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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

**A report on**

# Cylch Meithrin Rhuthun

**Cylch Meithrin Rhuthun**
**Lôn Parcwr Industrial Estate**
**Ruthin**
**Denbighshire**
**LL15 1NJ**

**Date of inspection: March 2026**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Rhuthun

| | |
|---|---|
| Name of setting | Cylch Meithrin Rhuthun |
| Category of care provided | Full Day Care |
| Registered person(s) | |
| Responsible individual (if applicable) | Alison Young |
| Person in charge | Kate Griffiths |
| Number of places | 19 |
| Age range of children | 2 – 3 years |
| Number of 3 and 4 year old children | 3 |
| Number of children funded for early education | 2 |
| Opening days / times | Monday – Friday 8.00am – 3.00pm |
| 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 registration. |
| Date of previous Estyn inspection | 09/05/2018 |
| Date(s) of this/these inspection visit(s) | 10/03/2026 |

## Summary

| Theme | Rating |
|---|---|
| **Well-being** | **Good** |
| **Learning**<br>**(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**<br>**(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 an appropriate number of practitioners complete a full paediatric first aid course.

R2 Ensure all practitioners receive regular supervision sessions.

## What happens next

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

## Main findings

**Well-being: Good**

Children have a strong voice and they make meaningful choices and decisions regarding their play and learning experiences. Nearly all children move confidently between the learning areas and follow their interests effectively. For example, when they arrive in the morning they go straight to play independently in the different areas of the setting. Many children are comfortable asking for attention from practitioners as they know their wishes and feelings will be considered fully.

Nearly all children arrive at the setting happy, full of life and ready to play and learn. They approach practitioners willingly and comfortably when leaving their parents or carers. Most children settle very quickly as they are familiar with the setting's daily routines. They feel safe and enjoy the warmth of being in the company of others, such as sitting on a practitioner's knee during circle time or listening to stories. Most children develop close and warm relationships with practitioners and interact well with visitors. Children give visitors a warm welcome, chatting with them, and offering them a glass of milk from the role play corner.

Most children interact well and develop important social skills. They play together or alongside each other happily. Many children are happy to share resources and show interest in their friends' efforts. They enjoy collaborating and completing tasks together. For example, they enthusiastically search for metal in sand using a metal detector, and are excited to let everyone know when they find an object. Many children are willing to support each other, such as helping to move a mat to ensure there is enough space for everyone to sit during circle time. Nearly all children are extremely friendly and polite towards one another.

Nearly all children take an active part in learning opportunities which enable them to learn, explore and experiment confidently. They enjoy counting and arranging objects and practising forming numbers with chalk. Most children show a high level of motivation and persistence when playing. They use their imagination and feel confident moving resources to different areas.  For example, they take their time to cook plants and herbs in the mud kitchen and collect water from the water tub to add to the mixture, enjoying purposeful role play.

Most children develop good independence skills, such as hanging their coats and bags and using the toilet. They take pride in their achievements around snack time, where they wash and dry their hands before throwing the paper into the pedal bin. In addition, they place fruit and crackers on their plate, and pour milk or water from a jug carefully.

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

There is no report on the children’s learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving

funded education elsewhere, about whom we could report without identifying individual children.

**Care and development: Good**

Practitioners have a robust understanding of their responsibilities to keep children safe and they prioritise their health and safety successfully. All practitioners have completed appropriate child safeguarding training, and they are confident with regard to the correct procedures to follow should they have any concerns about a child. The setting's safeguarding arrangements meet the requirements and are not a cause for concern. All practitioners hold a paediatric emergency first aid certificate and are confident in their ability to care for children appropriately. However, none of the practitioners have completed a full paediatric first aid course as required. Despite this, they follow procedures closely, keeping accurate records of accidents and incidents. Practitioners follow suitable procedures for administering medication and for managing the specific health needs of individual children. They also have a good understanding of hygiene principles and implement them effectively. For example, they wash their hands and wear aprons when preparing snacks and disinfect surfaces carefully before children eat. They provide healthy snacks and drinks for children and ensure children spend time outdoors every day. The child registration system is thorough and well-organised, and they ensure all relevant consent records are in place.

Practitioners have an affectionate relationship with the children. They are friendly, caring and respectful towards them. Practitioners use consistent strategies to promote positive behaviour in accordance with the setting's policy. They praise the children regularly for their positive behaviour, their support and their efforts. Practitioners encourage the children to be careful when cutting paper with scissors and explain how to hold the scissors correctly. Nearly all practitioners are positive role models and interact supportively by listening, working together and explaining things in a clear and caring way. They support children to wait their turn as they prepare for snack time.

Practitioners follow purposeful and effective arrangements for identifying and supporting children's individual needs, including children with additional learning needs. They have a good awareness of children's interests and strengths and provide rich experiences that develop skills and encourage learning and discovery through play. Practitioners receive appropriate advice and support from external agencies and collaborate effectively with them to support the children. In addition, they undertake additional training, where necessary, to strengthen their ability to support each child effectively.

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

Practitioners plan carefully and effectively to develop children's skills. They ensure children are given stimulating learning experiences that engage the interest of most children successfully. They consider the needs of each child when planning in order to provide interesting and stimulating experiences for them. Practitioners observe children regularly and adjust their planning in response to children's interests. They systematically build on children's knowledge, understanding and skills effectively. This gives children every opportunity to succeed and make good progress.

Practitioners prepare interesting and purposeful learning and play areas, both indoors and outdoors, enabling children to practise and apply their skills continuously. Practitioners ensure there is a wide and varied range of resources and equipment in each area that encourage nearly all children to develop into independent learners and confident investigators in their environment effectively. Practitioners prepare reading areas indoors and outdoors which encourage the children to choose books independently. They take advantage of opportunities to sit with the children and skilfully ask them about the pictures and stories. This supports the development of children's understanding and nurtures them into enthusiastic early readers. Practitioners provide crayons, chalk, felt tip pens and sand in several areas which encourage children to develop their early literacy skills. They also provide extensive opportunities for children to develop their numeracy skills through a range of intentional activities. Practitioners ensure suitable resources are available to enable children to practise counting, matching and recognising numbers and patterns. They make good use of resources and equipment to support the development of children's physical skills. Practitioners provide opportunities for children to develop their fine and gross motor skills through practical activities such as pouring, cutting, gripping and climbing, as well as planning regular sessions that support physical control. They ensure there are regular opportunities to enable children to use a range of digital tools purposefully. Practitioners encourage meaningful use of these resources, supporting children to communicate, explore and record in creative ways.

Practitioners plan extensive and interesting opportunities for children to begin to understand and recognise elements of their Welsh traditions in valuable ways. This includes important annual celebrations for Wales, which focus on practical and interesting experiences and activities, such as taking part in a St David's Day concert. Practitioners also encourage children to develop an understanding of different cultures and celebrations through carefully planned experiences, including tasting foods, creating decorations and replicating patterns with chalk and paint.

Practitioners ensure there is a good balance of activities, resources and free play opportunities for children as well as adult-led tasks. They demonstrate appropriate awareness of when to intervene and when to allow children to continue to play independently. Practitioners question children skilfully. They ask questions that challenge and test children's understanding effectively.

Practitioners intervene appropriately to encourage children to understand simple behavioural rules such as fairness, honesty and respect, and encourage them to share resources, take turns and show kindness towards each other. Practitioners model respect by asking children's permission before using a tissue to wipe their nose. Practitioners welcome visitors to the setting to enrich children's learning experiences and they visit nearby businesses such as the garden centre, the veterinary surgery and the local orchard, to raise children's awareness of their locality.

**Environment: Good**

Leaders ensure the environment is safe, clean and maintained effectively. They have robust arrangements in place to control access to the site, together with clear procedures which ensure that visitors sign in promptly. They maintain a detailed register of children and practitioners which records arrival and departure times. Practitioners undertake, record and

analyse fire drills regularly. They complete thorough risk assessments which identify possible hazards and measures to manage them. Additionally, leaders and practitioners complete daily checks to ensure there are no obvious hazards. Posters, relevant procedures and advertisements are displayed at the main entrance so that parents and practitioners have access to current information about the setting.

Leaders ensure the environment is warm and welcoming and make effective use of space. The environment is set out carefully in order to provide a good variety of suitable play and learning opportunities for children, together with quiet areas to relax. Leaders provide daily opportunities for children to use the outdoor area, encouraging them to enjoy activities such as building, creating sounds or venturing on the climbing frame. They provide suitable toilets, hand-washing facilities and a nappy changing area which ensures privacy. Leaders foster a sense of belonging among children by displaying examples of their work, together with photographs of them and their families.

Leaders provide suitable equipment and ensure there is a wide range of interesting and exciting resources available for children. The resources are of a high standard and stored at a low level. As a result, children can access them easily which enables them to choose independently and follow their interests. Leaders provide natural materials and loose parts for children to explore. They also make effective use of reused resources, such as pans on the fence to produce sounds. Household items are available for children to use in their play, sparking their curiosity and imagination. In addition, there is a range of resources available that promote children's awareness of their feelings, different individual needs and various cultures, such as books, toys and musical instruments from different countries.

**Leadership and management: Good**

Leaders set high expectations, and these are shared with the rest of the practitioners in a positive and purposeful way. They have a solid vision which is embedded in every aspect of the setting's work. Practitioners promote a culture of safety effectively. Leaders have established a positive ethos, where children and practitioners feel valued. The sense of belonging and connection is exceptional.

Leaders have appropriate procedures in place to appraise the work of the setting and identify strengths and areas for improvement. They are very willing to work together and receive advice from external agencies through regular support visits and by attending training to develop the setting's provision and quality. Leaders make effective use of the setting's environment as a whole, taking into account the individual needs of each child creatively and skilfully.

Leaders have checked all practitioners' suitability, ensuring they are competent and have the appropriate experience of working with children. Their roles and responsibilities are clear. Leaders ensure appropriate funding is allocated to support improvement, and these improvements have a positive impact on the quality of care, play and learning.

Leaders make effective use of practitioners' expertise, and practitioners value the opportunities to gain additional qualifications and to take part in professional learning experiences. Recent examples of this include communication training and training for making the best use of the woodland area. Leaders recognise practitioners' appropriate qualifications and experience, ensuring they are given opportunities to share these

experiences with other practitioners. All of this has a valuable impact on practitioners' ability to offer high quality provision for the children in their care.

The setting includes a small number of regular practitioners, and they discuss and chat informally every day. Despite this, the supervision procedure is not sufficiently formalised to ensure all practitioners receive regular supervision sessions.

Leaders collaborate effectively with partners and agencies in order to improve children's health, learning and well-being. For example, they ensure practitioners attend meetings with the health department and additional learning needs link teachers to ensure the service is accessible to children. Leaders adapt the provision continuously and work closely with parents to ensure the best for the children. This is extremely effective and contributes to ensuring a high quality of care and well-being. Leaders gather the ideas and views of parents and carers annually. They share children's successes and developmental milestones with them informally as they drop off or collect their children. Leaders communicate regularly through appropriate social media channels. Despite this, there are few formal opportunities for parents and carers to attend the setting to hear about their children's development and progress.

## 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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Publication date: 15/05/2026

# 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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