Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Bontnewydd

Cylch Meithrin Bontnewydd, Caernarfon, LL55 2UF

01286 479007

The inspection visit took place on 22/04/2026

Service Information:

Operated by:	Cylch Meithrin Bontnewydd
Care type:	Children's Day Care Sessional Day Care
Registered places:	24
Main language/languages:	Welsh
Flying Start service:	No
Do you 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 and Development	Good
Environment	Good
Leadership and Management	Good

Summary:

The children are happy, confident and engage well with their play and learning. They have a strong voice and they make meaningful choices regularly. Children form positive relationships, interact effectively when playing, and show independence, responsibility and pride in their achievements.

Staff provide warm, supportive and safe care for children. They have a suitable understanding of safeguarding and health and safety. They promote positive behaviour regularly. The staff know the children well, plan meaningfully and support their learning, development and welfare effectively.

Leaders manage the environment effectively, ensuring that the children are safe and are cared for in a clean, welcoming and organised environment. There are clear health and safety procedures in place, and the environment and resources support meaningful, independent play and natural use of the Welsh language.

Leaders have a clear and purposeful vision and manage the setting effectively. There are sound arrangements in place for self-evaluation and continuous improvement. Staff are supported well through safe recruitment processes, relevant training and effective supervision. Strong partnerships contribute to positive outcomes for children.

Findings:

Well-being — Good

Children have a strong voice that is valued, and they make meaningful choices throughout the day. They make choices about where and what to play, and with whom. Children know that their views and choices are important and that the staff will listen to them with interest and respect. For example, children are confident to ask for assistance from the staff to put on their coats before going out to play, knowing that the staff will respond promptly and in a supportive manner.

Children feel happy and confident in their environment, which enables them to settle well when they arrive. They form positive relationships with each other and the staff, and feel comfortable seeking closeness when needed. For example, a child sat on a staff member's lap whilst listening to a story. Children respond positively to visitors as they feel safe and secure in the company of staff. For example, when a doctor came to chat with the children, they were confident to answer questions, share stories and showed curiosity when exploring his equipment.

Children interact positively with one another and enjoy social play. They chat happily whilst using a variety of items to create shapes in the sand and whilst enjoying a snack in the café. Children play together happily and share resources naturally. For example, they reach for a hammer from the box and share it whilst pretending to repair a shelf. Most children have regard for others and take their turn. For example, they ensure that everyone is given an opportunity to walk across the wooden planks, encouraging each other to be careful and clapping and giving praise when their friends reach the other side.

Children enjoy their play and learning. They are active and engage enthusiastically in a variety of activities. For example, children laugh with excitement when rolling cars down a ramp, discussing the best way to make the cars go quicker. They use their imagination effectively when playing in the home corner by pretending to prepare a cup of tea for a member of staff. Children show persistence and a strong sense of pride in their achievements. For example, a child spent an extended period of time collecting daisies and creating a necklace with assistance from the staff, showing obvious pride in what they achieved.

Children complete tasks independently through appropriate daily arrangements, such as using the toilet and washing their hands. During snack time, children collect their cups and fruit from the shelf before pouring milk or water from a jug into their own cups. Once they have finished, they clear the table. Children are happy helping to put the toys away in an organised way and to tidy up at the end of activities, showing a sense of responsibility and respect.

Care and Development — Good

Staff have a suitable understanding of their responsibilities to keep children safe and healthy. The have completed safeguarding training and have a sound understanding of the setting's safeguarding arrangements and the steps to take should they have any concerns about a child's welfare. All members of staff have a current paediatric first aid qualification, enabling them to respond to accidents or medical needs appropriately. They keep records of accidents and ensure that these are acknowledged by parents. Staff follow infection control and food hygiene procedures effectively. They ensure that eating areas are kept clean and encourage children to wash their hands with soap and water after using the toilet and before eating lunch. However, before snack time, children are only provided hand sanitiser to wash their hands. Staff complete fire drills so that children are aware of what to do in an emergency, and records are kept. However, these drills are not held regularly enough.

Staff interact with the children in a warm, gentle and supportive manner. They praise and encourage the children regularly, for example when they follow instructions, help to tidy or answer questions. This promotes appropriate behaviour and develops the children's self-respect effectively. Staff are attentive and actively deal with situations before they develop by explaining expectations in a clear manner or encouraging children to take part in different activities. Staff encourage children to use good manners and consistently act as positive role models, always showing respectful and caring behaviour. As a result, the care and support promotes children's general development.

The staff know the children well and give appropriate attention to their likes and interests when planning. They arrange a variety of meaningful play and learning opportunities, including inviting visitors to speak with the children and arranging suitable visits, such as a visit to the local airport, to offer wider experiences and support children's development. Staff use their individual strengths, such as dancing and singing, to provide a variety of interesting learning experiences. They support children effectively during their play by extending learning opportunities when appropriate, taking a step back to promote independence, or offering timely support when needed. For example, they explain and demonstrate how to hold scissors correctly to enable children to cut paper in a safer manner and more independently. Staff track children's progress by recording observations and their next steps. They provide effective support for children with additional learning needs and work with external professional agencies effectively to ensure positive outcomes for children.

Environment — Good

Leaders ensure children are cared for in a clean and safe environment. Access to the premises is managed effectively, with a safe access system in place and a clear procedure to register visitors on arrival and departure. Staff ensure that external doors are kept locked at all times, and the outdoor area is secured by fencing which helps to ensure children are safe when playing. Leaders conduct a variety of comprehensive risk assessments which are reviewed and updated regularly to manage possible risks at the setting and during visits to the community. Also, leaders ensure daily checks are completed on the environment, including the outdoor area, before children arrive.

Leaders ensure the environment is welcoming and appropriate for the children to play and learn. The walls of the room are painted in light colours and the windows allow enough natural light, creating a warm and attractive environment. Children's work and pictures of them are displayed on the walls, fostering a sense of pride and belonging. Leaders arrange the room purposefully to support a variety of learning experiences. Children are able to play and explore in clear and purposeful areas, such as the role-play area, the construction area and the mark making area. The outdoor area further extends these learning opportunities, giving the children more choice in regards to where and how to play, including opportunities to be active and develop their physical skills. Leaders ensure that the children benefit from the use of a larger yard, which enriches their learning experiences outdoors.

Leaders ensure children have access to a wide range of good quality resources, such as low level tables and chairs, that are appropriate for their age and stages of development. They arrange resources and toys intentionally on the children's level, encouraging them to make independent choices and to lead their own play experiences. Leaders provide a variety of natural resources that inspire children to explore and develop their curiosity. They ensure children have access to real resources, such as a teapot, cups and plates in the home corner and hand tools in the construction area. This supports purposeful play and develops practical skills. Leaders provide some resources that reflect diversity. However, the range of resources available to children limits the opportunities offered to explore and engage with a variety of cultures through play. Leaders provide appropriate Welsh resources that support and encourage the natural use of the Welsh language across the setting.

Leadership and Management

Good

Leaders have a clear and purposeful vision and manage the setting effectively. Although the statement of purpose did not include all of the required information, leaders responded promptly during the inspection to address this. The statement of purpose now offers a clear and correct overview of the setting and meets the requirements. Leaders have developed a wide range of policies and procedures that are reviewed and updated regularly to reflect best practice. They ensure these are shared effectively with staff, meaning staff follow them consistently.

Leaders have effective systems in place to self-evaluate and plan improvements. They seek the views of children, parents and staff regularly and use this feedback to inform further developments. Leaders produce an annual report on the quality of care review, that clearly notes the improvements that were made during the previous year. The report also outlines clear priorities to develop further, for example, developing the gardening area.

Leaders follow a safe and firm recruitment process to ensure staff are suitable to work with children. All required checks are completed, and appropriate vetting processes are followed. Leaders support staff effectively in their roles by ensuring that individual supervision sessions are held regularly, as well as annual appraisals. This provides the staff with an opportunity to reflect on their professional practice and to note areas for development. Leaders ensure all staff complete mandatory training and provide opportunities for them to complete further training, such as training on communication and allergies. Staff told us that they enjoy working in the setting and that they feel well supported, which leads to positive outcomes for children.

Leaders have developed strong partnerships with parents and the wider community. Parents spoke very positively during the inspection, highlighting the standard of care and regular communication, through face to face interactions and on digital platforms. Leaders said they work with the local school and receive appropriate support from the local authority. Leaders have also developed effective links with local partners, including charities, that further enrich the learning experiences and opportunities available to the 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 24 - Safety	Ensure fire drills are carried out at least every six months to support children's understanding of how to stay safe in the event of an emergency.
Standard 10 - Healthcare	Support children to wash their hands using liquid soap and warm water, rather than hand sanitiser, before snack time.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Ensure a range of resources is always available to promote children's understanding of diversity and different cultures.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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