



Dros ddysgwyr, dros Gymru  
For learners, for Wales



**A report on**

**Cylch Meithrin Ponthenri**

**Ponthenri Community Hall  
Bargoed Terrace  
Ponthenri  
Llanelli  
Carmarthen  
SA15 5PW**

**Date of inspection: May 2025**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

## About Cylch Meithrin Ponthenri

Name of setting	Cylch Meithrin Ponthenri
Category of care provided	Full daycare
Registered person(s)	Rachel Dennis-Jones
Responsible individual (if applicable)	Rachel Dennis-Jones
Person in charge	Sarah Phillips
Number of places	16
Age range of children	2-3 years old
Number of 3 and 4-year-old children	6
Number of children who receive funding for early education	6
Opening days / times	Monday to Thursday 9am-3pm Friday 9am-12pm
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	This is the first inspection since its re-registration.
Date of previous Estyn inspection	October 2017
Dates of this inspection visit(s)	20/05/2025

## 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)	
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. Use observations and assessments more consistently and effectively to plan the next steps for developing children's different 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 have a strong voice and make choices and decisions confidently while playing. They move happily between different activities and pursue their personal interests effectively. For example, during singing and greeting time, children choose to undertake a play activity rather than sitting on the mat, and this is respected. Their wants and needs are given good consideration. They talk confidently to practitioners and know that they will be listened to.

Nearly all children feel safe, happy and familiar with the arrangements of the session. They settle quickly on arrival and transfer from their parents or carers without fuss. The very few who are unsure relax quickly once they are comforted by practitioners. Children persevere and concentrate for appropriate periods. For example, they enjoy playing in the kitchen, imitating preparing food for the practitioner and mixing water and milkshake powder to make 'paint'.

Children interact in a positive manner. Nearly all play alongside each other harmoniously and a minority begin to play with others, for example when looking for dinosaurs in the sand. They also choose to sit next to their friends during snack time and circle time. Nearly all form very positive relationships with practitioners, by including them in their play or sitting on their laps during circle time. Nearly all children are active and learn effectively through play. They are very curious and experiment with keen interest with the syringes in the water tray and when mixing soil and water to make cakes in the mud kitchen. They enjoy regular opportunities to develop their physical skills, such as balancing on the balance bike and when venturing on the climbing frame.

Nearly all children develop their independent learning skills well. They help themselves to a snack politely, spread butter on toast and pour milk or water into a cup independently. They also take good responsibility for their personal hygiene and use the toilet independently and wash and dry their hands.

### **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 provide children with effective care and support. They implement appropriate policies to promote healthy lifestyles. They promote children's health and well-being effectively and offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. They ensure that any allergies and dietary needs are recorded to ensure that all children can enjoy their meals safely. The setting has received training to support children to brush their teeth on a daily basis.

Practitioners focus continuously on keeping children safe and healthy. They understand their roles and responsibilities thoroughly and implement the setting's procedures effectively to keep the children safe. Practitioners are confident about how to act should they have any concerns about a child or a practitioner. Staff have up-to-date first aid, safeguarding and food hygiene certificates. There are arrangements in place to renew the children safeguarding training to align with the national standards. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners follow secure procedures when dealing with any accidents, incidents or illnesses and keep accurate records.

Practitioners pay particular attention to all aspects of hygiene. For example, they wear an apron to prepare snacks and encourage children to take part in physical activities and to eat and drink healthily. They follow a strict routine when changing children's nappies and ensure that they clean the mat and change their gloves and apron between each change.

Practitioners know the children exceptionally well and have a thorough understanding of their needs and preferences. They interact positively with the children, showing warmth and kindness. They form a very close and natural relationship with the children. As a result, children follow the practitioners' instructions consistently. Practitioners are sensitive to the needs and experiences of individual children, including those who have been identified as having additional learning needs. They work closely with various agencies to provide appropriate specialist support for children, as necessary.

Practitioners provide an effective range of play activities. They support children as they undertake activities and model purposefully, for example when spinning and rolling a hula hoop on the floor. They ensure that there are suitable opportunities for children to develop a variety of skills, for example fine and gross motor skills, mathematical skills, communication skills and personal skills.

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

Practitioners have forged a close, homely relationship with the children. They discuss with them in a relaxed manner and are aware of their individual requirements. They work together effectively to provide a broad and balanced curriculum that offers valuable experiences and responds successfully to children's needs, in line with the principles of Curriculum for Wales. As a result, children are curious to play for extended periods and immerse themselves completely.

Practitioners are good language models and they use appropriate vocabulary to ensure children's understanding. Valuable use is made of a language, drama and music scheme during circle time sessions to introduce new vocabulary to children in a positive and fun manner.

Practitioners plan learning experiences that encourage children to develop as skilful, independent learners. For example, they provide opportunities for them to choose the next activity, choose a snack, pour a drink and cut fruit independently.

Practitioners plan beneficial experiences to develop children's spiritual and moral skills successfully. They teach children about the difference between right and wrong and the importance of respecting others. They support children effectively to be kind. For example, they ensure that everyone asks and answers 'sut wyt ti?' ('how are you?') to each other during circle time and encourage children to say 'diolch' ('thank you') when passing the milk jug during snack time.

Practitioners provide a wide range of diverse activities and high quality resources that develop children's literacy, numeracy and digital skills well. They provide extensive opportunities for children to enjoy sharing books and making early marks in a variety of indoor and outdoor areas. As a result, most children's early writing and reading skills develop well. They play alongside the children purposefully to support their learning successfully. For example, they work with the children to create a pattern on the lightbox and to build a tower with wooden blocks.

Practitioners ensure that children are adventurous and develop their physical skills successfully by planning beneficial experiences. A range of indoor and outdoor learning and play experiences have a positive effect on children's development. They provide valuable opportunities for children to learn practically and to be creative, such as following a recipe to make a cake in the mud kitchen and painting plant pots.

Practitioners provide a wide range of digital resources across the areas, which enable children to use them confidently and purposefully. For example, digital cameras are available for children to take photographs of each other and their work. They plan thoroughly to create an environment that promotes problem-solving and thinking skills, supported by a range of open-ended resources and a variety of equipment. For example, they use simple counting equipment effectively to encourage children to match a bicycle to the correct parking space and a teaspoon and a small biodegradable plant pot to build castles in the sand pit.

Practitioners use their observations of children's achievements appropriately and this is beginning to lead to planning the next steps in individual children's learning. However, practitioners do not always use this information consistently enough to target the next steps in the different skills.

**Environment: Good**

Leaders ensure that the environment is safe and well maintained. This promotes children's safety and well-being effectively. They have robust arrangements for admitting visitors to the building.

Leaders and practitioners complete visual risk assessments on a daily basis and there are appropriate risk assessments for activities, areas and visits. Additional risk assessments have been developed during the visit for the outdoor area to show how children are kept safe from wandering from the area, along with the use of protective equipment and additional support from practitioners for the climbing frame. Practitioners supervise the children carefully in a safe environment. They hold fire drills so that children can familiarise themselves with the arrangements to be followed in the event of an emergency. Fire extinguishers and electrical equipment are checked annually.

The environment is clear and welcoming, with the children's artwork and photographs on display, which promotes a sense of belonging. The indoor areas are well organised and presented with care, providing opportunities and dedicated space for the children. Purposeful resources are stored at a low level to enable the children to choose independently without support from an adult. The play areas and equipment are cleaned regularly and resources are clean and in a good condition.

Leaders provide rich learning experiences for children in different rooms, encouraging them to be curious and confident learners. They ensure that the play areas provide them with a variety of experiences. For example, children are given opportunities for imaginative play, in addition to a comfortable space to relax during quiet times. They include a good selection of 'authentic' resources, such as crockery and pieces of wood of different sizes which provide them with opportunities to experiment with sustainable resources. This provides positive experiences in their play as the children handle resources that are part of everyday life. Equality and cultural awareness are promoted through a selection of books, a collection of instruments, dolls, small world play equipment and dressing-up clothes.

The outdoor area provides an open space within a secure fence when children are outside playing. They use the limited space available effectively, by providing play opportunities for small groups of children. It provides a creative opportunity for children in the mud kitchen, water play and mark making equipment. Practitioners ensure that they provide rich and regular opportunities for the children. They choose resources carefully to respond to children's interests and ideas. For example, they respond to one of the children's current interests by providing opportunities for them to search for different plastic dinosaurs in the sand pit.

## **Leadership and management: Good**

Leaders place children's well-being at the heart of everything they do. There is a positive ethos at the setting, where children and staff feel valued. There is a positive working relationship between leaders and practitioners. The service's statement of purpose is clear and provides an accurate picture of the setting. It delivers the Welsh language 'Active Offer', complies with CIW rules and meets the national minimum standards.

Leaders have high expectations, which ensure that everyone works together strongly as a team. They are enthusiastic and dedicated to providing a stimulating and purposeful environment. They follow safe, robust and timely recruitment practices and all practitioners have a relevant contract of employment and job description.

Leaders prioritise the areas they wish to improve and act on them effectively. For example, they have attended training recently in response to the targets in the improvement plan. They ensure that staff are given purposeful opportunities to contribute to supervisory discussions, along with the setting's self-evaluation. They fulfil their management duties successfully, including the purposeful use of the early years pupil development grant.

The setting takes advantage of opportunities to develop staff effectively and attends purposeful training regularly. This has a positive effect on teaching and learning from day to day. They take advantage of reviews, advice and feedback from external agencies, such as the advisory teacher and Mudiad Meithrin. They address concerns effectively and make purposeful referrals to the correct agencies to support individuals.

The performance management process has been established firmly and leaders provide beneficial professional learning opportunities for practitioners to develop their skills, knowledge and understanding successfully.

Leaders and practitioners have a strong relationship with parents and carers. They communicate with them effectively to work effectively to improve children's well-being and learning from day to day. Leaders and practitioners use social media purposefully to track progress and communicate with parents skilfully. These procedures are used well to inform parents and carers about important messages, events and to report individually on children's development and care through photographs.

Leaders and practitioners forge valuable links with the wider community to foster a sense of belonging among the children. For example, they hold parties for the community occasionally and they have forged links with the local care home. They develop children's awareness of their '*cynefin*', or local area, well and use the surrounding area purposefully. For example, they take the children for a walk in the local area to discuss the different features of the area that are familiar to them.

There are robust transition procedures in place to ensure that children transfer successfully to the school. They work effectively with local schools and this prepares the children purposefully for the next stage in their education. They have created picture books of the schools for children to browse through to familiarise themselves, before visiting the school for taster sessions.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Trosol (Welsh to English).**

## 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

**This report is also available in Welsh**

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