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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Dinas Llanwnda

Canolfan Bro Llanwnda
Llanwnda
Caernarfon
LL54 5UG

Date of inspection: January 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Dinas Llanwnda

Name of setting	Cylch Meithrin Dinas Llanwnda
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Elliw Lloyd Owen
Person in charge	Awen Jennings
Number of places	12
Age range of children	2 – 4 years old
Number of 3- and 4-year-old children	4
Number of children who receive funding for early education	1
Opening days / times	Monday – Friday 9.00 to 12.55
Flying start service	No
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	First inspection since re-registration in March 2023
Date of previous Estyn inspection	March 2018
Dates of this inspection visit(s)	20/01/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Excellent**
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	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop further the use of effective questioning to challenge children's learning and problem-solving skills

R2 Ensure that the service's documents reflect the service in full

What happens next

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

Main findings

Well-being: Excellent

Nearly all children are happy and feel completely at home within their play and learning environment. They move confidently from one activity to the next and between the indoor and outdoor areas. Children share their feelings very effectively at the setting and make purposeful choices and decisions. For example, they choose where to play and share their ideas and wishes clearly with practitioners. Practitioners listen to children's interests and opinions and they are included in planned activities. Children contribute their ideas about what to investigate as part of their learning, and talk very confidently. Children are learning to understand their feelings and to show satisfaction. For example, a child enters the setting and selects *'hapus'* ('happy') as their feeling for the morning, but after a while they go back and change their feeling to *'cyffrous'* ('excited') as they are excited to play with their friends.

Nearly all children forge very positive relationships with the practitioners, which has a very beneficial effect on their well-being and motivation. Nearly all children foster good social skills. They greet each other in a friendly manner and go straight to play together happily in the play areas. They are happy to interact with visitors to the setting. A minority of children are beginning to develop empathy skills, for example when noticing that their friend wants a turn with a resource and offering to share it with them voluntarily.

Nearly all children are curious learners who engage with their play and learning for extended periods. They enjoy the wide range of real-life opportunities and experiences that are available to them, exploring resources confidently and using their imaginations maturely. For example, they demonstrate imagination and creativity when enjoying using the boxes to slide themselves across the hall.

Most children are energetic and enjoy their play and learning experiences with enthusiasm. They show interest and excitement when playing with different equipment and resources that are of interest to them. For example, they are happy to help each other or use the resources in the outdoor area to make concrete and fill a hole in the floor. Children are heard encouraging each other to mix and spread the sand and to get more as there was not enough to finish their work. Most children are given good opportunities to develop their independence skills. Many children put their coats and bags on their personal pegs. During snack time, they pour their own milk into cups or wash and dry dishes independently.

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 prioritise children's safety and maintain effective procedures to ensure that children are healthy and safe. All have attended child protection training and are confident

about the correct procedures to follow should they have any concerns about a child. All practitioners have completed paediatric first aid training, which enables them to provide appropriate treatment, if necessary. They record any accidents in detail, ensuring that parents sign the records in a timely manner. Fire drills are conducted regularly and recorded thoroughly. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Most practitioners make good use of up-to-date procedures to prevent the spread of infections. For example, they encourage children to wash their hands before eating. They ensure that tables are cleaned thoroughly with disinfectant before children sit and eat. They follow suitable hygiene procedures for changing nappies and at times when practitioners prepare food for children.

Nearly all practitioners have formed secure relationships with the children. They are kind, caring and respond thoughtfully to children's needs and interests. Practitioners understand the behaviour management policy and act as good role models. They form a close working relationship with the children and are sensitive to the needs and experiences of individual children. As a result, children follow practitioners' instructions consistently. They model natural and positive interactions consistently and teach children to be considerate, to share and to take turns. For example, when children ask for help, practitioners are on hand to step in and offer support, when necessary. Practitioners have a warm and natural relationship with the children and always treat them skilfully and with respect.

Most practitioners promote children's play, learning and development successfully. They provide purposeful learning areas for children, with many activities that meet their interests. Practitioners engage well with the children and support them effectively as they play. Practitioners implement the suitable arrangements they have to identify and support children's individual needs, including those with additional learning needs. There are robust procedures in place to ensure that practitioners are able to work successfully with external agencies if any additional support needs to be arranged. Information is shared with parents regularly through a social app. This ensures that parents receive up-to-date and beneficial information about their children's development.

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

Practitioners maintain a useful overview of each child by gathering valuable information about them, for example when considering their learning motivation and interests. They use this information to nurture children's well-being and provide activities that meet their learning needs successfully. In the best practice, a minority of practitioners support learning effectively while ensuring purposeful opportunities for children to choose their own learning pathways. However, they do not always take advantage of beneficial opportunities to move learning forward to develop children's problem-solving skills effectively. They have a suitable understanding of child development and the way in which children learn through play and experimentation. They ensure opportunities for children to have uninterrupted access between the indoor and outdoor areas. This encourages children's independence and develops their curiosity effectively.

Practitioners are skilful language models. They encourage children to talk to each other and promote effective ways for them to express their needs. At times, practitioners question children purposefully. However, they do not always interact effectively enough to develop children's ability to think independently.

Practitioners provide beneficial opportunities for children to take suitable risks, for example by climbing the wooden climbing frame to experiment and jump carefully from height. Practitioners promote children's enjoyment of reading by displaying a variety of books across the different areas, which are accessible for the children to enjoy. They provide a range of opportunities that encourage children to make marks and develop their early writing skills. Practitioners ensure a beneficial range of resources and opportunities to develop children's numeracy skills. For example, they place cardboard boxes of different sizes in the construction area to encourage mathematical discussions as they play together. A wide variety of resources are provided which develop children's digital skills successfully. For example, practitioners record songs on talking tablets, which enables children to follow the pictures of the songs and sing familiar songs independently.

Provision for developing physical skills is sound. Practitioners provide a range of purposeful resources that allow children to develop strong physical balancing skills. Practitioners plan a beneficial range of opportunities to promote social, moral, cultural and spiritual development. There are effective opportunities for children to learn about events in other cultures. They promote children's awareness of their Welshness and their *'cynefin'*, or local area, skilfully, for example when celebrating St Dwynwen's Day.

Environment: Good

Leaders provide a suitable, safe and clean environment for children. They ensure that practitioners implement safety precautions effectively. For example, they check the outdoor area to minimise any dangers before children use it and there are clear signs available to support the procedures for evacuating the building in an emergency. Practitioners complete daily records of the arrival and departure times of children and adults, including visitors. Leaders conduct regular fire drills and these are recorded in detail. They have satisfactory assessments of general risks and fire risks, which are reviewed and acted upon.

Leaders provide an inclusive environment where all children have equal access to all the various resources and activities. The environment allows children to use the toilets and handwash basins independently. Leaders follow consistent arrangements in relation to the safety of the environment and regular cleaning arrangements are in place which reflect good hygiene practices.

Leaders ensure that the setting is safe, welcoming, accessible and maintained effectively. The indoor and outdoor play areas are extensive and engage children's interest to discover and explore while playing freely. Leaders provide areas that offer opportunities for children to develop physical, social, linguistic, mathematical and moral skills which include natural resources and recycled materials. Colourful displays, which are filled with the children's craft work and photographs, provide them with a strong sense of belonging.

Leaders ensure that all children are able to access a variety of age-appropriate and good quality furniture, toys and equipment. For example, there are open baskets and shelves for

children to investigate and a great deal of natural and home furniture available. Leaders provide some resources to encourage children's curiosity about wider society and encourage their personal and social development effectively by providing resources to promote multicultural values among the children. Indoors, children are given extensive opportunities to develop their skills through touch, exploration and discovery. Practitioners ensure that resources are within children's reach so that they can choose for themselves.

Leadership and management: Good

Leaders have high expectations of children and practitioners and maintain a sense of team among all staff. Children's well-being is at the heart of everything and, as a result, children are happy and make good progress.

Leaders have established clear systems for sharing information about children's development, including regular updates and opportunities for parents to contribute to observations. This has a positive effect on the children, as individual needs are identified at an early stage and information is shared regularly and beneficially between the home and the setting.

The setting's self-evaluation procedures focus effectively on a wide range of evidence and input from all stakeholders. Leaders identify strengths and areas for improvement appropriately and work with staff to make improvements to provision. Leaders share sensible actions with practitioners and consider the most effective methods of achieving their priorities.

Leaders have a purposeful statement of purpose and a variety of good policies for the service, which are implemented effectively. However, the documents do not reflect the service in full.

Leaders ensure that robust recruitment processes are implemented and ensure that they have relevant checks before practitioners begin working with children. They have appropriate arrangements for holding supervisory meetings with practitioners.

Leaders use the budget and grants wisely to support improvement priorities and meet children's needs. For example, by funding improvements to the outdoor area, attractive, good quality resources have been provided which support children's learning and enrich their experiences successfully.

Leaders and practitioners have a strong relationship with parents. They also make good use of a digital social page to inform parent about activities and events on a daily basis.

Leaders ensure that the community is a key part of children's play and learning at the setting. For example, they organise regular visits to the local community and invite visitors from the community into the setting. As a result, the partnership between the Cylch and families has strengthened and supports children's continuous learning in a supportive and inclusive environment. Leaders work closely with the local authority's support officers to maintain and develop the quality of provision.

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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