiling.

Practitioners have a sound understanding of children's development. They respond promptly to children's individual needs. Practitioners are committed to providing a range of activities and play and learning opportunities. They are passionate about their work and work diligently to provide a variety of experiences to motivate children to learn through lived experiences. They have a thorough understanding of their responsibilities to support children with additional learning needs. For example, they review children's individual plans and update their learning journey record thoroughly.

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

Practitioners foster very strong relationships with the children and create a very homely atmosphere. As a result, children settle quickly and are keen to experiment immediately after they arrive at the setting.

Practitioners plan and provide a wide range of diverse learning experiences that meet the needs of nearly all children effectively. They ensure regular opportunities for children to make choices in relation to their learning and ensure a wide range of resources that spark children's imaginations consistently well. Practitioners know the children well and adapt activities that respond to their needs purposefully.

Practitioners offer valuable opportunities for children to make early marks in a variety of indoor and outdoor areas. As a result, most children's early writing skills develop well. They provide beneficial opportunities for children to join in with number songs, where children

can use their favourite song. Many practitioners model spoken language clearly, by using familiar vocabulary and patterns when talking to the children.

Practitioners provide purposeful opportunities to develop children's mathematical skills. They ensure that nearly all children are given natural opportunities to count, recognise shapes and use mathematical language. For example, they talk while the children build a tower out of blocks or make a picture by using shapes on the lightboard. Practitioners also prepare effective opportunities for children to develop their creative skills by encouraging them to dance and sing on the stage outside. They plan useful opportunities for children to develop their digital skills. They provide a suitable range of relevant digital resources in the areas to support their play and learning, for example a telephone, talking buttons and a till.

Provision to develop children's physical skills is sound. Practitioners provide a range of purposeful resources which allow the children to develop strong balancing skills.

Practitioners plan purposeful experiences that help children to understand their local community. They organise meaningful visits from members of the community, such as a farmer, the police and the mobile library, which offer exciting experiences for the children. They nurture children's moral and spiritual skills by providing rich experiences that connect them with the local community. For example, they arrange to place a poppy wreath in the village hall as part of the Remembrance Day celebrations.

Assessment processes are developing appropriately. Practitioners are beginning to use observations to identify needs and start planning the next steps for the children. However, the information is not always used systematically enough to inform learning experiences and the next steps for individuals.

Environment: Good

Leaders and practitioners ensure a safe and clean environment and have robust arrangements for managing access to the site. They have clear procedures that ensure that visitors sign in promptly and all records relating to the service are kept secure. The environment is safe, welcoming and homely. The service has risk assessment that are suitable, on the whole. They assess a variety of risks, such as fire risk, risks in the outdoor area and during visits. However, risk assessments do not always reflect the service's risks in sufficient detail.

The play areas are extensive and organised effectively to engage the children's interest and encourage them to play happily and explore curiously. For example, there are mark making areas, reading books and an optician's and these encourage children to use their imagination. They ensure that the outdoor areas provide extended experiences for children. This enables children to develop sound physical skills, expand their imagination and their desire to discover. Leaders and practitioners create a secure environment which ensures that children feel that they belong. They enrich this by displaying the children's family photographs, along with their creative efforts. There is a good selection of resources that are located purposefully at the children's level to promote independence.

Leaders provide good quality resources that are suitable for children's age and stage of development. Suitable furniture and facilities are available, including appropriately-sized chairs and tables, to ensure children's comfort and independence. Leaders ensure that children are aware of the community by visiting the local area. They include suitable resources that raise children's awareness of the world around them to learn about wider society; for example, there are dolls, small models and books that show people from different cultures.

Leadership and management: Adequate

The setting's leaders operate effectively and the whole team puts children's well-being at the heart of everything they do. Leaders have a purposeful vision for the setting and share it appropriately with practitioners, parents and the wider community.

Leaders have a satisfactory statement of purpose that reflects the service, in general. They have developed a variety of policies and documents that support the service's safe procedures. Leaders ensure that they engage with Care Inspectorate Wales and other regulators and inform them about significant events.

Leaders conduct appropriate self-evaluation activities which focus appropriately on the setting's strengths and areas that need to be developed further. They identify suitable priorities and focus on delivering improvements in a timely manner.

Leaders follow safe and robust recruitment processes. They complete appropriate pre-employment checks. They have good systems in place to update suitability checks, as required. For example, leaders complete annual Disclosure and Barring Service (DBS) certificate checks for all members of staff. However, there was no up-to-date DBS certificate for the responsible individual. The responsible individual has already requested a new certificate. The performance management process is suitable and encourages practitioners to attend a range of training and apply their learning. However, supervision and evaluations are not conducted regularly.

Leaders have a good understanding of their responsibilities to promote the Welsh language. They meet the requirements of the Welsh Language Active Offer.

The setting takes advantage of reviews, advice and feedback from external agencies, such as the local authority's advisory team, umbrella organisations and the health visitor. They address concerns effectively and make purposeful referrals to the correct agencies to support individuals.

Leaders and practitioners have close relationships with parents and carers. They share information about their children's well-being and overall development regularly through regulation conversations and a digital app. Leaders inform parents effectively about the activities that are planned to be undertaken with their children at the beginning of each term. As a result, parents have a suitable understanding of how to support their children at home. This strengthens the relationship between the setting and the home and ensures that

parents and carers have up-to-date information about their children's well-being and learning experiences.

Leaders and practitioners forge valuable links with the wider community to foster a sense of belonging among the children. For example, they visit the local Post Office to post the children's individual letters to Father Christmas. They develop children's awareness of their *'cynefin'* well and use the surrounding area purposefully. For example, they take the children for a walk in the local area to feed the horses in the field.

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).

© Crown Copyright 2026: This report may be re used free of charge: (a) in any format or medium; and (b) may be translated by or on behalf of an education and/or training provider in respect of which this report relates into any language, in each case provided that it is re used and/or translated accurately and not used in a misleading context. The material must, in each case (including in the case of a translation) be acknowledged as Crown copyright and the title of the report specified.

Publication date: 09/07/2026

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
Children may be at potential risk of harm if staff do not have regular opportunities to discuss their role, their practice and children's well-being in formal, recorded appraisal and supervision meetings.	06/05/26

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

Welsh Government © Crown copyright 2026.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.