A report on

Cylch Meithrin ID Hooson

Ysgol ID Hooson
Rhosllanerchrugog
Wrexham
LL14 2DX

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

Cylch Meithrin ID Hooson

Name of setting	Cylch Meithrin I.D. Hooson
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Dyfan Jones
Person in charge	Rebecca Tobin
Number of places	48
Age range of children	Between 2 and 4 years old
Number of 3 and 4 year old children	8 three year olds and 6 four year olds
Number of children funded for early education	8
Opening days / times	Monday to Friday from 9:00am to 3:00pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The 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-registration.
Date of previous Estyn inspection	This is the first inspection since re-registration
Date(s) of this/these inspection visit(s)	06/05/2026

Summary

Theme	Rating
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	**Adequate**

Non-compliance

The provider was notified that the setting is not in compliance with the Regulations. No notices were issued but these have been identified as areas for improvement and the Responsible Individual (RI) should address them.

Information about all instances of non-compliance has been included in the Summary Report on Action and Improvement, which will be sent separately from the report by CIW.

Recommendations

R1 Strengthen the use of observations and assessments to plant purposeful learning experiences that builds on every child's knowledge and skills

R2 Ensure that risk assessments fully reflect the setting's practices and activities

R3 Address the non-compliance identified during the inspection

What happens next

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

Main findings

Well-being: Good

Most children are happy, feel safe and have settled well. They are active and express enthusiasm and enjoyment in their play and learning. Most children are confident communicators and speak and express themselves effectively. For example, children greet practitioners and their friends with a smile on arrival at the setting. Additionally, they speak enthusiastically about their favourite activities, including creating imaginative stories with small world figures, which encourages lively chats about their families and what is familiar to them.

Most children are happy and safe because of the warm relationship they have with practitioners. Most children are familiar with daily routines, such as washing and drying their hands before meal times and after playing outside. They feel confident approaching practitioners to ask for comfort when needed. Most children feel comfortable with the practitioners and enjoy inviting them to play. For example, they built a train track together and this led to children using a range of props to create a story about travelling on a train.

Most children interact well with each other. Practitioners praise the children regularly and respond well, showing that they are starting to learn how to share and play together. For example, they help each other to fill buckets of different sizes whilst playing in the water tub and take turns to mix mud with spices and herbs. Additionally, most children learn well about kindness to others. For example, they clean farm animal toys in the bath whilst chatting intelligently with practitioners about caring for animals.

Most children explore their environment with curiosity. For example, they enjoy working diligently as a team to solve problems when using coloured foam and soft bricks to build a house. They enjoy exploring nature thoroughly whilst using magnifying glasses to look at insects. Also, they develop their creative skills when creating pictures in the soil.

Most children develop their independence skills successfully, which enables them to follow their interests and do things for themselves. They concentrate well for appropriate periods of time when participating in a range of play and learning experiences. For example, they use a knife well to cut lemons and oranges in the mud kitchen and enjoy creating interesting shapes when painting with branches.

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

Most children, including those with additional learning needs (ALN), make good progress from their individual starting points. They explore confidently and develop to be curious and independent learners.

Most children enjoy developing their creativity and imagination when exploring the mud kitchen. They develop their communication skills effectively when participating in activities

where they prepare different food. They adapt and discuss ideas confidently as play develops. Around half the children use explanatory language effectively and ask purposeful questions to each other. Most children listen carefully and are able to follow simple instructions through the medium of Welsh. Although most children come from non-Welsh speaking households, through daily opportunities, a minority are starting to develop confidence to repeat and use simple words and vocabulary in Welsh.

Most children join in when singing enthusiastically, showing an interest and enjoyment in books, for example by discussing books about insects or inviting practitioners to read to them in the home corner. The majority of children's early marking skills are developing well. They make marks on small digital boards and on large surfaces with a mop and floor brushes in the outdoor area confidently.

Most children develop sound physical skills. They are free to choose resources to create obstacles and to challenge themselves to go from one end to the other by walking carefully and keeping their balance. Many children take risks confidently, climbing a frame skilfully and safely. Also, most children show effective fine motor skills by cutting fruit with knifes and using a grater in the mud kitchen to make a hot chocolate.

Many children use resources to experiment and solve problems effectively. For example, they try to find the fastest way to carry sand from one area to another without having to go back and forth many times with a small spade when building a wall.

Most children use their mathematical skills naturally when playing, such as measuring, capacity and comparing sizes. Many children explore shape properties when rolling a sphere from one friend to another on the carpet. They count different objects and compare capacity in a sensory area outdoors. Some children are starting to use words such as ‘llawn’ (full) and ‘mwy’ (more) when playing.

Many children make appropriate progress in their digital skills and use real life objects when playing confidently. For example, they use computer tablets when taking the role of mum 'working' in the home corner, and when using a metal detector to look for hidden keys in the sand.

Many children are making good progress in developing their creative skills. For example, they enjoy creating a scene of a beach in the dough using natural loose parts. They show notable progress over time by revisiting activities and improving their previous ideas. Many children enjoy taking part in imaginative play and show empathy and a sense of care towards each other and the baby in the home corner.

Care and development: Good

Practitioners have a good understanding of their role and responsibilities to keep children safe and healthy. For example, practitioners encourage children to be active and play outdoors in the fresh air regularly. They remind the children to wash their hands regularly which helps them to develop their personal hygiene practices effectively. Practitioners encourage children to socialise at mealtimes and help them to eat healthily, ensuring fresh drinking water and milk are readily available to them. Practitioners have completed first aid

and safeguarding training suitable for the children's ages. They undertake fire drills and record children's attendance as well as their own attendance in line with guidance. Accidents and incidents are recorded clearly and parents sign the records to show they were informed of the incidents. Practitioners have an appropriate understanding of the safeguarding procedures. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners know the children well and respond to their requests immediately. There is a wonderful relationship between them and they praise the children consistently for their efforts, celebrating their successes enthusiastically. Practitioners provide sensitive and responsive support for all children. They respond well to children's individual needs, ensuring an inclusive environment. Practitioners work in partnership with parents and professionals to ensure they meet the children's individual needs.

Practitioners promote children's play, learning and development and meet their individual needs purposefully. They assess the children to note any specific learning or behavioural needs, and they use these observations to plant the next steps if needed. Practitioners arrange regular opportunities for children to explore art materials, such as paint, and natural materials. These activities encourage personal expression and help children to develop a vivid imagination. Practitioners offer various and valuable opportunities for children to learn about the world around them. They show pictures of children visiting a police station and the local post office which improves their understanding of their local area successfully and creates a sense of belonging.

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

Practitioners prepare an inclusive, stimulating and attractive learning and play environment indoors and outdoors, which is appropriate for the children's interests. They use a range of effective resources to develop curiosity and independence, enabling children to move freely and follow their interests. The relationships between practitioners and children are warm and very caring, which develops a sense of security and confidence among children.

Practitioners have a sound understanding of children's development and they know their individual strengths and needs effectively. Through a responsive planning method, they provide interesting learning experiences that are based on children's interests and matches their stage of development appropriately.

Practitioners observe continuously to inform provision. However, these observations do not always focus specifically enough on individual children's progress in regard to their skills. As a result, plans are not purposeful enough to ensure clear progression and next steps for all children. Practitioners regularly ask children to ensure their understanding and support their play. However, at times, questions tend to be closed questions which prevents practitioners from enhancing children's thoughts regularly enough.

Practitioners model verbal language effectively by using patterns, phrases and familiar songs. They also strengthen language and expand the children's vocabulary appropriately.

The provision for developing the children's reading and early marking skills is strong. They use good quality books, referring to pictures to enhance children's understanding effectively. They promote early marking skills through engaging experiences for children to make marks on a variety of surfaces with a range of resources.

Practitioners provide purposeful opportunities for children to solve problems and they encourage them to think. For example, children are encouraged to experiment with water or to build structures outdoors. Practitioners also provide worthwhile opportunities to develop children's digital skills by using resources such as laptops and mobile phones in the home corner.

Practitioners offer effective opportunities to develop children's numeracy skills. They encourage them to count, measure and compare in meaningful contexts. Practitioners also promote awareness of cultures by providing relevant resources in the environment. Practitioners also promote the children's awareness of different cultures by providing relevant resources in the environment. They offer some opportunities to discuss and teach children about diversity and different cultures, however this has not yet been fully embedded.

Practitioners provide a range of valuable opportunities that develops children's gross and fine physical skills purposefully. For example, they are encouraged to take appropriate risks when creating and following an adventure course.

Practitioners prepare enriched opportunities for children to develop their creative skills, by providing loose resources without presuming the final results. They encourage children to develop a sense of curiosity towards nature effectively. For example, children are given opportunities to look for insects and to ensure they understand the importance of caring for their environment and to treat living things with respect.

Environment: Good

Leaders ensure that there are effective safety measures in place to manage access in and out of the setting. The gates are locked and a record of visitors is maintained. Leaders ensure that annual checks are held on the heating system and the public liability insurance is up-to-date. Leaders ensure that practitioners complete daily health and safety checks before the children arrive. They ensure the play and learning environment is safe and provides valuable opportunities for children both inside and outside the building.

Leaders complete generic risk assessments which briefly outline the steps to take to reduce or prevent risks to children. Despite this, these do not reflect the setting's practices or activities clearly enough. Leaders have improved the normal cleaning arrangements and they follow current infection control guidance well. They ensure that all practitioners supervise the children well and know how to respond to any emergency.

Leaders ensure that the children's artwork is displayed attractively which gives them a sense of pride. There is a good variety of books on offer, and these are displayed in an organised way to encourage children to read them. Leaders ensure that learning and play areas promote children's independence well. This enables the children to move around freely,

choosing to pursue their own interests. Children have access to a wide and diverse range of toys, resources and furniture of an appropriate size. This includes a wide choice of natural resources to develop children's skills successfully. Toys and resources are kept in convenient locations within children's reach, which helps them make decisions and choices about what they want to use.

Leaders make sure that children can use the outdoor play environment to develop their welfare and physical skills in every kind of weather. They ensure that there are enough waterproof clothing and wellingtons for the children to do so effectively. Leaders ensure the outdoor play area is organised and includes a variety of apparatus, resources and equipment to develop children's physical, creative and imaginative skills. They ensure children are given opportunities to learn about the natural world and have arranged areas for them to plant and grow flowers to develop their gardening skills.

Leadership and management: Adequate

Leaders manage the setting appropriately. They create a positive atmosphere of team-work and the practitioners support each other appropriately. This creates a homely, happy and welcoming ethos. Leaders have prepared a clear statement of purpose which informs parents and guardians about what the setting has to offer. There is a range of useful policies and procedures that practitioners follow appropriately. However, the actions of leaders do not always meet the standards and regulations.

Leaders have appropriate procedures in place to appraise the work of the setting and identify strengths and areas for improvement. With regular support from the local authority support teacher, leaders and practitioners maintain effective self-evaluation arrangements. Team work is a notable aspect of the setting, with leaders and practitioners sharing ideas and practices during regular meetings and planning sessions. They collect and analyse various evidence. The information is discussed regularly in team meetings.

Leaders put satisfactory systems in place to ensure that the Disclosure and Barring Service (DBS) checks are up-to-date for leaders and practitioners. However, leaders have not ensured that all the required information is included in the practitioners' employment files to meet requirements, and the formal supervision and evaluation system has not been fully incorporated and maintained regularly. The committee does not play an active part in supporting leaders to strengthen these areas. Leaders place a positive emphasis on continuous professional development. They plan valuable opportunities for children to develop their Welsh language skills and fully commit to the appropriate programme to improve practitioners' Welsh skills. Leaders manage resources appropriately and use grants successfully to improve the provision and children's progress in regard to their skills.

Leaders and practitioners work with parents appropriately and develop positive relationships with families. They have recently created a social media page and a purposeful ap to share information with parents about children's experiences. Leaders work with a number of partners from the community appropriately. By visiting the local shop and café, children choose a variety of goods independently and deal with money when paying the

sellers. This develops their verbal and numeracy skills as well as their independence effectively in a meaningful context.

Leaders have a very close relationship with the school where the provision is located. They offer successful transition sessions where children visit the school and take part in activities together. This helps most children to prepare for the next step in their learning journey confidently.

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.

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
Outcomes for children require improvement as the responsible individual has not ensured that a robust supervision and appraisal system has been incorporated fully for all practitioners and leaders and we expect the provider to make improvements.	05/05/26
Outcomes for children require improvement as the responsible individual has not ensured that all required information has been included in practitioners' employment files to confirm their suitability for their role when caring for and safeguarding children and we expect the provider to make improvements.	05/05/26

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

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