A report on

Cylch Meithrin Hermon

Yr Hen Ysgol Hermon
Glog
SA36 0DT

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 Hermon

Name of setting	Cylch Meithrin Hermon
Category of care provided	Full day care
Registered person(s)	Nia George
Responsible individual (if applicable)	
Person in charge	Bethan James, Tamara Edwards
Number of places	20
Age range of children	2-4 years old
Number of 3- and 4-year-old children	14
Number of children who receive funding for early education	7
Opening days / times	Monday to Thursday 8.15-13.00
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	
Date of previous Estyn inspection	October 2018
Dates of this inspection visit(s)	24/03/2026

Summary

Theme	Judgement
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 Review the medication policy to ensure that it reflects the setting's procedures and current guidelines

R2 Refine risk assessments to add and update information that reflects the setting's current procedures

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Nearly all children make choices successfully and show a sense of control over their time. They express their wishes naturally and choose to play freely in the areas or a specific activity. Their ideas influence their experiences at the setting, for example by contributing to a big floor book of their ideas which leads to specific events, include St David's Day food and craft and the *'parti porffor'* ('purple party'). Children also participate by voting for the story at home time, by using their names and then counting the results.

Nearly all children are happy and settle confidently on arrival, organising their bags and coats before joining in with play. Those who are uncertain are given quiet time with their parents and practitioners before joining the group. Nearly all children call for practitioners at times to support an activity or for comfort. Most children are comfortable with the daily routine and follow it with certainty, including forming a neat line without encouragement or joining in with discussion time.

Nearly all children learn how to make friends and interact confidently. They enjoy imaginative play by talking, sharing ideas and taking turns. For example, children emulate a birthday party and phone parents in the home role-play area and sell fruit and vegetables in the shop. Children are eager to take part in activities with practitioners, including moving carefully during physical exercise or using musical instruments when singing.

Nearly all children show enthusiasm when taking part in a wide range of activities. They show clear enjoyment and explore enthusiastically when completing experiments with sweets, slime and coloured water. A number of children demonstrate perseverance when completing tasks such as putting together a jigsaw or striving to put on shoes correctly. They make meaningful connections between their experiences and enjoy reviewing videos of their experiences on a large interactive screen, showing pride and excitement when recognising meaningful events.

Nearly all children develop strong independence skills and undertake daily tasks confidently. They clear the bowls after breakfast without prompting and bring an activity to the table while waiting for others to finish eating. Children use resources independently and move between the areas, deciding where and with whom to play. Some children also enjoy valuable opportunities to contribute to tasks by helping practitioners to share fruit, get ingredients or unpack the food basket once the shopping arrives, which increases their confidence and sense of responsibility.

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

Nearly all children make good progress from their starting points. They develop their skills consistently and confidently across a wide variety of activities.

Most children's oral skills develop soundly as they talk casually about their experiences and likes during snack time and while sitting with adults. They communicate effectively to have

their needs met and express preferences. For example, they choose their own resources while playing in the small world and talk confidently when reading books with adults. Children repeat vocabulary and questions and answers during circle time. They sing familiar songs and nursery rhymes confidently. Children are creative and confident when making marks in the marking area and painting both indoors and outdoors by using chalk on a variety of surfaces. They name and discuss colours confidently when experimenting with mixing coloured water and when discussing growing flowers.

Children are physically active and develop their skills successfully by pouring, filling and mixing ingredients to make pancakes and when using bikes and scooters skilfully. Many children demonstrate perseverance and resilience when developing their physical skills, for example when trying to thread cereal onto a piece of spaghetti and when trying to put on a rainsuit to go outside. They handle digital equipment confidently, for example when taking pictures of their activities such as using a pipette to drip coloured water, or when using a microphone to sing and perform for their friends.

Most children begin to use mathematical language with increasing confidence in their play. They count to five confidently when counting the number of children who have chosen a story to be read at the end of the session. Most count to 10 and back confidently together and point at the correct numbers on the wall display while doing so.

Children's problem-solving skills develop well. Most are able to choose suitable resources and materials for a task and know where to find them. For example, they fetch wood, a hammer and safety goggles before starting in the woodwork area, or fetch dough equipment from the drawer in the kitchen.

Children develop well socially, with most able to express their feelings confidently during circle time. They are able to concentrate for extended periods, for example when making perfume in the mud kitchen or trying to help the teddies escape from the water tray. Their moral skills develop effectively. They share resources well, work together to complete activities and treat each other with fondness, respect and kindness.

Care and development: Good

Practitioners work effectively to maintain standards of health and safety and implement policies consistently. They are aware of their roles and responsibilities in following hygiene practices and ensuring children's privacy and dignity. They complete registers in detail and communicate thoroughly to ensure effective supervision of the children. Practitioners have been trained appropriately in food hygiene, encourage healthy choices and information about any allergies is thorough. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have been trained in child safeguarding and understand their responsibilities, and there are robust arrangements for updating the training of senior leaders. Accident, incident and medication documents are thorough and practitioners have had appropriate first aid training. However, the medication policy does not reflect the setting's current procedures and guidelines effectively and does not provide practitioners with clear guidance.

Practitioners interact warmly and respectfully with the children and set a good example by being kind, which creates a caring and supportive environment. They manage behaviour

positively, nurturing respect and fairness between the children. For example, practitioners give children opportunities to develop empathy and respect by supporting understanding of emotions or asking children to help to decide which positive reasons should be written on the helper of the day's certificate. Practitioners are aware of how to intervene sensitively should any challenging behaviour arise, by explaining the setting's expectations clearly to support positive choices and the children's social awareness. They also use praise purposefully and effectively, drawing attention to the children's small steps towards sharing moments of joy between each other. For example, they repeat children's jokes or share gold star stickers as a reward from Colin the kind turtle.

Practitioners understand children's needs and interests well and create experiences that reflect this. Mealtimes are social periods where children discuss their choices and ask to do specific activities the following day. Practitioners respond to what sparks children's interest effectively, for example by supporting an opportunity to build a dinosaur in the woodwork area and supervising the use of a tape measure, a hammer and nails. Practitioners also extend experiences skilfully in a way that encourages children to ask questions and make comments. Their natural enthusiasm fosters a sense of excitement in the children, for example by providing imaginary care to an injured doll. Practitioners use the Welsh language regularly and reinforce clear language patterns, modelling natural language and supporting children's understanding. Practitioners understand how to support children with additional learning needs and how to work effectively with parents and external agencies, when necessary, to support children's development and well-being.

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

Practitioners foster a close, homely relationship with the children. They discuss with them casually and are aware of their individual requirements. They work together effectively to provide a broad and balanced curriculum that provides valuable experiences and responds successfully to children's needs, in line with the principles of Curriculum for Wales. As a result, children immerse themselves in their play for extended periods.

Practitioners demonstrate a sound understanding of child development and plan meaningful learning experiences that respond effectively to children's needs, interests and voices. They provide a balance of structured learning experiences and opportunities for experiential learning which develops children's skills purposefully. They keep detailed records of children's achievements and conduct valuable observations regularly that inform the next steps in their development. Practitioners use systems for recording observations and information thoroughly, which enables them to plan appropriate experiences and share relevant information with parents and the school, ensuring effective transition arrangements.

Provision to develop children's social, moral, cultural and spiritual skills is sound. Practitioners teach children about the difference between right and wrong and the importance of respecting others. They support children effectively to develop kind behaviour by reminding them in a positive manner to share and to use kind voices and words while playing.

Practitioners plan and organise resources carefully to offer extensive, high-quality provision which supports the development of skills across the learning pathways. Extensive resources, that are organised purposefully by practitioners, are available to ignite children's curiosity and provide authentic learning opportunities, such as pinecones, wooden discs and China dishes in the kitchen. Specific areas are used skilfully, such as the sensory area and the outdoor area, to support children's emotional, physical and creative development.

Practitioners encourage children to develop effective numeracy skills through a variety of purposeful opportunities, such as counting the number of spoons of flour that go into the bowl when cooking. They promote children's problem-solving and communication skills well, encouraging children to ask and answer questions and by encouraging children to think about what they are doing.

Practitioners foster positive and meaningful links with the local community. They plan meaningful visits and activities such as carol singing and distributing Christmas cards to the people in the village, and by inviting visitors to the setting, including the police and a road crossing supervisor. Practitioners also promote a strong sense of belonging to Wales by celebrating national and international culture, traditions and events, including Remembrance Day and Diwali, and this supports children's understanding of their local community and the wider world.

Environment: Good

Leaders create a warm and welcoming environment that fosters pride and a strong sense of belonging among the children. The walls are full of children's artwork and pictures of them at work. These include family displays, Welsh murals and a children's voice display which includes their opinions on activities. Children are clearly very glad of the experiences and point at the pictures, talking about visitors to the setting, such as a crossing supervisor who helps them cross the road. The rooms provide sensory and creative areas, construction and small world areas and a quiet area for reading with soft toys. Outside, there is an enclosed area that provides extensive opportunities to explore natural resources, a water wall, planting and a shed which provides more opportunities to develop independence and practical skills, such as a dressing up area and a woodwork bench.

Leaders provide high quality resources that are organised to support all areas of learning. They ensure that children are able to move freely around the setting and have easy access to resources through units and furniture that are suitable for their age and stages of development. Leaders evaluate the use of resources and equipment and refresh activities and toys to ensure an inspiring environment. There is a mixture of resources that promote inclusion and cultural diversity, including dolls that celebrate physical and cultural differences. Leaders provide a variety of practical experiences, including visitors such as the police, builders and farmers to support children's understanding of local industries. They also provide regular opportunities to go on visits or go for a walk, visit the residents of the village or shop locally to foster a sense of *'cynefin'*.

Leaders ensure a safe, clean and high-quality environment. The external gates are locked and practitioners manage access to the setting through effective actions and clear communication. They ensure that visitors sign in and out. Fire drills and emergency practises

are conducted regularly and leaders ensure that first aid equipment and safety certificates are up-to-date. They complete a wide range of risk assessments for the setting's areas and activities and for specific visits and visitors. However, not all risk assessments reflect what practitioners do from day to day to monitor risks. They manage ways of minimising the risks to children naturally by discussing the impact and necessary steps in detail, for example while playing outside in the wind and rain or sharing the setting's facilities with members of the community.

Leadership and management: Good

Leaders manage the setting robustly and effectively, with safety practices and a positive ethos at the heart of provision. There are clear policies and procedures in place which are easy for practitioners and parents to access, with relevant information displayed clearly at the main entrance. This contributes to a strong culture of safeguarding. The setting complies with the requirements of regulations and delivers the Active Offer for the Welsh language. The statement of purpose is up-to-date and reflects the setting correctly.

Leaders have high expectations, which ensures that everyone works together successfully. They are enthusiastic and committed to providing a stimulating and purposeful environment. Recruitment processes are safe and thorough to ensure that all practitioners are suitable to work with children. They have thorough supervision and evaluation systems, with shared targets and regular progress monitoring.

Rigorous management of practitioners and resources ensures that the leaders' vision is realised. They ensure that leaders contribute purposefully to supervision discussions and the setting's self-evaluation. Leaders ensure that daily arrangements are carried out effectively and that practitioners have a sound understanding of their roles. For example, leaders include practitioners when planning learning and play experiences for children. This supports practitioners' well-being and confidence successfully and they have greater ownership of their work.

Leaders prioritise the issues they would like to improve and act on them successfully. For example, they have adopted a programme that promotes children's emotional and social skills, in line with the targets in the improvement plan. Funding and grants are used appropriately and strategically to improve the quality of provision. Leaders monitor and evaluate expenditure carefully. Recent investments have led to decisive improvements, such as improving provision to strengthen children's digital skills and supporting staffing costs to ensure an effective ratio of adults.

Leaders foster beneficial links with a range of partners to improve children's health, learning and well-being. Their relationship with their support organisation and the advisory teacher is robust and regular co-operation contributes directly to developing and refining provision. They also respond effectively to concerns, referring individuals purposefully to the appropriate agencies.

Leaders communicate effectively and constructively with parents and information about the children's development is shared regularly through meetings, reports and informal discussions. Leaders promote parents' contribution to children's learning effectively. For example, they share recordings of parents telling stories and singing familiar songs and nursery rhymes with their children as learning resources to be distributed to other parents so that they can support their children at home. As a result, the link between the home and the setting is strong and children's learning experiences are reinforced successfully. Leaders have robust transition arrangements, which include visits to the school and sharing relevant information about the children. This provides the school with every opportunity to prepare for the children's arrival as they move on.

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 judgement 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 Trosol (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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