**A report on**

# Cylch Meithrin Arberth CIO

Narberth Community Primary School
Jesse Road
Narberth
Pembrokeshire
SA67 7FE

**Date of inspection: December 2025**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Cylch Meithrin Arberth CIO

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|---|---|
| Name of setting | Cylch Meithrin Arberth CIO |
| Category of care provided | Full day care |
| Registered person(s) | |
| Responsible individual (if applicable) | Sarah Jane Martin |
| Person in charge | Liana Dewaine and Lowri Morgan |
| Number of places | 24 |
| Age range of children | 2 to 4 years old |
| Number of 3- and 4-year-old children | 23 |
| Number of children who receive funding for early education | 12 |
| Opening days / times | Monday to Friday from 8am to 12:15pm |
| Flying start service | Yes |
| Language of the setting | Welsh |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This service provides the Welsh Language Active Offer and makes every effort to promote the use of the Welsh language and culture. |
| Date of previous CIW inspection | This is the first inspection following a new registration |
| Date of previous Estyn inspection | 09/10/2018 |
| Dates of this inspection visit(s) | 02/12/2025 |

## Summary

| Theme | Judgement |
|---|---|
| **Well-being** | **Good** |
| **Learning**<br>**(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**<br>**(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 Use observations and assessments more effectively to target the next steps in individual children's learning

R2 Improve opportunities for children to learn about their local area

## 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 have a strong voice and they make choices and decisions intelligently while playing. They move confidently between different activities and pursue their personal interests effectively. For example, during the morning, most begin learning immediately in the play areas, with many role-playing in the playhouse and others sorting and counting the trains. They talk happily with practitioners, knowing that they will listen to them during the stimulating activities.

Nearly all children are happy and full of excitement on arrival at the setting and are comfortable in the care of the practitioners. They cope well when separating from their parents and carers without fuss. Nearly all children are completely familiar with the daily routines. For example, children know that they need to wash their hands before snack time. Most children express their feelings eloquently during circle time, such as explaining sadness about breaking a shoe or losing a hat.

Nearly all children behave very well during free play periods and group activities. Most share resources well and are beginning to understand how to take turns successfully, for example by waiting patiently for a toy and chalk. They show empathy towards others and ask practitioners about the feelings of their peers because they look sad. Most form positive relationships with practitioners and their friends and are happy to approach practitioners to play or for comfort. Nearly all children are polite when receiving their snack and drink and respond with 'diolch' as they take the milk jug from another child.

Nearly all children enjoy experimenting with a wide variety of stimulating play opportunities. They enjoy their play and learning activities and are curious when making paint from chalk and water, before painting the fence. They are confident when moving from one activity to another and persevere and concentrate for extended periods. For example, children enjoy using tongs to pick up soft balls from the water and group them into similar colours correctly, while others enjoy completing jigsaws independently.

Children have a good selection of free play opportunities in the main room and in the outdoor area. Most develop very good independence and self-help skills, for example when helping themselves to fruit and pouring milk carefully. Nearly all children also use the toilet confidently and wash and dry their hands independently.

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

Most children play together happily and make good progress in their learning. They apply their oral and social skills effectively, which leads purposefully to improving their outcomes and wider skills.

A majority of children strive to use the Welsh language independently, by following the intelligent encouragement and guidance of the practitioners. They enjoy joining in with familiar nursery rhymes and singing them together during circle time sessions, when

washing their hands and rolling dough. Most listen carefully to instructions and act on them promptly, for example when breaking ice cubes with hammers. They speak naturally to each other when engaging in periods of extended creative play. They respond to discussions and share ideas to complete tasks successfully. For example, they work together diligently to place a bridge on a train track.

Many children discuss books confidently. They engage willingly with stories and respond enthusiastically to their peers while enjoying pictures and events in a story. They show interest when describing different characters and consider the consequences of actions thoughtfully, for example when responding enthusiastically to the adventures and feelings of a hedgehog and his friends.

During their play, many begin to develop their early writing skills effectively. They make marks purposefully with different media, such as paint, chalk and crayons. They also keep notes appropriately in booklets when experimenting with an electronic keyboard. As a result, many explain the purpose of their marks sensibly and begin to understand that writing is an integral part of real life.

Many children use mathematical language correctly in appropriate contexts. They have good numeracy skills and enjoy experimenting with a wide range of mathematical equipment. They count confidently when sorting crockery, cars, fruit and vegetables and have a growing understanding of the properties of shapes. They also discuss and compare volumes intelligently when filling buckets with sand and using water jugs to move heavy and light objects down a waterfall.

Most children develop successful physical skills by riding bicycles on the playground, building towers and balancing on adventure equipment. They enjoy working together to adapt their ideas, for example when using spades and rakes to fill boxes. These positive attitudes have a good effect on their learning.

Most children develop early digital skills effectively. They take advantage of the rich opportunities available to them. For example, they share a mobile phone when role-playing, listen attentively when controlling the talking devices and follow language and numeracy programs purposefully on electronic tablets. As a result, they familiarise themselves well and apply their early digital skills meaningfully.

**Care and development: Good**

Practitioners provide children with good care and support. They implement appropriate policies to promote children's health and well-being effectively and offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. Practitioners ensure outdoor playtime on a daily basis and share safety messages intelligently with the children as they run and pass the baton on the playground. Practitioners follow the national healthy pre-schools scheme effectively, which raises children's awareness of healthy eating and drinking successfully.

Practitioners know the children exceptionally well and have a sound understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in circle time and offer them comfort.

Practitioners receive beneficial training on child safeguarding and are knowledgeable about how to act should they have concerns about a child. They identify risks and manage them actively. Practitioners also follow procedures for recording accidents or injuries appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners understand the behaviour management policy well and implement it as intelligent role models. They listen to children's views and respond well to them both verbally and non-verbally. They are consistent when praising the children's behaviour, explaining why they are being praised. For example, when children tidy up, they thank them for their co-operation. Practitioners interact positively with the children, showing warmth and kindness. They form a very close working relationship with them and are sensitive to the needs and experiences of individual children. As a result, children follow practitioners' instructions consistently well.

Practitioners promote children's play, learning and development effectively. They ensure that children feel at home and happy and discuss learning opportunities, where appropriate. They follow children's interests and ideas when planning activities purposefully. They have a sound understanding of their responsibilities and provide engaging opportunities for children to develop in line with their age and ability. Practitioners work closely with parents when new children start, ensuring that they are aware of their individual needs and preferences. Effective processes ensure that practitioners identify and support children successfully, including children with additional learning needs.

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

Practitioners' meaningful teaching methods motivate children to work together effectively, which has a purposeful effect on their learning and skills. Practitioners provide beneficial learning and play experiences, which enable children to take risks and develop their knowledge and understanding well. For example, they encourage children to work together when using 2D shapes to create colourful patterns.

Practitioners intervene skilfully during activities and encourage children to experiment independently while playing. For example, they support children's understanding purposefully when comparing the characteristics of farm animals and placing numbers in order when completing jigsaw puzzles. Practitioners hold regular discussions with the children while they play. They support children to work together when discussing the content and characters of specific books and when using blocks, spanners and screws confidently in the construction area. As a result, most children develop their social skills effectively.

Practitioners implement an effective curriculum, which pursues children's interests well. They respond purposefully to children's suggestions during the sessions, for example by providing creative activities such as using glue and paint when making and decorating Christmas wreaths. As a result, they ensure that children learn through a variety of practical challenges.

Practitioners provide interesting opportunities to develop children's oracy skills and question them well as they play. This is done, for example, by providing opportunities for children to discuss their feelings during snack time and by talking to children as they set the table in the role-play area. Practitioners develop purposeful numeracy skills among the children. They challenge them to cut dough into shapes and place them on number lines and compare the volumes of boxes effectively in the sand and water areas. They also provide opportunities to improve children's early digital skills.

Practitioners use their observations of children's achievements in a satisfactory manner and this is beginning to lead to planning the next steps in individual children's learning appropriately. However, while planning experiences for children, practitioners do not use this information effectively enough to target the next steps in the development of children's skills. Practitioners provide parents and carers with useful information about their children's achievements orally, in progress booklets and on secure social media.

Practitioners develop children's physical skills successfully. They encourage them to balance on the adventure equipment and ride bicycles around the outdoor area. They also provide purposeful real-life activities, such as supporting children to water plants carefully.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well, such as studying the history of St Dwynwen, celebrating St David's Day and singing Welsh songs. Opportunities to promote children's understanding of diversity and other cultures are also good, such as Chinese New Year and Diwali.

**Environment: Good**

Leaders ensure that practitioners implement safety precautions effectively, such as checking the outdoor area to minimise any hazards before children use it. Leaders and practitioners complete a risk checklist for each area on a daily basis and ensure risk assessments efficiently. They complete daily records of the arrival and departure times of children and adults, including visitors, thoroughly. Leaders hold regular fire drills and these are recorded in detail.

Leaders ensure that the environment is inclusive and all children have equal access to all the various resources and activities. The environment allows children to use the toilets and wash their hands independently. Leaders follow consistent arrangements regarding the safety of the environment and their regular cleaning practices ensure good hygiene. Their robust infection control practices reduce the risks to children's health and safety effectively.

Leaders ensure a welcoming and friendly main room, which provides an interesting environment for play and learning. Practitioners ensure regular opportunities for children to use the outdoor play space to develop their creative and physical skills successfully. For example, the low mud kitchen provides natural resources such as soil, water and acorns, along with authentic cooking utensils, which promotes children's learning experiences purposefully. As a result, leaders make good use of all areas to provide exciting learning activities that are used confidently by the children.

Leaders provide a rich environment that includes a wide range of interesting and high-quality resources. Attractive displays include the children's work and pictures of them playing together, which begin to develop their understanding of friendship and trust

effectively. The effective arrangements enable children to explore independently by using natural furniture and household items, fostering their curiosity and their imagination. Resources also promote an understanding of wider society and support multicultural values intelligently. As a result, children develop knowledge and skills that broaden their understanding of the world around them.

**Leadership and management: Good**

Leaders have a robust vision and work well together to promote care and support children's learning. They focus clearly on developing provision, along with the skills and well-being of the children in their care. As a result, their regular routines and positive attitudes create an interesting environment that provides children with good experiences.

Leaders provide diligent care during the sessions, which creates a sense of closeness between the practitioners and the children. This caring atmosphere encourages children to work well together and persevere while playing and learning in a close-knit and supportive environment. Leaders also hold regular discussions with parents and carers about their children's development and achievement. They use open sessions, secure social media and progress booklets meaningfully to provide them with relevant information.

Leaders work together conscientiously as a team and ensure that everyone attends useful training to improve their teaching and care systems. They keep a register of children and practitioners and ensure that the ratio of practitioners to children is correct at all times. Leaders ensure that the setting's statutory documents, policies and practices are renewed annually. The Statement of Purpose is accurate and reflects the service correctly. They ensure that processes for supervising, evaluating and appraising the work and development of all practitioners are effective.

Leaders focus well on introducing consistent improvements to develop the setting's practices further. They conduct useful self-evaluation procedures, which lead to relevant targets for improvement. As a result, they identify the setting's strengths and areas that are in need of attention well. For example, recently, leaders have focused purposefully on developing the role of the two new leaders and improving opportunities for parents to discuss their children's progress.

Leaders ensure that full consideration is given to the views of everyone involved in the setting. They hold beneficial discussions with all stakeholders to improve provision and children's experiences and act on the suggestions of support agency officers. As a result, they succeed in providing a variety of experiences for children to develop their independence and improve their oral skills while looking at books, discussing stories and learning about 2D and 3D shapes.

Leaders have a good relationship with the school and this prepares children purposefully for the next stage in their education. Leaders and practitioners develop children's awareness of their *'cynefin'*, or local area, appropriately and use the local area in a satisfactory manner. Although visitors visit the setting occasionally, opportunities for children to learn about their local area are not wholly effective, which limits children's understanding of their *'cynefin'*.

Leaders follow safe recruitment processes and allocate resources sensibly. They use the budget and grants carefully and prioritise expenditure against the setting's targets wisely.

They also fund various resources intelligently, such as materials to develop children's creative and physical skills.

## 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

**This report is also available in Welsh**

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