A report on

Cylch Meithrin Llanilar

Ysgol Gynradd Llanilar
Llanilar
Ceredigion
SY23 4PA

Date of inspection: October 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Llanilar

Name of setting	Cylch Meithrin Llanilar
Category of care provided	Full day care
Registered person(s)	Cylch Meithrin Llanilar
Responsible individual (if applicable)	Catrin Ffion Evans
Person in charge	Caryl Roberts
Number of places	19
Age range of children	2 – 4 years old
Number of 3- and 4-year-old children	9
Number of children who receive funding for early education	9
Opening days / times	Monday to Thursday 08:35 – 15:35 Friday 08:35 – 11:35
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 re-registering as a CIO
Date of previous Estyn inspection	March 2018
Dates of this inspection visit(s)	07/10/2025
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. Ensure suitable opportunities to develop children's awareness of inclusion and other cultures

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 they make choices and decisions confidently while playing. They move between different activities independently and pursue their personal interests effectively. For example, some choose to build a tower with blocks, while others colour or read a story. Children ask for support when trying to put on waterproof suits. They talk happily to practitioners, knowing that they will listen to them.

Nearly all children are very happy on arrival at the setting and are comfortable in the care of practitioners. They cope well when separating from their parents and carers. Nearly all children are completely familiar with the day's arrangements. For example, children know that the play area needs to be tidied up before the end of the session.

Nearly all children behave well during free play periods and during group activities. Many share resources well and begin to understand how to take turns successfully, for example by working happily together outside and waiting their turn to build a block tower. Most children form positive relationships with practitioners and their friends and are happy to approach practitioners to play or for comfort. Nearly all children are polite when choosing their drink at snack time.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities and are curious, for example during messy play outdoors, creating in the mud kitchen and giving them to practitioners to taste. They enjoy moving from one activity to the next and persevere and concentrate for extended periods. For example, children enjoy playing with the magnetic tiles, making a rocket and counting from ten to zero when launching it.

Most children develop very good independence and self-help skills, for example when putting on a helmet without support to ride the bikes, in addition to pouring milk and water from the jug into their cups. Nearly all children use the toilet confidently and wash and dry their hands independently.

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

Nearly all children make appropriate progress from their individual starting points and develop a range of skills effectively while playing and learning. Most make suitable progress in developing their communication skills during their time at the setting. They increase their vocabulary regularly by using it in a relevant context, for example when asking for a drink at snack time and when responding to the register. They listen carefully to practitioners and other children and respond appropriately when talking to visitors. Most children look at books independently and respond appropriately to the story. They point at the pictures and talk with interest about the content. Most use a variety of marking equipment effectively. The majority begin to foster their early writing skills purposefully when striving to write their names on the shopping list and on the whiteboard.

Most children use mathematical language in relevant contexts successfully; for example, they demonstrate a good understanding of size and the concept of big and small, heavy and light. Most demonstrate a good understanding of the properties of simple shapes when choosing triangles to create a rocket and painting the shape of a circle to make a picture of a pumpkin. Most count securely in Welsh, counting how many stickers they need before receiving a praise award and counting back from 10 to 0 when imitating launching a rocket into space.

Most children demonstrate successful digital skills. For example, they use a mobile radio to communicate with each other about the weather and move a remote-controlled toy backwards and forwards from one picture to another. Most demonstrate strong problem-solving skills. Most children persevere with a task until it is completed. For example, they use binoculars to search until they find the bird that was twittering in the trees.

Most children demonstrate strong physical skills. For example, they climb the climbing frame and slide down the high slide confidently. Nearly all children have strong fine motor skills. They demonstrate robust creative skills. They show enjoyment in singing a variety of songs and make effective choices about what to use to create their work, for example when choosing a paint colour to paint a picture of a pumpkin. Most children have strong personal, social and emotional skills. They express their personal feelings and begin to label emotions during circle time discussions.

Care and development: Good

Practitioners follow robust procedures to ensure that children are safeguarded. They have completed training on child safeguarding effectively and understand their duties well. Practitioners have completed first aid training, record any accidents thoroughly and ensure that parents sign to certify that they are aware of the incident. Fire drills are completed regularly and are recorded effectively. Practitioners implement robust processes to prevent the spread of infections. For example, they encourage children to wash their hands regularly and follow effective practices when handling food and changing nappies. They promote healthy eating and physical exercise activities successfully and ensure beneficial opportunities for children to spend time outside in the fresh air. The setting's procedures for safeguarding children meet requirements and are not a cause for concern.

Practitioners form positive relationships with the children. They speak to the children gently 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 draw children's attention to another activity if they are having difficulty sharing and give 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-confidence and take pride in their work. Practitioners model social skills effectively when playing alongside the children and feed and model polished language regularly. They support children to develop respect for others by modelling and encouraging politeness and praising them when they are kind to their friends or say 'diolch' ('thank you') and 'os gwelwch yn dda' ('please').

Practitioners follow purposeful arrangements to identify and support children's individual needs, include those with additional learning needs. They gather information about individual preferences and needs before children start at the setting. This enables them to plan effectively to meet the needs of each child. Practitioners know the children well and know when to provide more support. For example, they ensure that additional support is provided for children who need more time to settle at the service so that they join the group in their own time. Effective procedures are in place to refer children for support from external agencies, where necessary. Practitioners communicate effectively with parents and share regular information about the children's development through verbal messages at the end of each sessions and through regular parents' evenings.

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

Practitioners foster very strong relationships with the children and create a very homely environment. As a result, children settle quickly and are eager to explore and experiment as soon as they arrive at the setting.

By listening successfully to the children's voice, practitioners succeed in planning learning experiences to engage the interest of nearly all children. They have a sound understanding of child development and the way in which children learn through play and experimentation. They provide beneficial opportunities for children to take suitable risks, for example by building a tall tower with wooden blocks and riding a balance bike up and down a ramp under the careful supervision of practitioners.

They model polished and consistent language and sing familiar songs and nursery rhymes. This regular input contributes positively and effectively to ensuring that children develop their Welsh language skills increasingly. Practitioners question skilfully and challenge children to think for themselves and apply wider skills. For example, they ask the children about a pumpkin and receive a response describing the size and weight of the pumpkin to develop their mathematical language further. Practitioners provide a range of opportunities for children to begin making marks and develop their early writing skills. As a result, children begin to understand that marks represent words, for example by beginning to write their names on their artwork. Provision to develop children's numeracy skills is strong. Practitioners provide a wide variety of resources that develop children's digital skills successfully.

Provision for physical skills is strong. Practitioners provide a range of purposeful resources that allow children to develop robust physical balancing skills. As a result, they enjoy using the balance bikes and scooters around the winding road and walking along the obstacle course. They provide a variety of effective opportunities for children to develop their creative skills. Practitioners celebrate children's efforts to create art and display their work in frames throughout the setting.

The wide range of outdoor activities encourages children to become confident explorers of their environment and to treat living things with care and respect. For example, practitioners support children to grow flowers, vegetables and herbs and harvest them in order to cook and taste them. Practitioners plan beneficial experiences to develop children's spiritual,

moral and social skills and promote their awareness of Welsh culture successfully. They provide appropriate opportunities for children to learn about celebrations and festivals such as the Chinese New Year. However, opportunities for children to learn about diversity in terms of cultural backgrounds, or to learn about different aspects of diversity, have not yet been developed in full.

Practitioners observe regularly and use the information gathered successfully to plan activities that promote children's development.

Environment: Good

Leaders have extensive and effective measures to ensure that the environment is safe and in good condition, both indoors and outdoors. Practitioners ensure that children are safe through their understanding of the expectations of them, purposeful risk assessments and fire risk assessments. They consider risks related to activities and visits but understand the importance of having opportunities for children to take safe risks.

The setting is on the grounds of the local school and the indoor and outdoor areas are secure, with a purposeful fence ensuring the privacy and safety of the children. Provision ensures a cross-section of play areas for the children, including sheltered ones when necessary. The doors are open to the children continuously, ensuring that they are free to roam from one area to another. Leaders ensure that there are appropriate levels of practitioners to supervise and keep the children safe.

Both indoors and outdoors, there is a wide range of good quality furniture and resources that are always within the children's reach. There are appropriate resources available to promote equality and cultural awareness. The indoor areas are decorated in a relaxing and welcoming manner. The areas are organised effectively, providing opportunities for children to investigate and experiment independently.

The outdoor areas, which span two different areas, provide valuable experiences, where children can choose between a number of activities that engage their interest. For example, they benefit from experimenting and sitting quietly. Within the areas, there is a mud kitchen, equipment for experimenting in water, benches for reading in quiet areas and an area for playing on the bikes. Leaders and practitioners consider the safety of the area very carefully. They ensure that experiences promote skills and ensure that children develop and learn in a safe area, while taking purposeful, controlled risks.

Leadership and management: Good

Leaders have a robust vision for ensuring that all children are happy and safe at the setting. They ensure that the statement of purpose is up-to-date and reflects the setting successfully. They have succeeded in creating a caring and homely environment, where practitioners and children are respected.

Leaders follow safe and robust recruitment processes and have effective arrangements for evaluating the performance of practitioners. Leaders support practitioners successfully and ensure that they have regular professional learning opportunities, training and supervision. Leaders review their policies in line with requirements and implement them well.

The leader and practitioners understand their roles well. They work together effectively as a team to provide beneficial opportunities for the children. They take part in professional learning events to develop their practices in different aspects of care and teaching.

Leaders have established thorough and effective self-evaluation and improvement planning procedures. They work closely and successfully with the local authority's advisory teacher and support organisations. They respond purposefully to any recommendations for improvement. As a result, leaders have a good understanding of the areas for development and strengths.

The leader allocates appropriate funding by making effective use of local and national grants, which leads to an improvement in the quality of provision. An example of this is the investment in the new extension and the outdoor area, which includes a gardening area and a covered art area. This has a positive effect on children's learning and well-being.

Leaders and practitioners have a strong relationship with parents. They also use a digital social page well to inform parents about activities and events on a weekly basis.

Practitioners work effectively with the local school and this prepares children beneficially for the next step in the education. For example, children attend story sessions and an assembly at the school on a weekly basis. As a result, there are robust arrangements in place to ensure that children transition to the next stage in their education smoothly and without fuss. Leaders provide valuable opportunities for children to visit the local community, for example by visiting the local garage to see how they fix cars and buying ingredients to make pizza from the village shop.

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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