A report on

Cylch Meithrin Llanerchymedd

Ysgol Gymuned Llannerch-y-Medd
Llannerch-y-Medd
Anglesey
LL71 8DP

Date of inspection: July 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanerchymedd

Name of setting	Cylch Meithrin Llanerchymedd
Category of care provided	Full Day Care
Registered person(s)	Cylch Meithrin Llannerch-y-Medd
Responsible individual (if applicable)	Gwen Collins
Person in charge	Anne Williams and Carys Ponsonby
Number of places	30
Age range of children	2-4 years old
Number of 3 and 4 year old children	27 children
Number of children funded for early education	7 children
Opening days / times	8:30 – 17:30 Monday to Thursday 8:30 – 15:30 Friday
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 the setting re-registered on 19/01/2024.
Date of previous Estyn inspection	18/05/2017
Date(s) of this/these inspection visit(s)	01/07/2025

Summary

Theme	Rating
Well-being	**Excellent**
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)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Continue to develop opportunities for children to solve problems independently.

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

CIW and Estyn will invite the setting to prepare a case study on its work in relation to developing and planning enriched learning areas for dissemination on their websites.

Main findings

Well-being: Excellent

All children are happy and settle well when leaving their parents. They make decisions for themselves, follow their interests and make choices successfully. They move around the learning areas easily and confidently, choosing from the wide range of activities. Children's views and decisions are prioritised and respected by practitioners. For example, they are confident to express when they are not ready to eat their fruit and practitioners support them to continue playing.

Nearly all children express themselves in a confident manner when sharing ideas and answering simple questions. They are very eager to share their experiences with practitioners during circle time, knowing that they will show interest and value what they have to say. As a result, nearly all children develop a very positive relationship with practitioners.

Nearly all children respond well to praise, and many are eager to share their successes and show pride in their work. For example, they are excited to show their creative work to practitioners and show pride when they receive praise for their efforts. Nearly all children are familiar with the daily routine and comply with procedures in a mature way, such as self-registering and putting their personal items away in the designated areas.

Nearly all children socialise enthusiastically and are willing to share resources. They take turns and share equipment in a mature way with their friends. For example, they are happy to take turns when using the binoculars to look for zoo animals, and work together to hide the animals so the next child can look for them. They chat happily whilst playing and are keen to share experiences and show things that are of interest to them. During snack and lunch time, children socialise with each other naturally and are happy when chatting with their friends and the practitioners.

Almost all children enjoy their play and learning. They concentrate and persevere diligently when undertaking tasks, and experiment with different instruments and materials confidently. For example, children are focussed on freeing the animals from the blocks of ice and take care when using the hammer to break the ice. Nearly all children are curious about the world around them and successfully use their imagination to enrich their play. For example, they enjoy making food for the giraffe in the mud kitchen, adding leaves, herbs and dry pasta to the bowls.

Nearly all children choose activities in line with their interests and develop very good independence skills. For example, they help to sort cups and pour milk during snack time. Nearly all children develop good independence when undertaking self-care tasks, such as wearing aprons and washing their hands. They are happy to put equipment away in the appropriate places at the end of activities without any adult intervention.

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

Nearly all children make good progress in their skills from their starting points. Most work diligently on tasks, using the Welsh language confidently, such as singing nursery rhymes during a group session and counting the vegetables whilst making food in the mud kitchen.

Most children speak clearly and ensure that adults and other children understand them. They respond well to questions during a group session while listening to a story about a zoo. Many children manage to speak confidently about jungle animals referring to their size, their colour and the sounds they make. Nearly all children express their emotions in a sensible manner verbally, as they convey whether they are feeling happy, sad, angry or shy like the monkey.

Using a wide variety of resources, most children manage to make early marks independently and develop progressively. For example, they use a white board and felt pen to create a picture of a giraffe, write their name in the sand, practise forming letters in the shaving cream and use chalk to draw shapes and numbers in the outdoor area.

Nearly all children show enjoyment when looking at books. They choose a book independently and handle it like a reader. The wooden den area outside provides a cosy spot to relax and enjoy reading. Many of the children enjoy sharing a book with a friend or listening to a story with a practitioner. They respond excellently to pictures in the book and can recall what happens next confidently.

Most children use mathematical language intelligently and in relevant contexts. They can count, recognise and name numbers up to five confidently and some can count and sort up to ten objects skilfully. For example, when weighing and calculating how much food is in the food packets for the animals in the shop outside.

Most children manage to choose their digital equipment independently. They use such equipment during specific play activities with increasing confidence. They know how to control electronic toys and use a tablet skilfully to choose suitable apps to play. Children show increasing control of their digital skills as they attempt to colour in characters and take pictures in the forest school. This has a beneficial impact on their digital development.

Nearly all children manage to show comprehensive development in their physical skills. For example, they have good skills when riding various pieces of equipment on the yard and when building a den with large loose parts such as tarpaulin, cones, plastic pipes and empty crates to create a hiding place from the dangerous animals.

Nearly all children enjoy taking part in creative activities both indoors and outdoors. They have full access to a rich variety of suitable and purposeful resources which offer opportunities to practise skills such as painting, cutting and pasting, working with natural materials, and experimenting with colour and shape. This has a positive effect on their creative skills.

Most children are starting to understand their own emotions and to respect the feelings of others. They discuss their emotions confidently during circle time and offer ideas as to how

the characters in a story feel. Most are developing good moral skills and are learning to be polite to one another, for example by saying please when asking for a turn as they play with a friend.

Most children are able to work with an adult to try to solve problems. For example, when trying to create colourful flowers following specific instructions – large, medium, small – and when trying to pour the water from one container to another. However, they are not always given sufficient opportunities to make decisions in order to solve problems independently, for example by choosing suitable equipment independently when completing tasks.

Care and development: Good

Practitioners follow sound procedures to ensure children are kept safe. They use the practices learnt from their training on safeguarding children effectively and understand their duties well. Practitioners have completed first aid training and record any accidents thoroughly and ensure that parents sign to confirm that they are aware of the incident. Fire drills are conducted regularly and recorded effectively. Practitioners implement sound processes to prevent the spread of infection. For example, they encourage children to wash their hands as needed and follow effective practices when handling food and changing nappies. They promote healthy eating and exercise successfully and ensure beneficial opportunities are provided to spend time outdoors in the fresh air. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners form positive relationships with the children. They speak to the children in an affectionate manner and treat them with care and respect. They use consistent strategies to promote children's positive social skills in line with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns, and offer a clear explanation when their behaviour is not acceptable. Practitioners praise the children regularly and celebrate their efforts consistently. As a result, children develop their self-esteem and take pride in their work. Practitioners model social skills effectively when playing alongside the children and feed and model a high standard of language consistently. They support children to develop respect towards others by modelling and encouraging good manners and giving praise when children are kind to their friends or say please and thank you.

Leaders follow purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. They collect plenty of information about children's preferences and individual needs before they start attending the setting. This enables them to plan effectively to meet the needs of every child. Practitioners know the children well and know when to provide more support. For example, they ensure that additional support is provided to children who need more time when changing from one activity to another so they can join in new activities in their own time. There are effective procedures in place for referring children to external agencies for support, if needed. Practitioners communicate effectively with parents and share regular information about children's development verbally at the end of every session and during regular parents evenings.

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

Under the skilful guidance of the leaders, practitioners plan to provide interesting and imaginative experiences that engage all children successfully and meet their needs to a high standard. They plan an overview of flexible teaching opportunities and, as a result, they ensure valuable opportunities to respond at short notice to children's suggestions or guidance. For example, they respond positively to the ideas of children who are eager to carry food from the shop so they can feed the animals before going on a train to the jungle. This is among the provision's strengths.

Practitioners successfully provide a stimulating and challenging environment, both indoors and outdoors, which encourages children's engagement, participation and enjoyment. Practitioners know when to intervene and when to take a step back when children are playing. They support their play sensitively, adapting their support in accordance with children's needs. They use their understanding of child development effectively to challenge them to think and solve problems.

Practitioners plan rich activities that allow children to practise their literacy and communication skills both indoors and outdoors. They make the most of every opportunity to support and extend children's understanding, including those with additional learning needs. Practitioners question children effectively and manage to refer to previous experiences to reinforce the teaching further, for example when questioning them about the animals of the jungle. They discuss, using a high standard of verbal language, listen to children's responses and use their findings to encourage further learning. For example, when discussing if a giraffe's neck is long enough to reach the food they challenge the children to think about the length of an elephant's neck which leads to comparing the necks of animals and a discussion about measuring. Letters and words are displayed in each area and practitioners refer to them very effectively to reinforce the learning.

Similarly, numeracy is addressed naturally in all areas both indoors and outdoors, and some older children can place numbers from 1 to 10 in order completely independently. They make the most of opportunities to reinforce and develop children’s digital skills. For example, they encourage children to use an electronic tablet to take pictures of animals created from leaves in the forest school. Practitioners provide good opportunities to develop children's gross and fine motor skills very effectively.

Practitioners ensure valuable opportunities for children to develop values such as honesty, fairness and respect in their daily play and during circle time. They encourage them to wait their turn to sing independently, or when sharing the binoculars to look for animals around the yard. These actions are modelled and reinforced regularly by practitioners and have a very good impact on children's moral and social development.

The provision and resources are of an equally high standard both indoors and outdoors. Practitioners use the entire space in an imaginative way to help the children to develop their skills.

Environment: Excellent

Leaders prioritise child safety and ensure that sound procedures are in place to check, monitor and manage any potential hazards effectively. Detailed risk assessments outline potential hazards and action taken to reduce or prevent any risks to children, and practitioners complete appropriate daily checks. They deal with any hazards identified quickly and effectively. They plan activities thoroughly where children take risks themselves. For example, they plan sessions where children are given opportunities to use a saw and hammer, opportunities to climb appropriate equipment and sessions in the forest.

Leaders ensure that the learning and play areas are pleasant and comfortable with plenty of room for children to move around freely. They display examples of children's work and photographs on the walls which create a sense of belonging. The play areas are arranged very effectively, with a wide variety of materials and natural resources and real life objects. This provides plenty of opportunities for children to experiment, explore and learn about the world around them, for example by using real building tools, pieces of wood to nail and planting flowers/plants. Real machines and objects in the role-play area help children to handle equipment carefully and develop their independence skills, for example by practising pouring water and using kitchen utensils.

Leaders have developed the outdoor play areas to offer an excellent variety of activities and purposeful opportunities for children to play and use their imagination. For example, they have created planting areas, an adventure course with climbing apparatus and a ‘vegetable shop’ in the outdoor role-play area which includes real vegetables. These opportunities enable children to develop their physical skills very effectively and provide beneficial opportunities for them to experiment and role-play naturally. Leaders ensure that there is a great range of interesting resources and equipment available in the indoor areas. These are of very good quality and are stored at a low level so that children can choose them independently without any adult intervention. Practitioners keep a detailed record of when the play areas, toys and resources are cleaned. This happens on a regular basis in order to ensure a high level of cleanliness.

Leadership and management: Good

Leaders are very experienced and set high expectations for practitioners. This is administered through modelling and open discussions with staff. They have a strong vision which is implemented by all staff on a daily basis. This contributes skilfully to the setting's happy Welsh ethos. The setting's policies are clear, and provide thorough information for practitioners. This enables them to follow the setting's procedures very effectively and helps the setting to run smoothly.

Leaders operate safe recruitment systems and have effective arrangements for evaluating practitioners' performance. The supervision arrangements are firmly in place, ensuring that practitioners are given the opportunity to discuss individual training needs according to their personal priorities and the provision's development needs. Leaders ensure that practitioners understand and fulfil their roles skilfully and thoroughly. This has a positive impact on the homely and welcoming atmosphere at the setting, and its ability to provide the best outcomes for children.

The management committee's monthly meetings are scheduled effectively. They have an agenda that identifies actions, responsibilities and clear time-scales for all. This is an effective arrangement and contributes successfully to ensuring high quality education and care for children.

Leaders ensure safe supervision when children arrive and leave at the beginning and end of sessions. This all has a positive impact on creating a safe workplace that prioritises child safety. The setting's inclusive ethos is modelled and driven by the leaders, and practitioners report that they feel valued. Children's efforts are acknowledged and positive responses are heard during tasks and free play sessions.

Leaders ensure that funding is allocated very effectively to meet staffing needs and children's needs and to provide resources within the setting. Leaders work thoughtfully when securing grants. This has a significant impact on improving the quality of care, play and learning.

Leaders ensure that purposeful self-evaluation is implemented to develop and improve the service they are able to provide. The self-evaluation report is a living document and is discussed regularly by staff as they review the report and make improvements or changes that make a valuable contribution to all aspects of the setting.

Staff work closely with a range of partners in order to contribute positively to improving the health, learning and welfare of children. For example, specialist teachers, professional agencies and supportive organisations. Practitioners have a valuable relationship with parents. Leaders take on an advocacy role in cases where families require support to improve the provision or resources that contribute to their children's welfare and education. Leaders have an incredibly effective partnership with the local primary school. This collaboration ensures a comprehensive understanding of children's needs as they transition to the school.

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 rating 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 Prysg (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.

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