A report on

Cylch Meithrin Terrig

Ffordd y Llan
Treuddyn
Mold
Flintshire
CH7 4LN

Date of inspection: June 2025

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Meithrin Terrig

Name of setting	Cylch Meithrin Terrig
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Nia Connah
Person in charge	Sonia Suarez GriffithsLauren Hughes-Jones
Number of places	28
Age range of children	2 – 7 years
Number of 3 and 4 year old children	20
Number of children funded for early education	9
Opening days / times	0745-1745 Monday to Friday
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	First inspection since registration
Date of previous Estyn inspection	First inspection since registration
Date(s) of this/these inspection visit(s)	24/06/2025

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 Develop resources and experiences to promote diverse cultures

R2 Develop the way in which practitioners challenge learning, to develop and expand thinking skills and to promote children's development.

R3 Strengthen staff supervision procedures and expand professional learning opportunities.

What happens next

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

Main findings

Well-being: Good

Nearly all children feel happy and safe at the setting and know that every practitioner respects them. Nearly all children have a strong sense of belonging. They have a valued voice and demonstrate confidence to express how they would like to use resources and the environment. They choose their resources effectively and independently and follow their own path. For example, they use bikes to race in the outdoor area or fetch a pipe to create a ramp for their play cars.

Nearly all children manage to express their personal feelings and needs confidently. For example, they fetch a chair so that the visitor can sit with them during a task. Children take advantage of the opportunities and resources available to them. They manage to make independent decisions about where and when they want to play. For example, some children build sand castles and others enjoy looking at books rather than joining in during circle time stating that they do not feel comfortable to do so straight away. These experiences and opportunities contribute successfully to developing children's independence.

Children of all ages settle well at the start of every session and their evident excitement shows that they feel very happy. Due to the relaxed nature of practitioners, as well as their good response to children's needs, nearly all children enjoy their play and are full of

enthusiasm. Laughter is heard throughout the setting, for example as they play on the bikes or on the obstacle course.

Children of all ages interact positively with each other and with practitioners and visitors. As a result, they are caring and have formed appropriate relationships. Nearly all children show exceptional kindness towards one another, and are willing to support each other. For example, they enjoy working together to carry equipment for their play in the outdoor area. Nearly all children are confident in the presence of visitors. They are eager to ensure that everyone is included in their play and to discuss what they were doing. For example, they discuss making soup in the outdoor area.

Nearly all children are enthusiastic and learn through play. They enjoy the opportunities provided in the outdoor area to develop their physical skills. They take advantage of every opportunity to run, cycle and balance on the equipment.

Nearly all children are developing independent learning skills purposefully. They are free to help themselves to drinks during the day and they are encouraged to eat independently. They also take responsibility for their personal hygiene, use the toilet independently and wash and dry their hands after finishing.

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

Most children make consistently good progress from their individual starting points. Most children develop good early literacy skills. They show enthusiasm towards books and print in their environment, often choosing to relax with their peers whilst exploring stories. The majority of children are beginning to understand that marks have meaning. They use a range of tools confidently to express their ideas, for example, they draw pictures of family members and express a desire to take their work home.

Most children express themselves with increasing confidence, for example, when chatting with their friends in the play house and the ice cream parlour. They discuss while playing and socialising with each other. Most children respond appropriately to simple instructions during their daily routines, such as snack time and circle time. For example, they return to wash their hands when asked to do so. Many children participate actively in singing Welsh nursery rhymes and some children continue to sing independently while playing.

Most children express their personal feelings and are starting to label emotions during circle time discussions. Most children are developing an awareness of personal care and hygiene habits, for example, hand-washing. The majority of children are starting to work with other children, sharing and taking turns with increasing maturity.

Most children demonstrate strong physical skills. They are physically active and demonstrate increasing control in their play. They cope well with physical challenges demonstrating effective balance while standing on different pieces of play equipment. Many children demonstrate effective fine motor skills while using tools to play with dough or unlocking locks.

Children's creativity is developing well and they use a variety of materials and techniques to create successfully. For example, many of them use tools to cut, glue and shape in order to create colourful pictures and say that they have prepared tasty-looking biscuits.

Most children use appropriate tools in a play context, such as filling containers with sand or water. Many children can count confidently to 10 and they are starting to get a grasp of number value through role-play. The majority of children have a good understanding of basic shapes and patterns, for example, they name shapes and create patterns using digital tools. They count, handle and exchange money successfully during imaginative play in the ice cream parlour.

Most children demonstrate curiosity about the world around them. The majority can explore materials with interest, noticing changes and focussing maturely for extended periods. The majority wish to share new experiences. For example, they discuss foreign holidays which leads to opportunities to learn more about different cultures, their foods and music.

Care and development: Good

Practitioners ensure that children's health and well-being are maintained effectively. They plan a valuable range of activities for children that promote and support their development. Their policies are current and are clearly implemented throughout the setting. They have a positive and thorough understanding and knowledge of safeguarding children. They know what to do if they have concerns about the safety of a child. Leaders ensure that all practitioners have a current first aid certificate to ensure they are confident to deal with any accidents and incidents. They ensure that useful records are kept containing information about the first aid support provided to any child.

They keep purposeful records of children's allergies and dietary needs and the information is displayed in the setting. Practitioners use an electronic app to keep records about what the children do every day. This ensures that parents and guardians are kept updated about their children's activities. The system is used to record what they have eaten, what activities they have enjoyed and any other relevant information. As a result, the setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Practitioners give careful and skilful attention to all aspects of children's hygiene. Children are reminded to wash their hands before and after activities, including meal times. Children can have a cooked lunch from the school on the site or they can bring a packed lunch with them. Practitioners encourage children to eat and drink healthily in accordance with the setting's policy and children take part in physical activities daily.

Practitioners manage to form special and valuable relationships with the children in the setting. Practitioners always greet the children and chat with them in a happy and warm manner. They understand when to intervene and when to allow children to make decisions independently. Practitioners have a calm and positive nature in the children's presence. They ensure that children are safe and share with them how to behave appropriately explaining the reasons for specific instructions. Practitioners communicate in a very tender and caring manner. They praise and encourage the children in every activity. Due to the ethos of the setting, practitioners encourage children to lead their play. For example, they allow children

to create their own adventure course using available equipment but they provide support as needed.

Practitioners plan activities based on children's ideas and comments. As a result, they develop opportunities for children effectively. Practitioners know all children well and show pride when they succeed. They provide effectively for children with additional learning needs, adapting the provision as required. They have a valuable partnership with parents. By using the app, they ensure that parents are made aware of their children's successes and achievements regularly. This has a positive impact on children's 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 in a purposeful and responsive manner, clearly reflecting children's interests and stages of development. Observations are used effectively to guide next steps, ensuring that learning is purposeful and personalised. Children are encouraged to contribute to planning and to take ownership in their learning. For example, practitioners organise specific activities to respond to the interests of a child who wants to help with the gardening. Practitioners plan effectively ensuring that activities and resources are well-aligned with the Curriculum for Wales and demonstrate progression across the five developmental pathways.

Practitioners offer inclusive and engaging experiences that are suitable to the children's stage of development. There is clear evidence of responsive teaching, with practitioners adapting the provision to meet children's emerging needs. Practitioners demonstrate a sound understanding of each child's development. The environment is well-organised and is improved regularly to support children's curiosity. For example, practitioners adapt the water area adding different-coloured water and different tools to deepen the engagement.

Practitioners maintain a warm and supportive relationship with children. They take part in collaborative play, listen carefully and interact at the child's level. Practitioners develop valuable opportunities for children to develop their independence while providing a safe and secure environment to allow this. Although skill progression is well-supported by practitioners, they are not always consistent in expanding opportunities for children to play in order to develop deeper thinking and encourage them to try to solve problems.

Practitioners' planning incorporates literacy, numeracy and digital competence successfully through purposeful play and real life contexts. They provide valuable opportunities for children to develop these skills in meaningful ways such as role-play and using age-appropriate digital tools. Physical development is well-supported. Practitioners provide a range of activities that develop fine and gross physical skills, such as climbing, using hoops, and handling small pieces of equipment in a number of play areas.

Practitioners celebrate children’s cultural awareness effectively. Children learn about Welsh traditions, such as celebrating Saint David's Day, and explore their local community by visiting a nearby farm. Diversity is reflected in books, role-play resources, and food-tasting experiences. However, practitioners do not always use opportunities as well as they could to fully develop children's awareness.

Practitioners support children's social and emotional development successfully. Behaviour is managed consistently and positively, with practitioners offering praise and modelling respectful interactions. Practitioners encourage children to share, take turns and help them to understand right from wrong. Children also learn to take care of their environment and living things with empathy and respect.

Assessment procedures are sound and used effectively to identify next steps. These are shared with colleagues and parents, ensuring a collaborative approach to supporting every child's progress. As a result, children are making good progress and developing as confident learners.

Environment: Good

Leaders have extensive and effective measures and procedures in place to ensure that both the indoor and outdoor environments are safe and well-maintained. There are sound hygiene practices in place. Children can access hand-washing facilities independently. Practitioners ensure that children are safe through their understanding of the expectations on them, purposeful risk assessments and fire risk assessments. They consider the risks related to activities and visits but understand the importance of providing opportunities for children to take risks safely.

The setting is located within the grounds of the local school and the indoor and outdoor areas are secure with a fence ensuring children's privacy and safety. The provision ensures a cross-section of play areas for children, including sheltered areas when needed. Doors are kept open for children at all times, ensuring that they are free to wander from one area to another. Leaders ensure that there are appropriate numbers of practitioners to supervise children and keep them safe.

There is a wide range of good-quality furniture and resources available in both the indoor and outdoor areas which are always kept within reach of children. Equality and cultural awareness are promoted appropriately. However, leaders have recognised the need to expand the resources available and to make further use of the local community to celebrate different cultures. Indoor areas are decorated with posters and colourful displays of children's work. Areas are laid out effectively, providing opportunities for children to investigate and explore independently.

Outdoor areas, which are on two different levels, provide valuable experiences, where children can choose between a number of engaging activities. For example, they benefit from experimenting, sitting quietly or playing on bikes. Within the different areas, there is a mud kitchen, tools for experimenting with water, picnic benches, quiet areas and an area to ride 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 managed and purposeful risks.

Leadership and management: Good

Leaders in the setting have a clear and ambitious vision which prioritises the voice of the child and continuous improvement. This vision is firmly embedded in daily routines creating a homely and welcoming setting. Leaders maintain purposeful self-evaluation arrangements

based on considering an effective range of evidence. There are opportunities for all stakeholders to contribute to the process and leaders focus continuously on the impact of their work on the experiences and progress of children in their care. They evaluate progress regularly and effectively.

The setting's statement of purpose provides a detailed and accurate reflection of its values. It outlines clearly the setting's approach to care and learning. Leaders manage to create a homely and caring environment where children's voices are heard, where their needs are met and where their learning is supported through responsive and reflective practice.

Leaders foster a positive and inclusive ethos and are committed to promoting the Welsh language. They promote and provide their services in line with the expectations of Care Inspectorate Wales (CIW), ensuring that children and families receive the Active Offer. Although the provision for promoting equality and diversity is being developed, this work is not yet fully-embedded.

The staff recruitment process is sound and all practitioners are qualified for their role. Leaders ensure that staff understand their responsibilities, and there is a strong culture of collaboration. Practitioners feel that they are valued and supported, with regular opportunities to share ideas. However, although regular supervision meetings are held, they are not detailed or thorough enough to set developmental targets to embed a culture of continuous improvement and career progression.

The environment has been carefully planned with input from staff and children. Funding and grants are used effectively to provide sustainable and accessible resources that support staff and children's creativity, physical development and emotional well-being. Consequently, children develop into independent learners and engage fully with their play across all areas of provision. Leaders respond promptly to concerns and ensure that all policies are reviewed regularly and well-understood by staff. The setting complies with all CIW regulations and meets the national minimum standards and safeguarding requirements. For example, a recent change to the digital system has strengthened safeguarding practices and improved communication.

The setting maintains strong partnerships with families through digital platforms and face to face communication. Parents are informed of their child's progress and this strengthens the link between the home and the setting. Leaders also maintain strong links with the local school and work closely with local authority support officers to improve the quality of the provision.

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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