A report on

Cylch Meithrin y Gromlech

Ysgol Gynradd Dyffryn Ardudwy
Dyffryn Ardudwy
LL44 2EP

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 y Gromlech

Name of setting	Cylch Meithrin y Gromlech
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Kirstye Roberts
Person in charge	Lyn Bisseker
Number of places	24
Age range of children	2.5-4 years old
Number of 3 and 4 year old children	7
Number of children funded for early education	2
Opening days / times	Monday – Friday 08:50 – 12:50
Flying Start service	No
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	22/03/2018
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)**	**Adequate**
Environment	**Adequate**
Leadership and management	**Adequate**

Non-compliance

The provider was notified that the setting is not in compliance with the regulations. No notices were issued but these have been identified as areas for improvement and the Responsible Individual (RI) should address them.

Recommendations

R1 Strengthen teaching practices to support children to make the best progress in their learning

R2 Address the areas of non-compliance identified during the inspection

R3 Ensure that the safe recruitment policy for volunteers is current and effective

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 are given regular opportunities to make choices. On arrival, they go immediately to their favourite areas and engage meaningfully with activities. Nearly all children move around the learning environment confidently, exploring the wide range of play experiences available. As a result, they guide their own learning and experiences effectively, and engage in activities of their choice at their own pace.

Nearly all children cope well when separated from their parents and carers. They arrive happily and settle quickly, feeling safe in the environment due to the close relationships they have formed with practitioners. Many children are confident asking for help or comfort when needed and respond positively to praise, which builds their confidence to share their successes. For example, they are proud to invite practitioners and visitors to see their paint work and respond enthusiastically when their efforts are recognised. Most children are familiar with the daily routine, and follow procedures with ease, which gives them assurance to cope with new experiences.

Most children develop strong social and interaction skills. They are polite and well-behaved, showing respect for practitioners and their friends. They enjoy socialising during snack time, developing positive attitudes towards each other. Many children share and take turns appropriately. For example, they share resources when playing in the water tub and take turns transferring water from a small container to a larger one. Many also work together effectively, for example when using a spade and a funnel to fill a bottle with sand, imagining that they are preparing food for farm animals.

Nearly all children are active and show clear enjoyment in their play. They focus well and persevere when playing, enjoying experimenting with a range of resources and materials. They have a lot of fun mixing ingredients to make dough and use it creatively in their play. Most children demonstrate natural curiosity about the world around them and use their imagination effectively. For example, they put a torch in a kettle and pretend the water is boiling.

Most children develop appropriate independence skills. They guide their play by following their interests and move resources between different areas to use them purposefully. Most children meet their personal needs successfully, such as using the toilet, hanging up their belongings, and putting on or taking off their shoes. Nearly all children undertake daily tasks independently, including washing their hands and pouring their own drink during snack time.

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 clearly prioritise safeguarding children and follow sound policies and procedures. They have completed appropriate safeguarding training and understand their duties well. Nevertheless, the setting's arrangements for safeguarding children in the play areas do not meet the requirements, and are a cause for concern as not all risks in the environment are addressed promptly and effectively. Practitioners record accidents in detail and ensure parents or carers are informed of the incident.

Practitioners have a sound understanding of their role and responsibilities in promoting children's health. They implement effective procedures to prevent the spread of infections, such as ensuring children wash their hands and surfaces are disinfected before mealtimes. Practitioners promote healthy eating by encouraging children to eat fruit at snack time and offering only water or milk. Additionally, they ensure children are given regular and valuable opportunities to spend time outdoors.

Practitioners develop warm relationships with the children by treating them with care and respect. They speak to the children gently and deliberately and use consistent and effective methods to promote positive behaviour, in accordance with the setting's policy. For example, they regularly praise children for their efforts, their willingness to help, and for listening well. This supports children's self-confidence and develops their understanding of respect. Practitioners offer comfort where required and are adept in supporting children to manage their feelings. Practitioners are positive role models as they listen, work together and explain things in a clear and caring way. For example, when there is not enough space for a child to play in the sand, practitioners explain this kindly and offer another suitable activity.

Practitioners know the children well and plan activities that reflect their interests. For example, following an interest in pizzas in the role-play corner, a pizza-making activity was organized using arts and crafts resources. Practitioners follow appropriate arrangements to identify and support children's individual dietary needs, including those with allergies. A thorough registration system is in place which ensures they have relevant information about children's needs and preferences before they start.

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

Practitioners show a sound understanding of child development and listen carefully to children's ideas and aspirations to enrich the provision. For example, after noticing children taking an interest in the seeds inside apples, they plan opportunities to plant seeds and explore growth in the garden. This encourages enthusiasm and promotes children's ownership over their play and learning.

Practitioners develop warm relationships with the children and support them appropriately when playing and exploring. They provide an environment that appropriately promotes the development of children's basic skills, including opportunities to use mark-making and creating tools. For example, they encourage children to use language and numeracy naturally by placing various telephones, number books and calendars in the play areas.

Practitioners adjust the provision according to the children's interests. For example, they respond promptly to observations of children enjoying writing their names by adding mark-making tools to the sand, thus enriching the learning experience. They model language skilfully in role-play situations, for example, when showing how to order more pizzas, which effectively supports children's language development. However, although they offer appropriate opportunities for children to handle and discuss books, the constant use of closed questions limits the development of children's extended communication and critical thinking skills.

Practitioners offer valuable experiences to develop children's creative and physical skills. For example, children use large equipment in the outside area to create a bus to travel to the local town, and use natural items to decorate dough pancakes.

Practitioners provide appropriate resources to support children's numeracy skills, such as weighing scales in the kitchen area. However, these opportunities are not always used effectively to develop mathematical vocabulary or to encourage regular counting in meaningful contexts.

Practitioners plan suitable experiences that contribute positively to children's social, moral, cultural and spiritual development. They organize valuable visits to the local community, such as visits to the farm and forest, which support children to develop a better understanding of their environment. Additionally, they welcome worthwhile visitors such as the local vicar, who helps the children to learn about religious traditions such as Christingle, and railway workers who promote safety awareness.

Practitioners make appropriate observations of children's play and learning. However, the quality of these observations is inconsistent, with few showing individual children's progress over time. They create useful one-page profiles that contain relevant information from parents and carers, and enable them to plan more suitable support.

Practitioners celebrate children's early progress appropriately by displaying their work on walls and in comprehensive learning journey books, which are shared with parents and carers regularly. This provides a valuable record of children's experiences during their time in the setting. Additionally, they foster a positive relationship with parents and carers, ensuring effective daily communication through face-to-face conversations and a digital platform.

Environment: Adequate

Leaders have robust arrangements in place to control access to the site, together with clear procedures to ensure visitors sign in. Practitioners undertake fire drills regularly and record them effectively. They ensure all records relating to the service are kept securely and in accordance with the requirements.

Leaders ensure appropriate processes are in place to monitor and manage risks and are beginning to show an understanding of the need to undertake ongoing dynamic risk assessments. Despite this, risk assessments are not always implemented firmly enough and leaders do not respond promptly enough to ensure effective safety. As a result, this poses a potential risk to children's safety and does not meet the relevant regulations.

Leaders provide a self-contained environment that is welcoming, warm and organised effectively. They make good use of the setting and the site's facilities. For example, the hallway is organised appropriately for children to put their belongings away independently, and posters are displayed ensuring parents and carers have access to up-to-date information. The provision includes an appropriate kitchen which facilitates cooking activities, together with facilities for storing food and washing dishes. The toilets and hand washing and drying facilities, and the nappy changing area, are suitable and promote children's dignity effectively.

In the main room, the environment is open with suitable furniture and accessible storage units which promote children's independence effectively. Leaders ensure children are given a wide range of opportunities to develop their curiosity, including a role-play corner, a discovery area, and a comfortable area to relax or enjoy reading. Leaders foster a sense of belonging by displaying examples of the children's work and photographs of them with their families. Leaders provide stimulating experiences in the outdoor area, including opportunities to plant seeds and race vehicles. They ensure various surfaces enable children to take appropriate risks and develop their physical skills effectively.

Leaders provide resources of a high standard that are appropriate to the children's ages and stages of development. They ensure children are given opportunities to explore and investigate, for example by placing natural resources such as shells, stones and pieces of wood in the discovery area. Similarly, practitioners provide valuable opportunities to use real resources, such as dishes in the role-play area, which support the development of children's imagination, confidence and social skills.

Leaders promote children's personal and social development effectively by providing resources that enable them to express their feelings. Additionally, they ensure the provision is inclusive by offering purposeful resources, including multicultural story books, dolls and musical instruments. These support the children to develop respect for others, understand differences, and widen their awareness of diverse cultures.

Leadership and management: Adequate

Leaders, together with the management committee, have a suitable vision which places a clear emphasis on promoting children's well-being. This contributes to a caring ethos where children and practitioners feel valued. Leaders show an ongoing commitment to improving the provision to develop children's skills. As a result, their regular practices and positive attitudes create a supportive environment which offers valuable experiences for children. A clear statement of purpose is in place which gives an accurate picture of the setting, enabling parents and carers to make informed decisions.

Leaders implement suitable arrangements to plan for improvement. They work together appropriately to evaluate the provision by consulting with children, parents and carers, and practitioners. They identify relevant priorities through a development plan that reflects evaluation findings, and make sensible use of grants to improve the provision. For example, they have invested in a canopy and a sand shed to further develop the outdoor provision.

Leaders check the suitability of practitioners, ensuring they have the appropriate skills, experience and qualifications to fulfil their roles. They ensure practitioners understand their

roles and responsibilities clearly. However, leaders do not review the policy for volunteers, which includes safe recruitment processes and training. Although there is a culture of daily informal communication, not all practitioners receive regular one-to-one supervision. This limits their ability to reflect systematically on the quality of their practice and raise issues relating to safety or professional development. Additionally, not all practitioners have completed first aid training to provide appropriate treatment when needed. Leaders arrange appropriate annual appraisals for practitioners. During these meetings, leaders and practitioners agree on individual development targets. They also support practitioners to complete valuable and relevant training that aligns with the setting's priorities and their individual targets.

Leaders and the management committee work together in a satisfactory manner to ensure that statutory policies are in place. They communicate regularly on matters relating to the running of the setting and are supportive in promoting the setting in the local community and beyond. Leaders organise valuable events that encourage the involvement of parents and carers, such as end of term parties and a Mother's Day tea party. The setting has robust arrangements in place to ensure children are given valuable opportunities to prepare for the next stage in their education.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Outcomes for children are poor because risk assessments are not consistently implemented and risks to children's safety are not always identified or managed effectively.	24/03/26
Outcomes for children are poor because practitioners do not receive regular one-to-one supervision or complete all required training, which limits the support they receive in their roles and impacts the quality of care provided to children.	24/03/26

CIW has not issued any Priority action notices following this inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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