A report on

Cylch Meithrin Rhyd y Llan

Ysgol Rhyd y Llan
Llanfaethlu
Anglesey
LL65 4PQ

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 Rhyd y Llan

Name of setting	Cylch Meithrin Rhyd y Llan
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Gwen Williams
Person in charge	Sioned Jones
Number of places	19
Age range of children	Between 2 ½ and 4 years old
Number of 3 and 4 year old children	11 three year olds and 5 four year olds
Number of children funded for early education	5
Opening days / times	Monday to Friday from 9:00am to 3:00pm
Flying Start service	No
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	22/04/2018
Date(s) of this/these inspection visit(s)	24/03/2026

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)**	
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 Strengthen opportunities for children to develop their problem solving skills consistently during their learning

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

What happens next

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

Main findings

Well-being: Good

Most children communicate confidently when talking and express themselves effectively and discuss daily activities enthusiastically. Most children explore the indoor and outdoor play areas with interest and have fun following their own interests. They enjoy quiet time in the cosy area reading books and looking at familiar stories.

Most children are happy, feel safe and settle well. They are familiar with the daily routine and settle quickly when greeted in a friendly way by practitioners. They feel confident asking practitioners for support or comfort when needed. Most children feel comfortable with the practitioners and enjoy joining in with the singing.

Most children interact positively with their friends and practitioners and they feel valued. They enjoy socialising with others and develop positive attitudes towards each other, for example, during snack time. They show kindness by helping their friends to use the tongs to choose their fruits. They learn to share when playing with the resources that are available, and wait their turn to put their shoes away tidily. Most children express empathy and are sensitive to the needs of others.

Most children are active and express enjoyment in their play and learning when exploring their environment in safely. They have an effective voice to choose and develop their ideas purposefully. They complete most tasks independently with positive encouragement from practitioners. As a result, they choose their own learning and play experiences and activities confidently. Children enjoy exploring the thematic tray which explores Springtime. They also develop their creative skills by drawing pictures on the digital board and creating an Easter card for their families.

Most children concentrate well for extended periods of time when participating in a range of learning experiences and activities. For example, they concentrate whilst decorating the Easter egg tree, and place the decorations on the branches 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 develop warm, positive and healthy relationships with children, creating an environment where everyone feels safe. They model important social skills such as listening, sharing and showing empathy. As a result, children learn to interact respectfully with each other and develop confidence while taking part in joint play.

Practitioners understand their roles and responsibilities with regard to promoting healthy lifestyles and keeping children safe. Policies and procedures are well-implemented. 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 and lead a fun teeth-brushing activity 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. Practitioners have completed mandatory training suitable for the ages of children. They undertake regular 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 are not a cause for concern.

Practitioners provide sensitive and responsive support for all children. They implement effective strategies to ensure that children settle and have positive play and learning experiences. They respond well to children's individual needs, ensuring an inclusive environment. Practitioners manage interactions effectively and follow robust arrangements to meet the needs of children with additional learning needs in a sensible manner.

Practitioners work together effectively to build children's confidence, responding to their preferences and arranging interesting experiences. Practitioners promote children’s play, learning and development and meet their individual needs purposefully. Children are given regular opportunities to explore enriching art materials, such as paint and natural materials. These activities encourage personal expression and help children to develop a vivid imagination. Practitioners track children's progress effectively and use these observations to create meaningful play and learning activities. They plan purposefully for the next stages in their development, and review children's progress regularly.

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

Practitioners have a sound understanding of children's development and motivate them effectively. They plan an interesting curriculum that inspires the children to be curious and eager to learn, encouraging them to persevere successfully. Detailed observations of the children's learning guide the process of planning the provision purposefully. They use open-ended questions consistently which encourage the children to communicate with them appropriately and progress their learning.

Through an agreed planning approach, practitioners adapt their plans appropriately and respond to the children's voice and interests in a timely manner, providing stimulating and relevant experiences for them. For example, following an interest in birds, practitioners plan relevant activities such as making a bird feeder and observing various birds that visit using binoculars. This helps children to develop a wide range of skills, engaging their interest in nature and their sense of wonder intentionally.

Practitioners plan effective opportunities to develop children's literacy skills. They model language effectively and interact purposefully to enrich children's language, encouraging them to chat and express their needs confidently. For example, they encourage the children to sing Welsh rhymes regularly and introduce purposeful vocabulary and questions when discussing the weather and feelings.

Practitioners undertake reading periods regularly which children thoroughly enjoy. They provide books across the learning areas as well as creative story bags that encourage children to become familiar with books from a young age intentionally. By providing a variety of purposeful mark making opportunities in different contexts, practitioners develop children's early writing skills effectively. For example, they write their names with growing confidence on cards created thoughtfully for Mother's Day.

Practitioners provide a good range of opportunities and resources to develop children's numeracy skills. They ensure that suitable resources, such as containers of different sizes, are accessible in the mud kitchen and the water tub to encourage children to explore and experiment. For example, children use pipettes purposefully to fill and pour from containers when creating a flowery perfume. This supports children's understanding of measuring and comparing by providing an intentional and practical experience effectively. Leaders plan appropriate opportunities to develop children's early digital skills by using relevant resources in the play areas, such as digital phones, an electric till and communication equipment.

Practitioners develop children's physical skills purposefully through physical activities in the outdoor area, which strengthen their coordination skills and their balance in a beneficial manner. Overall, they encourage children to experiment and take risks whilst playing and learning. However, practitioners do not always plan intentional opportunities for children to take appropriate risks independently and fully develop their problem solving skills.

Practitioners provide purposeful and regular opportunities for children to develop their creative skills. They encourage them to experiment and mix paint in the create corner, as well as use natural resources collected to create magic wands. Practitioners plan regular opportunities to support children's creative, spiritual, ethical and social development. They

promote Welsh culture effectively and provide engaging experiences to develop children's understanding of diversity. For example, children learn about important festivals such as Diwali by replicating Rangoli patterns creatively in the sand pit and take part in a range of interesting activities including learning about the culture in China. Practitioners arrange craft activities to celebrate St David's Day and Saint Dwynwen's Day and increase children's awareness of their Welsh heritage by playing instruments to celebrate Welsh music day. They also provide good opportunities for children to learn about the natural world by planting potatoes and Daffodil bulbs. On the whole, practitioners use the local area and visitors appropriately to enrich the learning experiences.

Environment: Good

Leaders ensure the play and learning environment is safe and enriching, and provide valuable opportunities for children both inside and outside the building. Leaders ensure that there are effective safety measures in place to manage access in and out of the setting. The doors are locked and a record of visitors is maintained. Leaders ensure that practitioners complete daily health and safety checks before the children arrive.

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

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. The setting has a suitable area for children to store their personal items which creates a sense of belonging. 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 the outdoor environment stimulates the children's interests and curiosity. For example, children enjoy going down the slide and practise their ball throwing and catching skills. Leaders have created an attractive and comfortable outdoor area where the children enjoy reading books. The area includes a variety of equipment and resources to develop children’s physical, creative and imaginative skills. Leaders ensure children are given opportunities to learn about the natural world and have arranged areas for them to plant vegetables and grow flowers to develop their gardening skills.

Leadership and management: Good

The leaders are passionate and conscientious and have high expectations of all practitioners. They have a clear vision for the setting, which is focussed on providing a caring and welcoming environment where children feel safe, are valued and learn through play. Practitioners work effectively as a team and respond sensitively to the needs of each child,

ensuring the learning experiences are engaging and relevant. Leaders ensure that practitioners receive regular supervision.

The statement of purpose is appropriate and provides clear information to parents. Leaders have introduced an appropriate range of policies and procedures to support the care and development of children. There are robust recruitment and induction arrangements in place, and effective performance management processes ensure the work of practitioners is monitored and evaluated regularly. All practitioners are suitably qualified and have appropriate job descriptions, ensuring that they have a clear understanding of their role.

Leaders use self-evaluation processes appropriately to inform improvements. They have a clear understanding of the setting's strengths and areas for development. The development plan includes clear priorities, appropriate targets and purposeful actions with a continuous focus on improving the quality of provision and promoting children's welfare and skills. Relevant professional learning opportunities are provided for practitioners. For example, training on the use of non-verbal movements and gestures has led to improving children's communication and interaction skills in the areas.

Leaders use the budget and grants effectively, prioritising spending in accordance with their priorities wisely, such as investing purposefully in the outdoor area to create a stimulating and exciting learning environment for children. Through valuable fundraising initiatives, they have expanded the reading provision in the areas by providing bilingual books and introducing a borrowing library for families by the setting's gates. This develops a strong reading culture and supports parents to develop their child's literacy skills at home intentionally.

Leaders and practitioners work closely with the local authority's officers and other organisations to improve the provision and children's outcomes. They have effective links with the local school, which includes effective and established transition arrangements. This supports children successfully as they transition smoothly to the next stage of their learning.

A notable element of the setting's work is the close and productive relationship between practitioners, parents and carers. Through meaningful initiatives such as seasonal ‘Crefft a Chlebran’ (Craft and Chat) sessions, parents take part in creative and practical activities with their children effectively and are given valuable opportunities to discuss their children's progress and achievements with practitioners. Regular communication, including the use of a digital app, ensures parents are given up-to-date information on their children's welfare and progress which enables them to support their welfare and learning purposefully.

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.

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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