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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Llanfair Caereinion

Mount Road
Llanfair Caereinion
Welshpool
Powys
SY21 0AT

Date of inspection: December 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanfair Caereinion

Name of setting	Cylch Meithrin Llanfair Caereinion
Category of care provided	Full day care
Registered person(s)	Angharad Lewis
Responsible individual (if applicable)	Angharad Lewis
Person in charge	Sharon Vaughan
Number of places	18
Age range of children	2-4 years old
Number of 3- and 4-year-old children	11
Number of children who receive funding for early education	11
Opening days / times	Monday to Thursday 9.00-11.30.
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 registration of the service in August 2023.
Date of previous Estyn inspection	First inspection since registration in August 2023
Dates of this inspection visit(s)	02/12/2025
Additional information	

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 Refine arrangements for observing and identifying children's progress to use the information fully when preparing for the next steps in learning

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 are happy and enjoy the company of their friends and practitioners as they socialise warmly with each other. They make choices confidently and enjoy the freedom to discover their environment. For example, children choose whether they want to play indoors or in the outdoor area and enjoy discovering and experimenting with musical instruments or the water task where they can pair socks according to their colour and size. Nearly all children are comfortable joining groups of friends according to their preferences and interests. They work contentedly with others and have the confidence to ask for support. For example, children ask for support to put on a safety jacket before going to brush the floor.

Nearly all children settle quickly and go to socialise and play enthusiastically with others on arrival. They are happy and familiar with the daily routine. Children cope well and feel safe and at home. For example, they laugh as they enjoy role-playing and smile in the company of practitioners as they look for support or reassurance. Nearly all children develop their identity and show that they have a sense of belonging. They enjoy looking at the setting's books which include pictures of their families, their houses, their pets and their *'cynefin'*, or local area.

Nearly all children interact happily and develop their social skills well. They learn to develop close relationships and enjoy seeing their friends succeed. For example, when taking part in a game of hide and seek, they celebrate warmly when they see their friends find a puppy. They work together happily when building paths with bricks and laugh excitedly when taking part in a disco-dancing activity. They interact well with visitors, inviting them to role-play or talk about their decision to go somewhere else to play.

Nearly all children are enthusiastic and persevere with interest and enjoyment in learning. For example, they take great interest in experimenting with different equipment by filling and emptying Christmas resources with small scoops and mastering the use of hammers, small pins and a wide range of shapes to create images. Outdoors, many children experiment with bowls of colourful water to create a magic potion for Father Christmas's reindeer, using small spoons, syringes and narrow bottles.

Many children develop good independent skills. For example, they have the confidence to go to the toilet, wash and dry their hands without support and tidy up actively as they know where everything is stored. They show pride in succeeding in their individual tasks and enjoy self-registration and organising their coats and water flasks. They pour their own drinks and show capable skills when using real plates.

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

Most children make good progress from their starting points at the setting. They build increasingly on their skills and respond maturely to the rich provision available to them.

Children demonstrate a good understanding of the Welsh language, which is a second language for most of them. They listen attentively to each other and practitioners and are considerate of their friends' comments while they play. Many converse naturally and respond intelligently to practitioners' questions. Most children demonstrate a positive attitude towards books and stories. They access books spontaneously and enjoy sitting and listening to a story of their choice.

Many children make marks on different materials by using a variety of equipment. They make marks in different contexts, for example when making shopping lists or when recording a trip into the town of Llanfair. A minority of more confident children write their names with the support of practitioners to remember the different letters. A few explain why they find some letters a little more challenging.

Many children demonstrate good recognition of numbers and shapes. They use colourful shapes to create an outline of the shape with a pencil and then cut out the shape carefully with scissors. Many develop the confidence to count to ten within a group during circle time, with a minority able to do so independently in different contexts. They demonstrate a good awareness of quantitative language when discussing different resources.

Most children demonstrate sound fine motor skills. They hold tools skilfully, for example when putting different objects together to create three-dimensional shapes from small shapes. Most children's physical skills develop soundly. They enjoy riding the scooters and bicycles in the outdoor area, controlling their direction confidently, and climb the small steps carefully.

Children's creative skills develop well. They demonstrate an element of originality when deciding what they would like to paint, by using different paint colours and including different elements as they wish. In the outdoor area, children enjoy listening to a variety of music and creating their own sounds with different equipment. Most children's digital skills develop appropriately. They manage the interactive whiteboard skilfully while playing games that are designed to build their oral confidence. They use small telephones to chat and colour boards to create pictures.

Children persevere exceptionally well while playing. For example, they use plastic shapes to create a colourful, tall tower. They concentrate maturely for extended periods and enjoy seeing the tower grow taller and taller. They create their own characters while playing with the big trucks and succeed in working together to solve a problem and create a bridge to get the trucks to the top of the hill.

Care and development: Good

All practitioners understand their responsibilities to keep children safe. They prioritise their health and safety successfully, by assessing risks and maintaining robust policies and procedures. All practitioners have a clear understanding of the safeguarding policy and have completed appropriate child safeguarding training. They have attended appropriate first aid training, keep accurate records of accidents and incidents, and understand the procedures for administering medication. Practitioners are passionate about ensuring that children are given opportunities to enjoy healthy foods and ensure that they follow robust practices when delivering snack and lunchtimes. They understand their responsibilities to safeguard children with allergies and complete detailed and organised registration processes to ensure

they have a clear understanding of each child's individual needs, including consent records. They are also aware of ALN support systems and are able to work with external bodies and professionals, where necessary, to support children and their families. Practitioners follow sound hygiene practices, for example when encouraging children to wash their hands regularly and when following robust processes when changing nappies. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners know the children very well and treat them with care and respect. They have a kind relationship with the children and model interaction consistently in a sincere manner. Practitioners provide tender care and recognise when support and assistance are needed, such as when dressing, using specific resources or to suggest further ideas. They are enthusiastic about their work and work together effectively to reinforce positive social skills. They encourage children to treat each other with care and ensure that they learn about their responsibilities to take care of living things by feeding the goldfish daily. Practitioners praise children warmly and encourage them to solve problems for themselves, such as using long blocks to make ramps, and bricks to extend their tracks. All practitioners are good role models and promote the Welsh language at every opportunity by responding, chatting, singing and introducing correct language patterns.

Practitioners have a good understanding of children's individual development, needs and wishes. They understand their responsibilities to support children's individual interests and skills and are very willing to support children in their learning, such as riding a scooter, holding scissors and making marks. They offer creative opportunities to extend children's experiences and skills and take note of their ideas and requirements. They are on hand to offer support when needed. They are keen to ensure that children are given opportunities to enjoy resources and books of a high standard and when planning carefully to present interesting and stimulating activities for their further development and individual needs.

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

Practitioners work together effectively to deliver a broad and interesting curriculum. They work conscientiously to adapt provision so that it promotes the development of skills and children's independence. They have a sound understanding of how children learn and plan an effective range of activities that allow children to explore in different contexts and make decisions for themselves. They respond to children's interests and enjoyment and the one-page profiles that are in place highlight the close relationship they have with parents and carers.

Staff are effective language models. They speak clearly and repeat, when necessary, to ensure that a child understands a question or instructions. This can be seen clearly during story time, where children clearly enjoy and are full of excitement when hearing the story of Father Christmas. They use the natural dialect of Montgomeryshire.

Practitioners promote a love of books and stories effectively. Different books are located across the areas so that children can access them and learn the behaviours of a reader. They enjoy looking at pictures, for example when discussing recipes while playing in the home area. There are beneficial opportunities for children to make marks in different contexts and use a wide variety of implements. Provision ensures rich experiences as children begin to

count and become more aware of different two-dimensional shapes and simple concepts when measuring and weighing.

Practitioners provide a good range of resources to promote children's awareness of different cultures. They play with resources such as jigsaws and dolls and there are displays of pictures of children from different backgrounds. Practitioners support children's spiritual, moral and cultural development so that they become kind and thoughtful individuals. Children enjoy spending a quiet moment in the sensory area and learning to care for the goldfish and watching it swim gracefully and calmly.

All practitioners have a very strong relationship with the children in their care. They work together effectively and model positive social skills. This has a very good effect on children's behaviour, who play together happily. Practitioners intervene skilfully in play and ask questions to stretch the child's thinking. They also encourage highly effectively and provide children with support and assistance, when necessary. At times, they also understand the importance of taking a step back to allow play to develop, by observing children offering their ideas and solving problems.

There are brief and effective opportunities for children to gather together on the carpet to enjoy different activities or discuss specific vocabulary. These periods maintain children's interest very effectively, for example when listening to a story they had chosen by vote for in the morning.

Practitioners have developed their systems for identifying progress and preparing for the next steps in learning. They observe children regularly to identify significant steps in their skills and begin to adapt provision in response to each child's progress. However, this procedure has not yet been developed in full.

Environment: Good

Leaders ensure a safe and clean environment. They have effective and clear measures to ensure that no-one is able to access the site without permission and that children are unable to leave without supervision. For example, they keep the main external gate locked during care hours and ensure thorough records of the attendance of children, practitioners and visitors. The setting's maintenance records are up to date and leaders complete regular fire drills. Leaders maintain effective and purposeful risk assessments and these are reviewed regularly. They provide information areas that display clear evidence about practitioners, safeguarding policies and procedures and ensure that practitioner to child ratios are correct at all times. As a result of these arrangements, leaders maintain effective management of any dangers and minimise any risk to children.

Leaders provide a homely and welcoming environment, which provides an abundance of natural light. They have planned it carefully to meet the requirements and age of the children on site. Leaders provide good facilities that facilitate children's experiences, such as a suitable toilet unit and an area for changing nappies. They make effective use of the setting, such as an open reception area for children's coats and bags, a kitchen suitable for preparing food and doors to the outdoor area that allow children to play in a continuous and safe flow. In the indoor play area, leaders provide a very good environment with interesting areas that invite children to take risks, discover and develop their independence. For example, they provide mark-making, creative, story, role-play and discovery areas. They also

provide an exciting outdoor environment for stimulating experiences and adventures. For example, covered areas for construction and experimenting with water and sand, and steep surfaces that challenge children to develop physical skills. Leaders have developed a new planning area which provides an additional safe space for children to have authentic experiences.

Leaders offer a wide range of good quality resources so that children have effective and exciting experiences. They present them at low levels imaginatively so that children have extensive opportunities to experiment, discover and pursue their interests. Leaders provide very suitable resources for the age and development of the children, ensuring that there are opportunities to experience natural loose parts, such as stones and twigs, and authentic equipment such as crockery and cooking utensils and cookbooks. Leaders encourage children's personal and social development effectively by organising experiences for them to be a close part of their community. For example, they ensure opportunities for children to collect rubbish, go on a bug hunt and visit the church and local shops. They ensure that there are valuable images and resources for children, such a books, pictures of famous areas, costumes and resources so that they learn about the multicultural world.

Leadership and management: Good

Leaders have a clear vision for provision which is based firmly on providing care and education of a high standard in a kind and happy environment. The management committee is a strong unit and meets regularly to ensure consistent and beneficial support for the leader and practitioners. The leader is passionate and works closely and effectively with the enthusiastic team of practitioners to maintain provision of a high standard. The statement of purpose is a detailed and effective document and provides a clear picture of provision for parents, and a beneficial range of policies and procedures has been embedded well. Recently, they have appointed a marketing officer to provide timely information to parents and carers in the area.

Leaders have purposeful procedures for identifying the setting's strengths and aspects that are in need of attention. They understand the importance of evaluating provision regularly throughout the year, responding to children's needs and ensuring that they adapt provision in line with their needs. A notable example of this is the work done to develop the setting's garden, which had been identified as something that needed to be developed. Specific steps were agreed, including securing a grant to fund the project and then establish the garden in an area that was not being used previously. The garden is now operational and contributes significantly to children's learning experiences.

Leaders assist and support the staff through close co-operation and regular team meetings, including attending committee meetings, at times. They maintain safe recruitment procedures and ensure that the number of practitioners is appropriate for the number of children who attend the setting on different days. Suitable performance management activities are conducted. As a result of the meetings, there are opportunities for practitioners to take part in training or opportunities to share good practice. Recently, anti-racism training was conducted to reinforce practitioners' awareness of the importance of inclusion.

The setting has strong links with parents and carers. There are regular opportunities for parents to come into the setting to see their children playing and a useful progress report is shared with them regularly. There is a library at the setting where parents can borrow and return Welsh books. This encourage parents to enjoy story time with their children and helps as most parents and carers are not Welsh speakers. The setting has a close and supportive working relationship with the local authority's advisory teacher team. They welcome regular visits, with officers providing beneficial developmental feedback for leaders to consider.

A beneficial working relationship has been established with the schools in the catchment area and there are arrangements for children to visit the schools to which they will transfer for the next stage in their learning. This supports children's confidence and well-being successfully. The setting has a good range of partnerships with the local community in Llanfair Caereinion. They understand the importance of developing children's awareness of their *'cynefin'*, or local area, and the importance of belonging to a community. A notable example of this was when children painted poppies on a rock and placed them on the monument in the town on Remembrance Sunday.

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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