A report on

Cylch Meithrin y Gelli

Safle'r Gelli
Bethel Road
Caernarfon
LL55 1DU

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin y Gelli

Name of setting	Cylch Meithrin y Gelli
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Daniel Doughty
Person in charge	Mari Hughes and Dawn Owen
Number of places	26
Age range of children	2 – 11 years
Number of 3 and 4 year old children	15
Number of children funded for early education	9
Opening days / times	Monday to Friday, 9am – 6pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service provides the Welsh language Active Offer and makes every effort to promote the use of the Welsh language and Welsh culture.
Date of previous CIW inspection	This is the first inspection following its new registration.
Date of previous Estyn inspection	January 2017
Date(s) of this/these inspection visit(s)	10/02/2026
Additional information	

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	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure the development of children's skills forms the main focus of all improvement plans.

What happens next

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

Main findings

Well-being: Good

Almost all children have a strong voice and make choices and decisions confidently when playing. For example, they choose songs to sing, whether to play indoors or outdoors and chat about their favourite things. They enjoy the freedom to move around the learning areas, and they love choosing resources as they are given time and freedom to access all play areas. Children's wishes are respected by practitioners.

Nearly all children are happy and cope well when leaving their parents. Nearly all children are familiar with the daily routine and follow procedures, for example, children know they need to wash their hands before snack time. They have a positive and warm relationship with practitioners, which gives them a sense of security. They call out the names of the practitioners confidently when they need help or to show what they have achieved, which shows a strong sense of belonging. Nearly all children respond well to praise, which gives them the confidence to share their successes. For example, they are eager to show practitioners the birthday cake they have created with playdough and take pride when the practitioners praise their efforts enthusiastically.

Nearly all children behave appropriately during free play and group activity sessions. Many share resources well and are beginning to understand how to take turns successfully, for example by working together to fill containers with water in the tub. Most children develop positive relationships with practitioners and their friends. They approach practitioners confidently to play or to seek comfort.

Almost all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities and are curious when experimenting and making marks with frozen paint. They move confidently from one activity to another and persevere and concentrate for extended periods. For example, the children thoroughly enjoy creating a car by collecting and placing various items in the outdoor area.

Children are given a good choice of free play opportunities in the main room and in the outdoor area. Nearly all children develop very good independence and self-help skills, for example when pouring milk or water carefully. Additionally, nearly all children use the toilet confidently, and wash and dry their hands independently.

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

Nearly all children make strong progress from their starting points. They listen intently, follow practices confidently and settle into the setting's daily rhythm.

Most children make good progress in their early reading skills, showing an interest in the books that are available in all play areas. They enjoy listening to stories and respond well to expressive and descriptive vocabulary, for example, by recreating large movements that are related to the story. Many children recognise their names confidently when self-registering. Nearly all children make appropriate early marks, with many producing meaningful and

purposeful marks. For example, they use chalk to create additional shapes on a board after engaging in a shape-sorting game outside.

Most children follow instructions consistently, such as washing their hands or picking fruit for snack time. The verbal skills of many children are developing well, with many using full sentences and asking thoughtful questions. Children are also developing scientific and environmental language naturally through activities such as observing the ice melting or when mixing petals with coloured water.

Most children can count objects to five and beyond confidently and correctly, for example, counting dots on a dice or questioning how many eyes a cloud has based on a story the children are following. Most children recognise 2D shapes and use mathematical language appropriately, such as bigger and big, during everyday play. Sorting and matching skills are developing well, with children sorting natural materials and shapes successfully.

Most children use digital equipment purposefully and effectively, including digital scales and a digital camera in the home area and remote-control toys in the sensory area.

Most children's physical skills are developing effectively. They show good control when running, climbing and jumping. They use the climbing frame confidently and challenge their physical skills and are developing positive physical abilities. Most children have effective control of their fine motor skills, for example when using glue sticks and cutting tools to make pancakes out of playdough. Many children navigate obstacles carefully on the bikes and experiment with balance equipment.

Many children solve problems effectively, for example, by thinking creatively about how to eat a hot pancake without injury. Many children respond positively to everyday challenges, for example finding a missing piece of fruit. As a result, many children develop strong reasoning skills and demonstrate growing independence.

Children's personal and social skills are developing positively. Most children take part in role play activities and create intentional artwork, such as painting pictures or choosing the best materials to create Father Christmas. Most children control their emotions with the support of practitioners. They demonstrate good independence when choosing their own activities and managing their personal needs confidently. By planning for special celebrations, activities and visitors throughout the year, many children's awareness of cultural diversity is developing well. Children's Welsh language skills are being promoted effectively. The setting ensures the Welsh language is actively offered.

Care and development: Good

Practitioners have a good understanding of their role and responsibilities to keep children safe and healthy. They implement appropriate policies to promote children's health and well-being effectively. Practitioners promote healthy eating and understand their responsibilities to safeguard children with allergies. They promote exercise successfully and ensure children are given regular opportunities to spend time outdoors in the fresh air. They share safety messages with the children as they use the climbing wall and slide. Nearly all practitioners have current certificates for paediatric first aid training, food hygiene and child safeguarding. They use practice from their safeguarding training effectively and are

confident about the appropriate procedures to follow should they have any concerns about a child. Practitioners maintain correct records of incidents at the setting. For example, they ensure that parents sign to confirm they are aware of any accident, incident or medicine that has been administered. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners implement sound processes to prevent the spread of infection. For example, they encourage children to wash their hands as needed and follow effective practices when handling food and changing nappies. Practitioners implement risk assessment systems and complete daily checks to identify and remove risks.

Practitioners promote children's play, learning and development effectively. They ensure children feel comfortable and happy, discussing learning opportunities when appropriate. The voice of the child is a strong part of activity planning, ensuring provision develops a range of children's skills. They listen to the voice of the child tirelessly and are sensitive to their needs and make the most of opportunities to develop their vocabulary as they play. For example, by discussing size, colour and numbers when experimenting in the water tub.

Practitioners know the children well. They work closely with parents when new children start at the setting, ensuring they have a firm understanding of their individual needs and preferences. Effective processes ensure that practitioners support children successfully, including children with additional learning needs. For example, they respond sensitively to children who choose not to participate in group activities. They assess a range of children's skills and are aware of their next steps in their development.

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

Practitioners plan effectively, using valuable information to inform provision, which aligns with the Curriculum for Wales. They complete robust initial assessments using parental contributions to inform planning. The findings of observations are used to reflect the needs and interests of all children consistently, such as play patterns, in order to plan next steps. Practitioners record significant achievements purposefully, showing clear progress over time.

Practitioners support literacy, language and communication by creating a rich environment where interactions are consistent and meaningful. They use carefully selected books to introduce new vocabulary and to encourage children to form sentences. Staff provide purposeful opportunities for children to start making early marks and develop language for role play activities. Practitioners respond flexibly to children's queries and adapt plans, when necessary, such as making "potions" or freezing water after reading the story of Sioni Rhew. By using open questions, children are supported to develop thinking and reasoning skills.

Practitioners plan experiences carefully to develop children's early numeracy skills, which are incorporated naturally in the daily routine and playtime. They provide regular opportunities for children to use mathematical language, for example, by making comparisons when playing in the water outdoors and indoors. They are also given

opportunities to explore mathematical concepts, such as sorting shapes and practical activities in the outdoor area.

Practitioners develop children's digital skills successfully. Digital equipment is used, such as digital scales and remote-control toys, with their purposeful use modelled clearly.

The learning environment is safe, stimulating and homely, fostering a strong sense of place and involvement. Activities such as caring for plants, using the mud kitchen and working with natural materials promote curiosity and responsibility, while visits to the community garden develops children's appreciation of caring for life and the environment.

This nurturing environment supports children's social, moral and spiritual development. It enables them to develop empathy, collaboration skills and positive relationships, for example by showing pictures of friends caring for each other and by modelling the practice of taking turns when pouring water.

Practitioners also promote an understanding of cultural and linguistic diversity through simple conversations, which develops respect and morality. Resources such as diverse dolls, books and puzzles support this further and encourage children to notice differences, discuss similarities and build empathy. As a result, children show respect, empathy and fairness towards others.

Practitioners have high expectations for all children, and they have a clear understanding of their role in supporting learning. Leaders deploy staff effectively so that practitioners have regular opportunities to observe and plan next steps carefully. By exercising judgement as to when to intervene and when to step back, practitioners enable children to engage deeply and lead their own learning.

Practitioners place a strong emphasis on the learning process rather than the final product. Displaying children's work reflects the creative process, celebrating individuality, effort and development through play.

Environment: Good

Leaders provide a suitable, secure and clean environment for children. They ensure they have robust measures in place in relation to safe and secure access to the premises and there is a visitors log in place. The setting's maintenance procedures are effective. Leaders complete comprehensive risk assessments which outline the steps to take to minimise or prevent risks to children. Fire drills are conducted regularly and recorded in detail. They keep a register of attendance for children and practitioners and ensure that the child to practitioner ratios are correct at all times. Leaders ensure that the information board provides clear and comprehensive details about practitioners, policies and safeguarding procedures.

Leaders ensure there is a welcoming and homely environment which is effective in stimulating children's play. The play and learning environment is stimulating and of a high-quality and provides valuable opportunities for children to explore both inside and outside the building. Leaders ensure children develop a sense of belonging by displaying examples of

their work, photographs of them playing at the setting, in the local community as well as photographs of their families.

They have organised the playroom appropriately with purposeful learning areas that promote children's development. Practitioners ensure children are given regular opportunities to use the outdoor play area to develop their creative and physical skills successfully. For example, the low-level mud kitchen offers natural resources such as soil, water and acorns as well as real cooking utensils, which promote children's learning experiences intentionally. As a result, leaders make good use of all areas to provide exciting learning activities, and they are used confidently by children.

Leaders ensure children can access a wide range of furniture, toys and equipment that are age-appropriate and of good quality. For example, there are baskets and open shelves for children to explore and there is a great deal of natural and home furnishings available. There is a suitable selection of resources to promote children's awareness of diversity and different cultures. They also ensure that there are activities that promote children's understanding of multicultural celebrations.

Leadership and management: Good

Leaders have a clear statement of purpose which consistently values the contributions of parents, professionals and staff. This strengthens their understanding of effective practice and areas for development. Leaders undertake their managerial duties successfully and implement helpful self-evaluation processes, which provides them with an accurate understanding of the setting's strengths and what needs to be improved. They respond well when identifying priorities for improvement and act on these. This collaborative ethos is a basis for purposeful planning, regular meetings and continuous change. However, leaders tend to plan actions for adapting and improving provision, without giving sufficient consideration to the impact on the development of children's skills. Positive changes to the learning environment has had a positive impact on the well-being of children and staff, with nearly all children settling in quickly and practitioners reporting that they feel more relaxed in the updated areas. Modifications to assessment procedures have deepened practitioners' understanding of children's play patterns and interests, leading to children showing good levels of engagement.

Leaders arrange regular staff meetings and consistent supervision which contribute to a culture where practitioners are valued and supported. Professional development is encouraged, and leaders play an active role in building staff's confidence and skills. Leaders use grant funding purposefully, leading to meaningful improvements such as new climbing equipment and upgraded flooring indoors and outdoors. These developments have increased children's confidence and engagement within the stimulating environment. Policies are current and are reviewed appropriately, and the setting complies with CIW's requirements.

Staffing arrangements are managed effectively. The person in charge ensures there is a sufficient number of competent practitioners and they are deployed effectively to meet the needs of children. The responses of parents are extremely positive, and an effective open-door policy supports strong and continuous engagement. Partnership working is robust and

further enriches children's experiences. Leaders and practitioners ensure children feel like they are part of their local community. They contribute to the community garden and visit care home residents. They also welcome visitors such as the fire service and a doctor, which increases children's awareness of different roles and the world around them.

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

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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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