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Care Inspectorate Wales

A report on

Cylch Ysgol Feithrin Llanrwst

Ysgol Bro Gwydir
Heol Watling
Llanrwst
LL26 0EY

Date of inspection: January 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Ysgol Feithrin Llanrwst

Name of setting	Cylch Ysgol Feithrin Llanrwst
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Carol Salmond and Bethan Jones
Person in charge	Carol Salmond
Number of places	24
Age range of children	Between 2 ½ and 4 years old
Number of 3 and 4 year old children	15 three year olds and 10 four year olds.
Number of children funded for early education	13
Opening days / times	Monday to Thursday: 9:00am - 11:30am: session for children funded to receive education in the term following their third birthday. 11:45am - 12:15pm: lunchtime for Meithrin Mwy children. 12:15pm - 2:45pm: Meithrin Mwy children's session.
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 with Care Inspectorate Wales (CIW).
Date of previous Estyn inspection	07/05/2019
Date(s) of this/these inspection visit(s)	20/01/2026

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)**	**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

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 RI should address them.

Information about all instances of non-compliance has been included in the Summary Report on Action and Improvement, which will be sent separately from the report by CIW.

Recommendations

R1 Provide worthwhile experiences for children to develop digital skills.

R2 Ensure that all practitioners are given the opportunity to discuss and review safeguarding procedures during formal supervision and appraisal.

R3 Address the non-compliance identified during the inspection.

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. They discuss their daily activities enthusiastically with practitioners and friends. 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.

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

Most children interact positively with their friends and practitioners and they feel valued. They enjoy socialising with others, for example, whilst playing a board game they enjoy chatting with their friends, and as a result, they develop good attitudes towards each other. They learn to share and take turns effectively. Children share the spades in the sand pit and wait their turn to go on a ride around the yard in the trailer. They work together effectively to tidy their toys and show kindness when looking after their dolls and toy animals.

Most children are active and express enjoyment in their play and learning when exploring their environment in a safe manner. They have an effective voice to choose and develop their ideas purposefully. They do most things for themselves with positive encouragement from practitioners. They choose their own learning and play experiences and activities confidently. They thoroughly enjoy exploring and plunging their hands in the ice cube tray to search for Arctic animals. They also develop their creative skills by creating pictures using a range of arts and craft materials.

Most children respond well to opportunities to develop their independence. For example, during snack time, the helper of the day collects the plates and cups and recycles the food waste. However, further opportunities to develop independence are lost as practitioners serve food to the children. Most children concentrate well for extended periods of time when participating in a range of learning experiences and activities. For example, they concentrate whilst placing the copper cups in a row and listening to the sounds that they make.

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

Nearly all children make appropriate progress from their individual starting points. Their personal, social and emotional skills are developing consistently over time. They develop their skills effectively to become individuals who are respectful to each other and adults.

Most children respond positively to activities and play opportunities, and show a desire to take part in new experiences. They listen and focus effectively, particularly when listening to stories and taking part in short discussions in their first language. The majority display a good

understanding and follow simple instructions through the medium of Welsh with increasing confidence.

Nearly all children enjoy books, handling them carefully and looking at them independently. They discuss characters naturally, such as discussing where they are hiding or what will happen next in the story. Most children use mark-making tools confidently to create patterns and pictures and to explore their early writing skills. For example, they use coloured pencils to create family pictures and decorate their work.

The numeracy skills of many of the children are developing appropriately. They count objects up to ten with increasing confidence, such as counting blocks or the number of objects that they have in an activity. Their understanding of comparing different-sized objects is developing appropriately and they can identify what is bigger or smaller. Around half of them are beginning to use relevant mathematical language to discuss money while playing shop.

The physical skills of nearly all children are developing well. They move around the outdoor area confidently, walking over obstacles, climbing equipment and handling balls in a variety of ways. They use scissors, brushes and other small tools with increasing control.

Nearly all children work together effectively and persevere when trying to solve problems. For example, they work together to find ways to stabilise a tower of cardboard boxes. Children's creativity is evident, with many choosing different mediums to express their ideas. They paint, use crayons and cut out simple patterns demonstrating sound artistic skills.

Care and development: Good

Practitioners know the children well and respond to their requests in a timely manner. They develop a wonderful relationship with the children and praise them consistently for their efforts, celebrating their successes enthusiastically. They interact with the children in a warm manner and create a homely and caring atmosphere.

Practitioners understand their roles and responsibilities in regards to promoting healthy lifestyles and to keep children safe. Policies and procedures are well-implemented. For example, practitioners encourage children to be active and play outdoors often in the fresh air. They remind the children to wash their hands and this helps them to develop their personal hygiene skills effectively. Practitioners encourage children to socialise at mealtimes and encourage them to eat healthy ensuring fresh drinking water and milk are readily available. The majority of practitioners have completed mandatory training suitable for the ages of the children. They conduct fire drills regularly. Practitioners record children's attendance as well as their own attendance in line with guidance. They keep records of accidents and incidents and make sure these are signed by parents to show that they have been informed. They have an appropriate understanding of the safeguarding procedures. The setting's arrangements for safeguarding children meet the requirements and pose no 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 work together effectively to build children's confidence, responding to their preferences and arranging interesting experiences. Practitioners track children's progress appropriately and use these observations to create meaningful play and learning activities. They plan purposefully for the next stages in their development, and review progress regularly. Practitioners manage interactions effectively and follow robust arrangements to meet the needs of children with additional learning needs in a sensitive manner.

Practitioners welcome visitors to the setting to enrich children's learning experiences. They have started to visit organisations in the village, such as the park, library and church, to raise children's awareness of their locality. They also take part in the local Eisteddfod and visit the farmers' market to buy vegetables to make cawl. Practitioners display pictures of the children celebrating festivals and enjoying a range of arts and craft activities.

Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting): 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 use observations of children's progress to plan challenging experiences taking full account of their interests. For example, they plan sensory activities in the garden, role-play in the kitchen, and provide practical opportunities to encourage creativity and imagination.

The provision for creative and physical development is strong. Practitioners provide regular opportunities for children to explore enriching art materials, such as paint, and natural materials. These activities encourage personal expression and help children to develop a vivid imagination. Additionally, outdoor time is planned purposefully to promote physical skills. Children run, climb, balance and use physical equipment in challenging but safe ways. For example, practitioners encourage children to try new challenges, such as creating and travelling along balance trails, building their resilience and physical strength. All practitioners model the Welsh language effectively while speaking, introducing language patterns, phrases, and lively singing.

Practitioners plan valuable opportunities to develop the children's numeracy skills. For example, they use dough to identify the relationship between particular numbers and shapes. There are valuable opportunities for children to play with simple digital equipment such as a till in the shop. However, the provision to develop children's early digital skills is not fully-developed.

In line with best practice, practitioners encourage children to solve problems and think independently. For example, while building structures, children ask questions about how to make the structure more stable. This encourages them to think more carefully about their

ideas and to come up with their own solutions. This approach starts to foster natural curiosity and strengthens children's reasoning skills.

Practitioners develop children's spiritual and moral skills appropriately. They celebrate diversity by studying food from different countries and particular festivals, such as the Chinese New Year. In addition, practitioners provide opportunities for children to learn about their local area. They use short visits, discussions, local artefacts and pictures to introduce children to their community. This helps children to understand where they live, who lives in their community, and what makes their environment unique. Children respond enthusiastically to these experiences and are starting to develop a firm sense of belonging.

Environment: Good

Leaders work diligently to create an attractive and interesting environment to develop children's skills purposefully. They ensure that the learning and play areas are safe. Leaders ensure that the environment develops children's welfare, information and understanding and offers them valuable opportunities to learn both indoors and outdoors.

Leaders ensure that there are effective safety measures in place to control access in and out of the setting. The doors are kept locked and a record of visitors is kept. Leaders ensure that practitioners complete daily health and safety checks before children arrive. Risk assessments are completed effectively which briefly outline the steps to take to reduce and prevent risks to children. Leaders ensure that the setting is cleaned regularly and follow up-to-date guidance on infection control.

Leaders ensure that learning and play areas promote children's independence effectively. This enables the children to move around confidently, make wise choices and pursue their own interests sensibly. Leaders make sure practitioners supervise children well throughout their play and learning experiences. Leaders have created a suitable area for children to store their personal items which creates a sense of belonging. Children have access to a wide and diverse range of toys, resources and furniture of an appropriate size. This includes an interesting choice of natural resources to develop children's skills successfully. Toys and resources are set out purposefully and kept within children's reach, which allows them to make effective decisions and choices about what they want to use. Leaders ensure that 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 appropriately to encourage children to read them.

Leaders ensure the outdoor play area is organised and includes a variety of apparatus, resources and equipment to develop children’s physical, creative and imaginative skills. Leaders have made good use of grant funding to build and develop a wonderful garden area to ensure that children are given opportunities to learn about the natural world, play in the mud kitchen and undertake arts and craft activities in the ‘Cwt Clyd’. They have set out areas for them to plant and grow flowers to develop their gardening skills. Leaders make sure that children can access the outdoor play environment in all weather.

Leadership and management: Good

The setting is well-managed by leaders. They create a positive atmosphere of team-work and the practitioners support each other effectively. This creates a homely, happy and welcoming ethos.

Leaders develop a clear and ambitious vision which places children's welfare and development at the heart of the provision. They develop a strong culture of team-work and all the practitioners feel that they are valued and respected. Practitioners work together effectively and share the same commitment to maintaining a high standard of care and learning. Leaders set high expectations and ensure that all children, practitioners and families receive the support needed to reach their full potential. Leaders have prepared a clear statement of purpose providing an accurate picture which informs families about what the setting has to offer. There is a range of useful policies and procedures that practitioners follow effectively.

Leaders and practitioners use an effective self-evaluation approach, focussing on strengths and areas for development. Regular observations provide useful information about teaching quality, the use made of the environment and the development of children's creativity and confidence. Regular improvements are made which enrich children's experiences and improve daily routines. Leaders target funding, including specific grants, towards the setting's strategic priorities, helping to provide resources such as outdoor play equipment and sensory resources. Regular meetings ensure that the team discusses progress, considers priorities and acknowledges successes.

They implement firm recruitment processes and clear procedures to ensure a safe environment. Leaders have checked all practitioners' suitability which ensures they are competent and have relevant experience of working with young children and their roles and responsibilities are clear. There are clear induction arrangements in place for new practitioners, with mandatory and optional training opportunities reflecting the needs of the team and children. Regular supervision and appraisal sessions are held to support professional development and to encourage practitioners to share practice appropriately. However, discussions do not always provide an opportunity to discuss safeguarding matters regularly.

Leaders support practitioners to respond to children's individual needs. However, leaders have not ensured that they collect all the necessary information to meet children's individual needs.

Leaders implement effective transition processes to prepare children for the next step in their learning. Children are given valuable opportunities to build confidence by visiting their new environment. Leaders have developed strong partnerships with parents, the local authority, community groups and external agencies, enriching children's experiences.

Parents are welcomed when they visit the setting and appreciate the regular communication in relation to their child's progress, via daily conversations or digital platforms. Families talk positively about the warm relationship between practitioners and children and the care provided to each child.

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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Identified areas for improvement

When we note **Areas for Improvement** and have not found immediate or significant risks to the people, we will highlight these with the provider. We expect the provider to take action and we will consider the matter again during the next inspection.

Where we find a **need to improve** the results for the people **significantly** and/or there is a risk to the people's well-being, we note a **Priority Action** matter. Under these circumstances, we will issue a Priority Action Notice(s) to the Provider, who will need to take immediate steps to make improvements. We will conduct another inspection in six months to confirm that improvements have been made and that the results for the people have improved.

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

Summary of Areas for Improvement	Date identified
Outcomes for children require improvement because the responsible individual has not ensured that all of the required information has been fully captured in the children's personal records to ensure that practitioners have all of the information to meet each child's individual needs, and we expect the provider to make improvements.	20/01/26

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

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