Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Rhostryfan

Ysgol Gynradd Rhostryfan, Rhostryfan, Caernarfon, LL54 7LR

07904454086

The inspection visit took place on 05/03/2026

Service Information:

Operated by:	Cylch Meithrin Rhostryfan
Care Type:	Children's Day Care
Registered places:	26
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
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	Adequate
Leadership & Management	Good

Summary:

Children feel safe, settled, and happy at the setting. They form secure relationships with staff and with one another. Children make choices about their play and communicate their needs effectively. They develop increasing independence through well-established daily routines, which support positive social interactions, curiosity, and enjoyment in their play and learning experiences.

Staff demonstrate an appropriate understanding of their roles and responsibilities in keeping children safe and healthy, including safeguarding requirements. They interact with children in a warm and kind manner and establish clear routines. However, aspects of staff practice are not consistently effective, and improvements are required.

Leaders provide a clean, well-organised, and welcoming environment that supports children's independence appropriately. They maintain a range of risk assessments but do not ensure these are followed consistently by staff. Leaders ensure the indoor environment and resources are well arranged to promote children's play and natural curiosity. However, outdoor resources are more limited, which reduces opportunities to extend play and physical activity.

Leaders demonstrate a commitment to the running and ongoing development of the setting. Systems for self-evaluation and improvement planning support thoughtful development. Leaders have established safe recruitment procedures and supervision arrangements that support staff in their roles. They work effectively with parents and carers, and external professionals, to support children's needs and experiences.

Findings:

Well-being — Good

Children have good opportunities to make choices and decisions about matters that affect them. They make purposeful choices about their activities, deciding what to play, where to play, and whether to engage independently or alongside others. Children communicate confidently because staff respond appropriately to their wishes and needs. For example, when a child asks to use the toilet, staff ensure they can access it promptly.

Children feel happy, confident and settle well. They form secure emotional bonds with staff and seek reassurance and comfort when needed. For example, after hearing a loud noise during role play, a child moved towards a member of staff for reassurance and was comforted with a cuddle, helping them to settle quickly. Children are confident with visitors, indicating they feel safe and secure. A few children confidently invited us into their play, shared resources and talked to us about what they were doing.

Children are friendly and interact positively with one another and staff. Many greet each other as they arrive and engage in conversation straight away. For example, children proudly showed books and costumes they had brought to celebrate World Book Day and interacted confidently in role as the characters they were dressed as. Most children take turns, share and co-operate well during their play. For instance, children made space for their friends to play alongside them around the sand pit and took turns practising their filling and pouring skills using a range of containers. Children show kindness and are sensitive to the needs of others. For example, at the end of the session, one child noticed their friend struggling with their belongings and offered help without being prompted.

Children enjoy their play and learning and show high levels of curiosity and enthusiasm. They actively engage in activities and confidently explore the indoor environment, initiating their own play well. For example, children developed their imaginative play by independently selecting a range of resources to build a castle for a princess and dragon they were dressed as, and were eager to share and talk about what they had created. Children respond positively to staff-led activities. For instance, they sat attentively while listening to stories they had brought from home and eagerly answered questions about the characters.

Children take responsibility for their own belongings by placing coats and bags on pegs at the beginning of the session. They are encouraged to develop independence through well-established daily routines, including toileting, handwashing and mealtimes. Children taking hot meals confidently carry their trays from the serving hatch to their tables and manage this safely. These routines support children to develop self-care skills and confidence in managing everyday tasks.

Care & Development — Adequate

Staff demonstrate an appropriate understanding of their roles and responsibilities in keeping children safe and healthy. They confidently describe safeguarding procedures and can explain the actions they would take if they had concerns about a child's welfare. Staff record children's attendance, supporting safeguarding arrangements. However, children's arrival and departure times are not routinely recorded, which limits the effectiveness of these procedures. Staff regularly carry out fire drills, supporting them to confidently lead and manage safe evacuations and ensuring children know how to leave the building safely. Most staff have completed appropriate first aid training, enabling them to respond promptly and effectively in the event of an accident or medical emergency. However, first aid training has not yet been completed by all staff. Staff record accidents and incidents accurately, but parents and carers are not consistently asked to acknowledge the records to confirm they have been informed. Staff apply hygiene and infection control measures well, encouraging children to wash their hands and ensuring tables are cleaned before and after meals. They promote healthy eating by encouraging children to bring fruit and vegetables for snack time and by offering healthy choices of milk or water to drink.

Staff manage interactions with children in a calm, supportive, and consistent manner. They have an appropriate understanding of the positive behaviour management policy. Staff use positive reinforcement, such as praise and encouragement, to promote good behaviour and build children's self-esteem. They are mindful of individual needs and ensure expectations are clear, helping children to understand what is acceptable through explanations and discussions about consequences. Staff sit with children at lunchtime and engage them in meaningful conversation, showing interest and helping to create a sociable mealtime experience.

Staff use information shared by parents and carers, alongside their own knowledge of children's interests and preferences, to plan a range of engaging indoor activities. However, during our visit, staff offered outdoor play only briefly at the end of the session, which limited children's opportunities for active play and outdoor learning. Staff demonstrate good judgement in knowing when to allow children to lead their own play and when to step in to offer support or reassurance. For example, when a member of staff noticed a child was tired, they offered comfort through a cuddle, which was willingly accepted by the child. Staff work proactively with relevant external professional agencies to ensure children with additional learning needs receive appropriate support and their individual needs are met.

Environment — Adequate

Leaders ensure children are cared for in a clean and secure indoor environment. They have a suitable system to manage access to the premises, with clear procedures for signing visitors in and out. The perimeter of the outdoor area used during our visit is secure, enabling children to play safely under appropriate supervision. Leaders review and update risk assessments regularly to reflect any changes and to help identify and manage potential hazards. However, leaders and staff do not always follow the identified control measures consistently in practice, which can increase potential risks to children's safety. For example, chairs were stacked high against a wall without the control measures identified in the risk assessment to restrict children's access being in place. Following the visit, leaders have confirmed that appropriate measures are now in place to ensure the safety of children.

Leaders have effective systems in place to safely store, set up, and remove equipment and resources at the beginning and end of each session. The setting operates from a village hall that offers sufficient play space, enabling children to move freely between the different areas they organise. Leaders, supported by staff, arrange the hall to create defined areas, including a home role-play area, a construction area, and a quiet space for reading or relaxation. They offer a designated space for children to store their belongings, supporting the development of independence and a sense of responsibility. Leaders also provide a noticeboard where children's work is displayed, celebrating their achievements and contributing to the environment. They ensure suitable facilities are available, including a child-friendly toilet with a handwashing station at an appropriate height, and a small kitchen for the safe storage of food. Outdoors, leaders provide a wooden playhouse and access to a school yard and playground, extending potential opportunities for children's physical play and exploration.

Leaders ensure children have access to a range of resources and equipment that are suitable for their ages and stages of development, including low-level tables and chairs. Indoors, leaders arrange toys and activities at child height, encouraging children to make choices and lead their own play. Leaders provide wooden resources and natural materials, such as pine cones, to support exploration and ignite children's natural curiosity. They offer authentic resources in the home role-play area, including real cooking utensils, plates, and cutlery, which promote imaginative play and the development of practical life skills. Leaders promote inclusion and cultural awareness by providing dolls representing wider cultures and blankets from around the world, helping children to recognise and value diversity. In addition, leaders offer Welsh-language books and soft toys, supporting children's engagement with Welsh as a natural language of play and communication within the setting. However, leaders do not provide the same range and variety of resources in the outdoor area, limiting opportunities for children to extend their play and be physically active.

Leadership & Management — Good

Leaders demonstrate a commitment to the effective running and ongoing development of the setting, with the aim of securing better outcomes for children. They took prompt action during our visit to address the matters relating to the statement of purpose. This now ensures parents and carers have clear and sufficient information to make informed decisions about the care provided. Leaders have developed a comprehensive range of policies and procedures, which they regularly review and update to reflect current regulations and guidance. Leaders notify Care Inspectorate Wales (CIW) of significant events and use these appropriately as learning opportunities to improve the quality of care they provide.

Leaders have established effective systems for self-evaluation and planning for improvement. They regularly seek the views of children, parents and carers, staff, and other professionals, and use this feedback to inform developments within the setting. Leaders produce an annual quality of care review report, which clearly outlines improvements made during the previous year. The report also identifies clear priorities for further development, such as introducing a wider range of eco-friendly experiences, including involving children in gardening activities and giving them responsibilities for making green choices.

Leaders follow safe recruitment procedures, ensuring staff are suitably qualified and that all required pre-employment checks are completed before they begin working with children. Leaders have systems in place for ongoing supervision and annual appraisal, which support the professional development of staff. They encourage staff to access training to meet individual development goals and enhance the quality of care provided to children. For example, staff have completed training in healthcare and speech, language, and communication. Staff told us they enjoy working at the setting and feel supported in their roles.

Leaders have established strong partnerships with parents and carers, and the wider community. Parents spoke very positively about the setting, highlighting the quality of care children receive and the effective communication provided by staff, including updates through face-to-face handovers and digital platforms. Leaders told us they work closely with the school and other professionals to support children’s needs and create better outcomes for children.

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.

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 5 - Records	Maintain a daily register which clearly records each child's hours of attendance.
Standard 10 - Healthcare	Ensure all staff hold an appropriate First Aid qualification.
Standard 5 - Records	Ensure parents and carers acknowledge accidents and incidents to evidence they have been informed.
Standard 7 - Opportunities for play and learning	Plan and offer outdoor play and learning opportunities regularly to support children's active play and outdoor learning.
Standard 24 - Safety	Make sure risk assessments are understood and consistently followed by staff.
Standard 23 - Equipment	Provide sufficient and engaging outdoor equipment and resources to enhance children's play opportunities and support physical development.

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