A report on

Cylch Meithrin Cemaes

Ysgol Cemaes
Cemaes
LL67 0LB

Date of inspection: April 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Cemaes

Name of setting	Cylch Meithrin Cemaes
Category of care provided	Sessional day care
Registered person(s)	Nia Meacher
Responsible individual (if applicable)	
Person in charge	Rebecca Griffith
Number of places	13
Age range of children	2.5 to 4 years old
Number of 3- and 4-year-old children	7
Number of children who receive funding for early education	2
Opening days / times	Monday to Wednesday 9.10 to 12.30
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 registration
Date of previous Estyn inspection	22/07/2018
Dates of this inspection visit(s)	28/04/2026

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

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the registered person/responsible individual.

Recommendations

R1 Strengthen practitioners' expectations in promoting children's effective communication through the medium of Welsh

R2 Expand opportunities for children to play and learn more independently

R3 Address the non-compliance identified during the inspection

What happens next

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

Main findings

Well-being: Good

Children have a strong voice in the setting. They are given suitable opportunities to make choices and decisions about how to spend their time. Nearly all children explore their environment carefully and safely, choosing activities that are of interest to them successfully. They make choices suitably and take advantage of the opportunity to move freely between the areas. For example, they decide whether they would like to play indoors or in the outdoor area. Nearly all children communicate effectively orally and express their needs and ideas clearly. For example, children are confident when asking for more water to add to their concoctions in the mud kitchen.

Nearly all children are happy on arrival at the setting and are comfortable in practitioners' care. Most children cope well when separating from their parents and carers and settle quickly on arrival. Nearly all children are familiar with the daily routine. For example, children know that they need to wash and dry their hands before eating and brushing their teeth.

Most children interact effectively with each other, practitioners and visitors. Nearly all children play well together. They follow rules successfully and treat each other with natural respect and kindness. For example, they invite other children to join in with their play and offer beneficial support, when necessary.

Nearly all children show sound levels of motivation and independence during play, particularly when they pursue their own ideas and experiment with resources outdoors. They take good advantage of stimulating learning opportunities which encourage them to explore and discover.

Nearly all children respond well to opportunities to develop independence. For example, during snack time, they pour their own drinks and choose which foods they would like to eat.

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 and leaders have a sound understanding of their roles and responsibilities to keep children safe and healthy. They have sound knowledge of how to protect children and know what to do should they have any concerns. Practitioners have completed appropriate training and demonstrate a sound understanding of policies and procedures, including keeping accurate records of accidents and incidents. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners work successfully with the children. They praise them regularly and support them sensitively to persevere with their activities. For example, when cutting paper with scissors, they encourage children to concentrate and hold the scissors correctly. A notable aspect of the setting's work is the way in which practitioners create a homely and caring environment, which promotes children's well-being and development. They treat them with kindness and warmth when they arrive in the morning and are robust role models. As a result, children behave well and develop positive relationships.

Practitioners succeed in meeting the needs of each child, including those with additional learning needs. There are robust procedures in place to support children and their families and practitioners know the children very well, along with the best methods to support them. They meet their next steps through play and extend their exploration and discovery experiences soundly. Practitioners work effectively with external agencies, such as the local authority's advisory teachers, and act on the advice of experts. As a result, nearly all children make good progress in their development.

Practitioners promote children's health and well-being effectively. They give regular attention to the children's hygiene and remind them regularly to wash their hands at the appropriate times. They encourage children to eat and drink healthily and take part in regular physical activities.

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

Practitioners plan an interesting and relevant curriculum that considers children's interests appropriately. They have a sound understanding of child development and the way in which children learn through play and experimentation. By listening carefully to the children's voice, practitioners succeed in planning activities that engage children's curiosity and enthusiasm effectively, for example as they experiment with spices and flowers to make a drink that smells appealing.

Practitioners' effective teaching methods encourage children to engage well with their learning. This has a positive effect on the development of pupils' skills, knowledge and understanding. Practitioners encourage children to work together purposefully and develop empathy and their social skills successfully. For example, they encourage children to work together to create a character from a story book out of dough. Practitioners provide regular opportunities for children to make increasingly independent choices by selecting purposeful equipment to complete activities. However, too often, practitioners tend to over-direct learning, which hinders children's ability to develop their independent skills successfully.

Practitioners record assessments and observations of children's achievements and progress effectively. Through daily updates and secure social media channels, practitioners share this valuable information with parents and carers regularly to identify what children have learned and to show progress over time. Parents and carers value these insights into their children's early education.

Practitioners encourage children to take part in activities that develop their literacy skills purposefully, for example by singing Welsh nursery rhymes when rolling dough. However, practitioners tend to turn to English too often when supporting activities and their

expectations are not always high enough to ensure that children hear polished Welsh regularly enough. Practitioners develop children's numeracy skills appropriately. They provide regular opportunities for children to investigate, sort and count resources successfully in the sand pit.

In general, practitioners plan suitable opportunities for children to develop their digital skills. They provide an appropriate range of relevant digital resources in the areas to support their play and learning, for example a talking device, a till and a remote-controlled vehicle. Practitioners provide a range of suitable resources which allow children to develop their physical balancing skills. As a result, they use the balance vehicle confidently and demonstrate good agility and strength. Nearly all children have appropriate fine motor skills. For example, they use tongs carefully to pick up pasta or use chopsticks to sort rice.

Nearly all children demonstrate sound creative skills. They make effective choices about what to use to create their masterpieces, for example when choosing which conkers and which paint colour to use to create an autumn picture. Provision to develop children's social, moral, cultural and spiritual development is effective. They promote children's awareness of their 'cynefin', or local area, suitably, for example by taking part in the Cemaes Carnival.

Environment: Good

Leaders ensure that the environment is safe, clear and well-maintained. They have suitable arrangements for admitting visitors to the setting. As a result, they promote children's safety and well-being effectively. Practitioners ensure that children are safe through their understanding of the expectations upon them, purposeful risk assessments and fire risk assessments. They consider risks relating to activities and visits but understand the importance of opportunities for children to take risks safely.

Leaders ensure that children's creativity and successes are celebrated across the setting through displays of their work on the walls. They encourage parents and carers to send photographs of the family to the setting to display, so that the children can see and refer to them. This contributes successfully to the sense of belonging.

Leaders prepare a playroom that is comfortable, cosy and well-organised and provides appropriate opportunities for children to move around freely. They ensure that the playroom provides a wide range of stimulating activities and resources which are within the children's reach. This allows them to make effective decisions and choices about what they would like to use.

Leaders and practitioners ensure that the outdoor play area is used seamlessly as an effective extension of the learning environment. The area is organised appropriately to include a variety of opportunities for children to explore and develop skills, including exploring in the mud kitchen and the sand and water areas. There are also purposeful resources that support physical and motor development effectively, for example opportunities to play with dough and to experiment on bikes. Practitioners foster an environment that promotes children's social development effectively. For example, they are able to convene for snacks on appropriate furniture.

Leaders ensure that the wide range of resources are clean and of good quality. These include a good selection of resources that promote cultural awareness and diversity, for example dolls and books. They provide varied and purposeful resources that are appropriate for the children's age and stage of development and these are placed at a low level. As a result, children have easy access to good quality equipment, which enables them to choose independently and pursue their interests successfully. Practitioners provide activities on celebrations and events, such as the Chinese New Year and St David's Day, which helps to develop children's understanding of various celebrations around the world.

Leadership and management: Good

Leaders have a robust vision for ensuring that all children are happy and safe at the setting. Through their positive attitudes and consistent routines, leaders create a caring learning environment where practitioners and children are respected.

Leaders are passionate about the setting's work. They have high expectations of themselves and practitioners. Leaders have a strong working relationship with the management committee and regular discussions and meetings between them make a positive contribution to offering robust provision and care. There is a clear statement of purpose which provides an accurate picture of the setting, which enables parents and carers to make informed decisions about the suitability of the setting for their child.

Leaders provide consistent and effective leadership and respond flexibly to any challenges. They implement safe recruitment systems. The committee and leaders organise staff supervision and appropriate annual appraisals that identify useful targets for improvement. However, evaluations do not always include opportunities to discuss practitioners' needs or their professional learning needs regularly enough, which means that the setting does not comply with regulations. Leaders review their policies in line with requirements and implement them well.

Leaders have effective procedures for evaluating the setting's work. They work effectively with the local authority's specialist teacher to identify the setting's strengths and areas for development. Leaders also work purposefully with the additional learning needs (ALN) service to make timely adaptations to provision, when necessary. This has a positive effect on pupils' well-being and outcomes.

Leaders make effective use of the budget and grants, including the early years development grant, to address improvement priorities and meet children's needs. For example, by funding improvements to the outdoor area, attractive, high-quality resources have been provided which support children's learning and enrich their experiences successfully.

Leaders and practitioners have a good relationship with parents and carers. They communicate regularly through daily conversations, advertising on social media and on purposeful digital platforms. This ensures that parents and carers receive beneficial and timely information about their children's progress and well-being. Leaders are beginning to build a supportive relationship with the school in which the provision is located. They have suitable transition arrangements in place, which support children purposefully as they move to the next stage in their education.

Leaders and practitioners ensure that children begin to feel part of their local community. They hold a Christmas walk around the village and sing carols in the local shops. This raises children's awareness of the world around them. Leaders are aware of the need to strengthen this aspect further.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Children are potentially at risk as the provider does not have a formal process in place to regularly monitor and review practitioner performance to ensure they demonstrate effective knowledge and understanding to support children's safety and wellbeing.	28/04/26

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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