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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Pentraeth

Ysgol Gymuned Pentraeth
Pentraeth
Anglesey
LL75 8UP

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 Pentraeth

Name of setting	Cylch Meithrin Pentraeth
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Dawn Hughes and Meriel Catrin Regan
Person in charge	Dawn Hughes
Number of places	16
Age range of children	2 years old – 4 years old
Number of 3- and 4-year-old children	6
Number of children who receive funding for early education	2
Opening days / times	Monday – Thursday 8.50 – 12.50 – 1.00
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	The service was registered on 14th October 2024. First inspection since re-registration.
Date of previous Estyn inspection	27/06/2018
Dates of this inspection visit(s)	03/03/2026

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)**	
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 Support children to respond increasingly in Welsh by using familiar vocabulary and simple patterns

R2 Refine and ensure consistency in practitioners' supervision records

What happens next

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

Main findings

Well-being: Good

Children have a strong voice at the setting. They make choices and decisions regularly about how to spend their time and where they would like to play, using the indoor and outdoor learning environments effectively and creatively. Nearly all children are completely familiar with the daily arrangements. For example, they know that they need to tidy the play area before the end of the session.

Nearly all children feel happy at the setting and settle well there. They cope successfully when leaving their parents and carers and clearly feel safe. They receive a warm welcome on arrival and enjoy the company of their friends and practitioners when greeting each other. Children forge warm and close relationships with practitioners and know that they can tell them what they want and know whom to approach if they feel unhappy or are worried about something. They show an obvious fondness for them and go happily and comfortably to invite them to join in with their play or to show them what they have achieved. Nearly all children interact positively with each other and with practitioners and visitors. They develop their social skills by talking and discussing with each other successfully while they play. Children work together and interact enthusiastically during role-play. For example, they use their imagination and make sense of their world while pretending to wash the dishes and wrapping a bandage around a doll's arm.

Nearly all children behave very well during free play periods and group activities. Many share resources well and begin to understand how to take turns successfully, for example by working together happily outside to fill a bucket with sand to make a castle.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities and are curious, for example when planting leek seeds outside. They move from one activity to another confidently and persevere and concentrate for extended periods, for example when threading cereal onto string to make food for the birds.

Children enjoy free play opportunities both indoors and outdoors. Most develop very good independence and self-help skills, for example when putting on wellingtons, in addition to pouring milk and water from the jug into their cups. Nearly all children use food tongs effectively during snack time to choose a piece of fruit. They use the toilet confidently and wash and dry their hands appropriately as part of their daily routines.

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

There is no report on children's learning. This is because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development: Good

Practitioners understand their roles and responsibilities well and implement the setting's procedures effectively to keep children safe. Practitioners have had training on child safeguarding and are confident about how to act should they have any concerns about a child. They keep accurate attendance records and a visitors' book. All practitioners have an up to date first aid certificate and follow robust procedures, keeping a record when dealing with any accidents. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote healthy eating and drinking purposefully by providing the children with healthy and nutritious snacks and offering milk or water. They understand their responsibilities to safeguard children with food allergies. Practitioners have up-to-date food hygiene certificates. They implement robust policies to prevent the spread of infections. For example, they encourage children to wash their hands regularly and follow effective practices when handling food and changing nappies.

Practitioners have formed and built close and natural relationships with the children. They have a clear understanding of their individual needs and wishes. Practitioners promote children's play, learning and development effectively. They ensure that children feel at home and happy and pursue their interests and ideas when planning activities, for example an activity to build a nest of twigs after discussing nests in the trees. Practitioners speak tenderly and treat children with care and respect. They communicate effectively and celebrate children's successes regularly giving them verbal praise, for example when a child writes their name independently. Practitioners model social skills effectively when playing alongside the children and support them to choose their own activities and resources both indoors and outdoors. They ensure that there are regular and beneficial opportunities for children to develop their physical skills and spend time outside in the fresh air.

The setting has purposeful arrangements to identify and support children's individual needs, including those with additional learning needs (ALN). There are effective plans to support them to respond to their needs purposefully. For example, practitioners use sign language and visual flash cards skilfully to nurture the communication skills of children with linguistic needs. Practitioners work closely and successfully with a range of agencies for the benefit of the children. Information is shared with parents regularly through informal conversations at the beginning and end of sessions, as necessary.

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

Practitioners plan and provide a wide range of learning experiences that meet the needs of nearly all children successfully. They ensure regular opportunities for children to make choices in relation to their learning and ensure a wide range of resources that spark children's imagination regularly. Practitioners know the children well and adapt activities that respond to their needs effectively. They have an effective understanding of the way in which children learn through play and experimentation.

Practitioners provide stimulating experiences that encourage children to develop as confident explorers of their environment, for example by hanging food for birds on branches

and planting flower bulbs outside in the garden. These experiences strengthen children's understanding of the world they live in and how to treat their environment with care and respect.

Practitioners provide extensive opportunities for children to make early marks in a variety of indoor and outdoor areas. As a result, nearly all children's early writing skills develop well. They provide regular opportunities for children to join in with number songs, where children choose their favourite song. Practitioners model spoken language clearly and use familiar vocabulary and patterns when talking to the children. However, they do not always support children to respond increasingly in Welsh by using familiar vocabulary and simple patterns.

Provision to develop children's numeracy skills is effective. For example, children are given beneficial opportunities to count how many petals the daffodils have and how many spadefuls of sand are needed to fill a bucket. Practitioners provide a wide variety of resources that develop children's digital skills successfully. For example, they record words and songs on talking pegs, which supports children to hear new vocabulary independently.

Practitioners ensure a variety of effective opportunities to develop children's creative skills by providing a variety of pencils and paint to make pictures of daffodils and Welsh castles. Practitioners plan beneficial experiences to develop children's spiritual, moral and social skills and promote their awareness of Welsh culture effectively.

Provision to develop children's physical skills is appropriate. Practitioners provide a range of purposeful resources that encourage children to practise their physical balancing skills effectively. They plan beneficial activities that promote fine motor skills, for example by controlling a range of implements to make marks.

Assessment procedures are sound and are used effectively to identify the next steps in children's development. These are shared regularly with colleagues and parents, ensuring a co-operative approach to supporting the progress of all children. As a result, nearly all children make good progress and develop to become confident learners.

Environment: Good

Leaders provide a good quality environment which is warm and welcoming, with plenty of space for children to play and move around freely. There are displays of children's artwork, along with framed photographs of them. This contributes successfully to the sense of belonging. Leaders ensure that they have a wide variety of good quality furniture and equipment, which are suitable for the children's ages. As a result, children have easy access to a range of resources that enable them to make choices independently and pursue their interests. Resources are clean and in good condition and the play areas and equipment are cleaned regularly.

Leaders conduct fire drills so that children can familiarise themselves with the arrangements to follow in an emergency. The setting's maintenance records are up-to-date and environmental protection equipment is serviced regularly. As a result, leaders promote children's safety and well-being effectively. They ensure that safeguarding procedures, such as valid insurance, are in place. They have robust arrangements for admitting visitors to the building and follow effective safeguarding procedures on children's arrival and departure

from the setting. Practitioners supervise children well to ensure their safety. They implement a range of clear and comprehensive policies effectively and assess risks well.

There are purposeful resources available to promote children's understanding of diversity and different cultures, including books, dolls, costumes and plastic characters. Practitioners occasionally provide activities to promote children's understanding that differences are part of the world around them.

Leaders ensure an effective outdoor area that offers a wide range of purposeful resources and equipment. Children benefit from having daily access to an area that promotes their curiosity and provides suitable opportunities for them to experiment with sand and play with bottles of spray paint, for example. They ensure an enclosed and secure outdoor environment.

Leadership and management: Good

Leaders have high expectations of children and share their vision clearly with all stakeholders. Leaders have succeeding in creating a caring and homely Welsh environment, where practitioners and children are respected. They have built a team that works together effectively to provide children with beneficial experiences.

Leaders ensure that robust recruitment processes are implemented and that they have relevant checks before new practitioners start at the setting. The statement of purpose is clear and provides relevant information about the work of the setting and what it provides. Leaders and practitioners meet regularly and communicate well and, as a result, the setting runs effectively. They have appropriate arrangements in place to conduct supervision meetings with practitioners; however, meetings are not recorded formally. Leaders ensure that there is a suitable range of relevant policies and procedures in place and that they are reviewed regularly in line with a specific timetable. They ensure that practitioners understand and fulfil their roles skilfully and thoroughly.

The setting's self-evaluation procedures focus effectively on a wide range of evidence and input from all stakeholders. Leaders identify strengths and areas for improvement appropriately and work well together to make sensible improvements to provision.

Leaders make good use of grants to order resources to promote children's skills, for example by ordering resources such as ribbons and a balance board to promote children's physical skills.

Leaders and practitioners have a strong relationship with parents and carers. They communicate with them effectively for the well-being and development of the children. Leaders and practitioners use social media effectively to inform parents and carers about events and relevant developments. This ensures that parents receive beneficial, up-to-date information about their children's progress and well-being.

Leaders work closely with the local authority's support officers to maintain and develop the quality of provision. They have a good link with the local school and robust transition arrangements. Their links with local businesses have a beneficial effect on 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 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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