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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Bronllwyn
Bronllwyn Youth Centre
Colwyn Road
Gelli
Rhondda Cynon Taf
CF41 7NW

Date of inspection: April 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Bronllwyn

Name of setting	Cylch Meithrin Bronllwyn
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Jacqueline Thomas
Person in charge	Jacqueline Thomas, Kirsty Jenkins
Number of places	32
Age range of children	2-4 years old
Number of 3- and 4-year-old children	10
Number of children who receive funding for early education	10
Opening days / times	Monday to Friday 09:00 to 15:00
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	Not applicable. Re-registered on 21st January 2023.
Date of previous Estyn inspection	June 2018
Dates of this inspection visit(s)	28/04/2026
Additional information	

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)**	**Good**
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	**Excellent**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that practitioners provide regular opportunities for children to develop their Welsh speaking skills.

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 make sensible choices and decisions about how to spend their time while playing at the setting. They are confident and enjoy the freedom to move around the learning areas, pursuing their personal interests effectively. They are familiar with the daily routines and undertake the activities that are provided for them diligently. For example, they take part in creative activities, such as role-playing in the kitchen and experimenting with leaves and water in the tray. They know the practitioners will respect their wishes.

Nearly all children are happy, content and settled at the setting. They cope well when leaving their parents in the morning. Nearly all children are familiar with the daily routine and feel safe and at home. They show a clear fondness for the practitioners. They approach them happily to invite them to join in with their play or to read a story. Nearly all children interact positively with each other and with practitioners and visitors. They develop their social skills by talking and discussing while playing with each other. They co-operate and interact enthusiastically while role-playing. For example, they use their imagination and experiment while pretending to serve food to practitioners and visitors.

Nearly all children behave and interact well in line with their age and stage of development. They play happily on their own and alongside their friends as they learn to share and work with each other. Most children demonstrate perseverance in their play and learning and use resources that interest them for appropriate periods. Nearly all children have the confidence to experiment in their environment and enjoy mastering equipment such as using a pipette to collect water.

Most children develop good independent skills and complete practical tasks for themselves. For example, they put on a coat and wellingtons without support and pour milk and water from a jug into their cups. Nearly all children develop robust personal hygiene skills. They also take responsibility for helping to tidy resources away, by working together maturely.

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

Nearly all children make strong progress from their starting points and develop a range of skills effectively while learning and playing. They listen attentively to instructions and, as a result, familiarise themselves with the setting's procedures successfully. For example, they are aware of the need for everyone to put resources away in the correct places at the end of the session and do this conscientiously.

The oral skills of a majority of children develop suitably. They increase their vocabulary regularly by talking in relevant contexts, for example when naming insects or asking for help. Most enjoy singing songs and nursery rhymes, which has a positive effect on their oral development. Many develop early reading skills appropriately. They begin to show an interest in books and enjoy their content. They show satisfaction when listening to adults reading and join in with familiar stories. A majority begin to handle books like readers, turning the pages and retelling stories orally or naming animals in information books. Many

children develop their early writing skills successfully in line with their stage of development. They experiment with making marks that represent writing and draw simple pictures by using a variety of media. A minority use fine paint brushes independently with skilful control to paint with great care.

Many pupils' numeracy skills develop soundly. Most count to 10 and are familiar with numbers in everyday life, such as when discussing a clock. A few count to 20 correctly and recognise numbers up to 100 when using a tape measure. They begin to use mathematical language in relevant contexts, for example when comparing the size of worms.

Nearly all children develop sound digital skills. They use a variety of digital equipment effectively when role-playing. Many play and investigate successfully with metal detectors in sand to find metal resources. Most children's physical skills develop effectively. They knead, roll and cut clay carefully and use pliers accurately. They demonstrate mastery of the climbing wall and balance boards and help each other to move confidently on the equipment. They use large play equipment in the outdoor area with confidence and control.

Many children develop their creative skills successfully and enjoy expressing themselves by making models with clay and painting with increasing detail. Many like using musical equipment to experiment with making notes on small guitars and by keeping rhythm with different percussion instruments. Many enjoy dancing and making physical movements in response to music.

Care and development: Good

Practitioners prioritise children's safety and maintain effective procedures to ensure that children are healthy and safe. They have completed child protection training and are confident about the correct procedures to follow. Practitioners have attended appropriate first aid training and keep accurate records of accidents, incidents and medication. They keep accurate attendance registers and a visitors' book and conduct effective fire drills, all of which contribute to ensuring safe provision. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners provide effective care and support for children. They implement appropriate policies and plans to promote children's health and well-being successfully, including following a toothbrushing scheme and supporting children with allergies. Practitioners promote healthy eating and drinking by providing nutritious snacks which include fresh fruit, vegetables, milk and water. They promote exercise successfully by ensuring that there are beneficial opportunities for children to develop their physical skills and spend time outside in the fresh air. They ensure dignity and privacy in following a nappy changing policy and keep appropriate records on a daily basis.

Practitioners forge caring and supportive relationships with children and interact in a warm, relaxed and friendly manner. This contributes to creating a positive, happy and lively environment. Practitioners promote children's play, learning and development effectively. Leaders and practitioners plan an exciting range of activities and experiences by taking into account children's favourite toys, equipment and interests. They communicate effectively when praising children's behaviour. Practitioners understand their responsibilities to support

children with additional learning needs and have effective networks and purposeful procedures to support them.

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

Practitioners plan and provide a variety of learning experiences that engage the interest and meet the needs of nearly all children successfully. All practitioners are part of the planning process and offer various ideas to develop children's skills and spark their imagination. Practitioners have a good understanding of how children learn through play and experimentation. They ensure regular opportunities for children to make choices in relation to their learning. By listening to their comments and noticing their interests, practitioners provide a wide range of resources that spark children's imaginations successfully. A notable example of this are the opportunities to watch ladybird eggs hatching and see caterpillars turning into cocoons and then butterflies.

Practitioners foster a wonderful relationship with the children. They know the children exceptionally well and plan provision according to their demands, adapting the areas and experiences to align with children's interests and needs at the time. They interact successfully with the children to encourage them to apply their skills. They are knowledgeable about when to intervene and when to take a step back and observe in order to reinforce learning in the most effective way. Practitioners make good use of detailed assessments and observations. They use them purposefully to plan the next steps in children's learning and to form a basis for progress reports for parents. Leaders use information about children's progress to support the development of their skills, for example when encouraging their use of language during play.

Practitioners prepare interesting and purposeful indoor and outdoor learning and play areas. Although there is only a small area around the building, practitioners make the most of every nook and cranny to prepare experiences that enable children to practise and apply their skills successfully.

Practitioners use songs and nursery rhymes effectively to develop children's linguistic skills. Many practitioners model the Welsh language continuously; however, on the whole, they do not provide opportunities for children to develop their spoken Welsh skills in full regularly enough. Practitioners ensure a wide range of opportunities for children to develop their early writing skills and make marks. Paint, chalk, felt-tip pens and pencils are available continuously, along with patterns to be copied in several areas. As a result, most children's early writing skills develop well.

Practitioners also provide a range of appropriate activities that build purposefully on children's gross and fine motor skills. For example, they encourage them to take appropriate risks when climbing and following an adventure course, and to handle small, purposeful equipment skilfully in the areas.

Practitioners promote children's awareness of their Welsh identity appropriately by providing beneficial activities and resources when celebrating days that are important to Welsh people. Practitioners also promote understanding and simple discussions about cultural diversity, fostering respect and morality. Resources such as books, jigsaws and

diverse dolls support this further and encourage children to notice differences, discuss similarities and build empathy. On the rare occasions when children disagree, practitioners intervene appropriately to encourage them to understand simple rules of behaviour, such as sharing and taking turns. As a result, children treat each other with respect and learn how to be kind to their friends.

They make appropriate use of their local area by visiting a park and going for a walk past an allotment to appreciate nature. They spend time observing horses nearby as a prompt for their work on 'the year of the horse'. This means that children have a growing understanding of their community and their locality.

Environment: Excellent

Leaders provide an excellent play and learning environment of the highest quality, which is planned skilfully. They offer a welcoming and warm environment for all ages. The indoor and outdoor areas have been organised with great care and purpose. They ensure that there is a wide variety of activities to enrich children's learning experiences successfully. Leaders ensure that there is plenty of space available for children to move around easily while playing, in addition to areas for them to come together comfortably as a group. Practitioners organise the learning areas particularly effectively, inspiring children to explore and to develop their imagination. This supports the development of children's creative skills successfully and encourages them to be curious learners. Practitioners ensure that the playrooms provide a homely environment with old, traditional furniture and they celebrate children's creativity by displaying their work and photographs of them. This gives the children and practitioners a very strong sense of pride, ownership and belonging.

Leaders provide extensive resources of the highest quality so that children have excellent experiences that nurture curiosity, awe and wonder. Nearly all of the resources reflect the natural environment and include authentic objects. They provide the school uniforms of each of the primary schools that Cylch Meithrin Bronllwyn feeds into the dressing up area so that children can familiarise themselves with the uniform and have an opportunity for purposeful role-play. This has a positive effect on children's well-being as they think about, and prepare for, the next step in their education.

Nearly all resources are at a low level, which enables children to access them successfully and to be extremely independent in their play. Leaders provide countless opportunities for children to use their imagination by experimenting with loose parts and authentic tools, such as keys and wrenches. In the role-play area, children enjoy taking care of dolls, preparing food and dressing up. Practitioners ensure an enclosed and secure outdoor environment, which provides purposeful and exciting experiences and opportunities for children. For example, there are sheltered areas, soft surfaces and artificial grass that offer opportunities for children to take risks, discover, and foster physical and creative skills. They ensure a good balance between promoting children's safety and supporting them to take risks. For example, children are given an opportunity to practise their physical skills by climbing on a variety of different equipment both indoors and outdoors.

Leaders provide excellent quality furniture and resources that are appropriate for the children's age, including ones that promote cultural awareness such as multicultural

instruments, books and dolls. Leaders and practitioners ensure that the resources and equipment are clean and well maintained.

They ensure that children are cared for in a safe environment. They demonstrate a good understanding of relevant health and safety issues. They record safety checks and all parts of the setting are clean and maintained suitably. Leaders have developed detailed risk assessments and review them regularly. They consider the dangers indoors and outdoors carefully to ensure that steps are in place to keep the children safe.

Leadership and management: Good

The leader has a robust vision for supporting children to the utmost to be happy, confident and curious. She shares this vision passionately with all staff. They are all determined to prepare children for the next stage in their lives by developing independence to be able to cope with new challenges resiliently. Her high expectations ensure that everyone works together very effectively as a team. With the close support of practitioners, she realises this vision successfully. Together, they create a familial and caring atmosphere and ethos in which children thrive. Leaders ensure that the statement of purpose is up-to-date and reflects the service successfully.

Leaders use first-hand evidence to identify the setting's strengths and areas for improvement accurately. They conduct thorough self-evaluation processes. Leaders and practitioners meet often to discuss all aspects of provision and children's progress. They talk informally with parents and carers on a daily basis and send out a more formal questionnaire occasionally. They respond appropriately to proposals and ideas from partners, including local authority early years advisers. Improvement priorities have been divided into sensible steps and the leader and practitioners evaluate them regularly. For example, they have identified the need to strengthen staff's understanding of children's patterns of repetitive play. Practitioners now record and share their comments about children's play in a clear and visual manner, which enables them to plan more purposeful experiences for them.

The leaders and practitioners have a good relationship with parents and carers. They offer induction visits for children and families and gather useful information to ascertain children's needs and interests. Leaders ensure that practitioners add to this information regularly, by sharing this with parents and carers at the end of each term. This means that practitioners have a comprehensive picture of children's development during their time at the setting. As a result, they are able to cater for children's interests successfully. Leaders also ensure that families receive written reports at the end of the year, although more formal meetings do not take place at present.

Leaders follow safe and robust recruitment processes and have successful arrangements for evaluating practitioners' performance. They identify appropriate targets for improvement through effective appraisals and provide support and training in line with the needs and interests of individual staff. They have a good relationship with the schools they feed into. Teachers from those schools visit the setting to get to know the children before they transfer and to prepare for them back at their schools.

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.

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

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