A report on

Cylch Meithrin Glantwymyn

Canolfan Glantwymyn
Glantwymyn
Machynlleth
Powys
SY20 8LX

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Glantwymyn

Name of setting	Cylch Meithrin Glantwymyn
Category of care provided	Full daycare
Registered person(s)	Heledd Glyn
Responsible individual (if applicable)	
Person in charge	Ffion Ellis
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4-year-old children	32
Number of children who receive funding for early education	22
Opening days / times	Monday – Thursday: 9am – 3:30pm Friday: 9am – 12pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	This is its first inspection.
Date of previous Estyn inspection	10/12/2019
Dates of this inspection visit(s)	10/06/2025

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	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Continue to develop an effective observation and assessment system to plan appropriate next steps

What happens next

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

Main findings

Well-being: Good

Most children are happy on arrival at the setting and enjoy the company of their friends and the practitioners. They make choices confidently and value the freedom to move between learning areas, by choosing independently which room or play area to visit. Nearly all join groups of friends naturally and use resources skilfully, taking part in creative activities such as experimenting with dough, constructing daffodils with colourful tiles and role-playing in the cafe. They are comfortable asking for help when needed, for example when putting on an apron or watering plants.

Nearly all children settle quickly on arrival and show independence when putting their coats and bags on their pegs before joining in enthusiastically with the registration and singing sessions. They feel safe and at home and enjoy the closeness of practitioners and friends, particularly when listening to stories. They are confident calling the practitioners' names and show a strong sense of belonging. Many children are familiar with daily routines, such as brushing their teeth and story time.

Many children interact well and develop sound social skills by enjoying the company of their friends and learning to take turns. For example, they enjoy snack time together and observe and learn new skills, such as using knives and pouring milk, and are proud of their friends' success. Many children support each other effectively by listening attentively to each other's experiences, for example when sharing stories about taking the setting's teddy home. Throughout their play, children interact naturally and kindly with their friends and with practitioners and visitors. This helps them to develop empathy and tolerance for others.

Many children are enthusiastic and persevere purposefully when learning. For example, they concentrate for extended periods when filling and pouring water containers to wash the boat. They experiment confidently and enjoy mastering equipment, such as completing a jigsaw or using tongs to pick up and move small pom poms. They are eager to try again and show a positive attitude towards challenges. They enjoy opportunities to experiment creatively by playing with dough, creating mini beasts and discussing colours excitedly.

Most children develop good independent skills, for example by going to the toilet, washing and drying their hands, brushing their teeth and registering themselves without support. They take pride in their achievements when using the water fountain independently and using authentic resources when helping to bake cakes.

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

Nearly all children make sound progress from their starting points and most make very strong progress in their language and communication skills. They take part in meaningful conversations that are linked to the learning experiences, by using relevant and rich language. For example, discussions about creating a wall around lava demonstrate their ability to express reasons clearly and in detail.

Nearly all children listen attentively to news and show a genuine interest in the content. They interact appropriately by making relevant comments and asking meaningful questions to their peers and adults. Most children use the Welsh language naturally and their spoken language reflects the accent and vocabulary of the area. This contributes to the setting's strong linguistic ethos.

Many children show an increasing understanding of symbols and begin to understand the purpose of writing. For example, they enjoy experimenting with making purposeful marks when writing a card for Mum. Most recognise their names on labels and use them independently during registration. They show an interest in books, by handling them carefully, turning the pages and discussing the content of the story and the characters skilfully. As a result, they develop the basic skills needed to become confident readers.

Most children develop their numeracy skills soundly. For example, they use money in the cafe to pay for items and offer change from the till to their customers. Many count to ten reliably and use mathematical vocabulary appropriately when filling a container with water. Most children use ICT meaningfully. For example, they use mobile phones confidently to talk to friends and practitioners. They develop problem-solving skills skilfully in the construction area while making sturdy bridges for the castle.

Most children develop their physical skills effectively. They demonstrate strength, balance and resilience when using large equipment, such as bicycles, and develop fine motor skills skilfully by using small construction equipment. They are willing to take reasonable risks when walking along obstacles outdoors. Most children develop good creative skills. For example, they create 3D models and show pride in their work and enjoyment in the creative process.

Nearly all children develop their social and emotional skills extremely effectively. They immerse themselves fully in their play and show a high level of co-operation and mutual understanding. For example, when making mud cakes in the outdoor kitchen, they use equipment such as jugs and pans appropriately and are willing to share resources with their peers.

Care and development: Good

Leaders have developed comprehensive policies and procedures, which are reviewed annually. This ensures that practitioners have sound and relevant knowledge of child safeguarding. They know what to do if they have any concerns. Practitioners follow the setting's thorough policies and procedures in relation to hygiene and health and safety and complete relevant and detailed records of accidents and incidents.

The setting promotes a healthy lifestyle by providing nutritious snacks and ensuring that children get enough exercise and fresh air through outdoor activities. Practitioners keep appropriate attendance records and conduct regular fire drills which contribute to a safe environment. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners foster caring and supportive relationships with the children and interact with them in a warm, relaxed and friendly manner. This contributes to creating a positive, happy

and lively atmosphere at the setting. Practitioners model positive behaviour by being calm and respectful, which sets a good example for the children of how to interact respectfully with others. For example, they thank the children for helping to tidy up and praise them for waiting their turn. A suitable behaviour management policy encourages practitioners to use positive techniques, such as explaining and demonstrating. As a result, children develop their self-control and foster self-esteem in a supportive and inclusive environment.

The setting ensures that the needs of all children are met effectively, including providing appropriate guidance and support for children with additional learning needs. There are strong systems in place to support the children and their families, which enables practitioners to know the children exceptionally well. Practitioners work effectively with external agencies, for example advisory teachers, and act appropriately on the advice received. As a result, nearly all children make good progress in their development.

Practitioners respond very sensitively and effectively to the children's individual needs by playing meaningfully with them to support and expand their learning. For example, they use rich language when examining books, discussing ideas and promoting the Welsh language. Leaders and practitioners plan an exciting range of relevant activities and experiences by considering the children's favourite toys, equipment and interests. They appreciate the value of extended play when children show a deep interest in a particular activity.

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

Practitioners have a sound understanding of child development and consider the child's voice when planning purposeful experiences across the setting. They offer an effective balance between guiding learning and following the children's lead. This ensures that children are able to make meaningful choices about their learning and develop their skills effectively through purposeful, discrete experiences that are tailored to them. For example, when children show confidence in matching a number of items to numbers up to ten, they encourage them to count beyond ten.

Leaders and practitioners provide a rich and purposeful learning environment, both indoors and outdoors, which enables learning very effectively. Practitioners provide a valuable range of authentic resources which ensure children's interest and engagement in their learning experiences. For example, they provide cutting boards with knives, flowers, fruit and herbs planted by the children themselves, so that they can make cakes in the mud kitchen. Practitioners plan valuable opportunities for children to experience wonder in nature, for example by using magnifying glasses to observe caterpillars in their habitat. As a result, children develop an understanding of the need to treat living things with care, respect and concern.

The setting is a central part of the local community. Practitioners organise valuable opportunities for children to visit the community and foster a strong sense of belonging. For example, they visit the Post Office to thank the postmaster for a valuable service to the community. The setting promotes cultural understanding by providing representative books and materials, such as dolls, and plan multicultural experiences that reflect the diversity of

the world. Through these experiences, children develop an understanding of roles within the community and beyond, fostering empathy and connection with people and places.

Practitioners plan authentic and meaningful experiences that encourage children's general development and progress effectively. They provide beneficial opportunities for children to develop their physical skills and self-reliance by using knives to cut fruit and spread butter on toast during snack time. Practitioners respect and display the children's early mark-making regularly and provide regular opportunities for children to handle books, listen to stories and discuss. This supports children's early literacy effectively.

Provision for developing numeracy skills is strong, with meaningful opportunities in all areas, such as using money in the cafe, scales in the mud kitchen, measuring liquid, playing pattern games and reading number stories. Practitioners encourage children to count objects regularly in their spontaneous play, which develops their numeracy skills successfully.

Practitioners play naturally alongside the children and take advantage of this to extend their vocabulary. They use questioning to challenge children thoughtfully and to provide constructive feedback. This encourages children to share their ideas and explain their thoughts, for example when building bridges to emulate pictures. In the best practice, practitioners question skilfully and sensitively and encourage the children to extend their responses and express themselves fully and confidently. They provide them with effective feedback, which offers suggestions on the most effective way to develop their ideas.

Leaders and practitioners are beginning to keep purposeful observations of children's progress and share this information with parents and carers, both formally and informally. For example, they communicate regularly with parents through daily conversations, share pictures on a digital system and organise meetings and end-of-year reports. However, they do not use observations purposefully to plan for the next steps in developing children's skills.

Environment: Good

Leaders ensure a high-quality learning and play environment that is safe and stimulating and provide rich opportunities for children to explore, both inside and outside the building. They complete comprehensive risk assessments which outline the steps to take to reduce or prevent the risk to children. When practitioners detect any hazards, leaders respond promptly and effectively. Leaders keep a thorough record of when play areas, toys and resources are cleaned to ensure that resources are clean and in a suitable condition. They keep the building maintenance checks up-to-date and effective supervision ensures that children are safeguarded well at all times.

The environment is welcoming and homely, which plenty of space for the children to move around freely and explore confidently. Leaders foster a strong sense of belonging by displaying the children's early mark-making and pictures of their families on the walls. The setting updates the information boards which provide clear and comprehensive information about practitioners, policies and safeguarding procedures. Practitioners have organised the playroom purposefully with specific learning areas that promote children's development well and provide meaningful play experiences. For example, there are clearly-defined areas for building, painting and enjoying books. The setting offers a variety of materials and resources to promote children's understanding of real life and ensures regular outdoor

opportunities for children to enjoy water play, climbing and relaxation. Leaders make meaningful choices when selecting furniture, by ensuring that it is suitable for the children's needs. For example, the toilets include low-level sinks and toilets which support children's independence effectively.

Leaders ensure that a wide range of interesting, exciting and good quality resources and equipment are available to the children. These are stored at a low level to enable children to make choices independently, which nurtures their confidence and self-control. The play areas have plenty of resources to ensure that practitioners are able to provide the children with stimulating and valuable activities.

Leadership and management: Good

Leaders succeed in fostering a homely ethos where children thrive in a rich and supportive environment. The relationship between leaders, practitioners and children is based on respect, trust and support, which creates a positive learning environment. Leaders share relevant information effectively with the management committee, which ensures firm and continuous support. This co-operation contributes directly to realising the statement of purpose and reinforces the vision and strategic direction.

Leaders follow sound recruitment processes and ensure that staff's qualifications are up-to-date and relevant. New leaders develop proficiency in their new roles through the strong support of the committee and experienced leaders. They ensure that staff benefit from appropriate professional development opportunities that nurture core skills, such as the Welsh language, safeguarding and health and well-being well. Leaders organise beneficial opportunities for staff to discuss their development, receive timely support and identify steps to improve their practice. This contributes to the setting's strong team ethos.

Leaders have a sound understanding of the setting's strengths and areas for improvement. Leaders work effectively with the committee to prioritise areas for development and share plans with practitioners. This leads to an improvement in the experiences provided and has a positive effect on children's learning. They make good use of grants to develop provision, for example by investing in gardening equipment to improve authentic outdoor learning opportunities.

Leaders foster a positive and open relationship with parents through meaningful opportunities to work together, share information and participate in the life of the setting. For example, arrangements were made for parents who are farmers to bring sheep to the setting, providing the children with a real-life learning experience. Parents value these opportunities to contribute to their children's development and be a part of the setting's wider community.

The setting has developed a strong relationship with the neighbouring primary school and they have robust transition processes. This ensures that children transition smoothly to the next stage of their education. Leaders invite visitors to work with the children and organise valuable trips in the community, such as visiting the police to learn about how people help us. As a result, children develop a sense of belonging to the local community and foster valuable social and personal skills.

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

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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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