A report on

Cylch Tŷ Mair

Neuadd Maes y Coed
Woodfield Avenue
Flint
Flintshire
CH6 5DU

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Tŷ Mair

Name of setting	Cylch Tŷ Mair
Category of care provided	
Registered person(s)	Gwyn Jones
Responsible individual (if applicable)	
Person in charge	Louise Berry
Number of places	
Age range of children	
Number of 3- and 4-year-old children	33
Number of children who receive funding for early education	6
Opening days / times	8.00-17.15 (Monday to Friday)
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	22/01/2018
Dates of this inspection visit(s)	19/05/2026
Additional information	

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	**Adequate**
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	**Adequate**

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the registered person/responsible individual.

Recommendations

R1 Take advantage of spontaneous opportunities to apply children's numeracy skills

R2 Ensure regular opportunities to expand children's knowledge and understanding of the wider world and its cultural diversity

R3 Ensure regular opportunities for children to develop their understanding of the wider world and different cultures.

What happens next

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

Main findings

Well-being: Good

Most children communicate confidently and express themselves effectively. They discuss their daily activities enthusiastically with practitioners and their friends. Most explore the indoor and outdoor play areas enthusiastically and have fun pursuing their own interests. For example, children enjoy showing how they role-play as hairdressers and are very proud to show off their new hairstyle.

Most children are happy, feel safe and settle well. They are familiar with the daily routine and settle quickly when being greeted by practitioners in a friendly manner. They are very willing to ask practitioners for support or comfort, when the needed arises. Most children feel comfortable in the company of practitioners and enjoy sitting alongside them when sharing a story.

Most children interact positively with their friends and practitioners. They enjoy socialising with others and working as a team. For example, when building an obstacle course using sensory stepping stones and taking off their shoes to experience different textures as they walk across them. Most children enjoy social occasions at mealtimes and practise using good manners. They share craft equipment, take turns to ride the bikes and work well together to tidy the play equipment away.

Most children are hard-working and express their enjoyment in their play and learning while investigating their environment safely. They use their voice effectively to choose and develop their ideas purposefully. They complete most of their tasks independently and gain confidence under the positive encouragement of practitioners. They choose activities and learning and play experiences purposefully and enjoy exploring the water tray, using small nets to catch sea creatures. Most children enjoy using electronic toys and control them skilfully to move around the room.

Most children respond well to opportunities to develop independence. For example, during snack time, the “helpwr heddiw” (helper of the day) gives cups to their friends so that they can help themselves to water or milk. Most children concentrate well for extended periods as they undertake a range of activities and learning experiences. For example, they concentrate well when placing little coloured teddies on the correct numbered table and enjoy quiet time in the comfortable area reading books.

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

Most children’s personal, social and emotional skills are strong. They play independently alongside their friends and treat the contributions of others with mature respect. Most make good progress in their learning. As a result, they develop their literacy, physical and creative skills effectively, which supports their learning and the development of their thinking skills successfully.

Most children respond appropriately to simple instructions. They communicate with increasing confidence, using simple vocabulary in Welsh or through gestures and actions, where necessary. Through daily opportunities to use the Welsh language, they develop increasing confidence as learners and make early efforts to use it in their play and their activities.

Most children handle books confidently, discuss their content meaningfully and enjoy listening to stories. Many make marks purposefully by using a variety of media and explain the purpose of their writing clearly. As a result, many immerse themselves well in their early writing experiences and develop early literacy skills effectively.

Most children's physical skills develop soundly. They move confidently outdoors, for example when riding bikes and handling equipment in different ways. Many develop their digital skills appropriately, using simple technology to support their play and learning. Most develop skilful creative skills, for example when making food from dough and designing patterns to emulate dinosaur skin.

A majority of the children experiment confidently when playing with sand and water and in the mud kitchen. They show good perseverance when engaging with activities, for example when building high towers with blocks. Most make sensible decisions during their play, such as choosing suitable clothes for outdoor activities. A minority of the children develop sound mathematical skills and begin to use mathematical language correctly and in context. For example, they begin to name and match 2D shapes and count objects up to 3 confidently. They are beginning to develop their problem-solving skills appropriately.

Care and development: Adequate

Leaders ensure that all practitioners supervise the children appropriately and know how to respond to any emergency. They develop their understanding of their role and responsibilities in terms of promoting healthy lifestyles and keeping children safe. Practitioners encourage children to be active and to play outdoors regularly. They remind children regularly to wash their hands and lead a toothbrushing activity, which supports children to develop their person hygiene practices effectively. Practitioners support children to socialise during mealtimes and encourage them to eat healthily, ensuring that fresh drinking water and milk are within reach. They hold fire drills regularly.

Leaders have established appropriate procedures for recording the attendance of practitioners and children. However, these is no record of the children's hours of attendance or the practitioners' breaks. Practitioners record accidents and incidents correctly, although they do not record existing injuries or ensure that parents sign forms which confirm that they have received information about their children's accidents and incidents. A majority of practitioners have completed mandatory training that is appropriate for the age of the children and have a suitable understanding of the safeguarding procedures. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners know the children well and respond to their requests in a timely manner. They foster wonderful relationships with the children and praise their efforts regularly, celebrating their successes enthusiastically. They respond appropriately to children's needs and ensure an inclusive environment. Practitioners identify children's additional needs at an

early stage and work closely with parents and external agencies to provide coherent support which enables them to make appropriate progress. Practitioners ensure that children's individual care plans and risk assessments are in place. Practitioners work together appropriately to nurture children's confidence, by responding to their choices and organising suitable experiences. Practitioners track children's progress appropriately and are beginning to use their findings to plan for the next steps in their learning and development. Practitioners welcome visitors to the setting to enrich children's learning experiences. They display pictures of the children celebrating festivals and enjoying a variety of baking and craft activities.

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

Practitioners have a suitable understanding of child development and the requirements of the curriculum. They work together effectively to plan and provide a wide range of learning experiences that respond to children's interests and encourage them to engage well with their learning. They provide opportunities that develop children as confident and caring explorers within their environment. For example, they enable children to grow flowers, explore and care for insects and to consider how to treat others with respect and care.

Practitioners plan purposeful opportunities to develop children's literacy skills. They place a strong emphasis on developing Welsh speaking skills by modelling and repeating vocabulary and standard language patterns, along with singing lively songs that support language development effectively. They motivate children successfully to make marks by using a variety of media and foster an interest in books and stories continuously. As a result, children develop their early reading skills in a way that is fun, meaningful and suitable for their age.

Practitioners plan valuable opportunities to develop children's physical and creative skills. For example, they encourage children to take risks and experiment when using a variety of play vehicles and support them to handle dough and sensory materials creatively.

Practitioners' robust teaching methods lead to purposeful co-operation among the children. For example, they support children to work together successfully when building stable walls by using different types of blocks. However, practitioners do not always take full advantage of spontaneous opportunities to model and develop children's numeracy skills in their play and daily activities. Provision to develop children's early digital skills is appropriate and reflects their stage of development.

Practitioners use the local community effectively to enrich children's learning experiences. For example, they invite the fire brigade to visit the setting to raise awareness of safety and care for their *'cynefin'*. They are beginning to plan suitable experiences to develop children's spiritual, moral, social and cultural skills. However, there are few opportunities for children to develop their understanding of the wider world and to learn about diverse cultures and backgrounds.

The setting's assessment processes are developing appropriately. On the whole, practitioners use regular observations appropriately to identify children's needs and plan the next steps in a flexible manner that is responsive to their development and interests. They

support children's learning well by playing alongside them and intervene in a timely manner to extend and reinforce learning. In the best practice, practitioners ask open-ended questions and give children plenty of time to think and solve problems independently. For example, they challenge children to use a variety of natural and creative materials to create 'delicious mud pies' in the mud kitchen and encourage them to consider the effect of varying the ingredients.

Environment: Good

Leaders ensure a safe learning and play environment and provide beneficial opportunities for children both inside and outside the building. Leaders ensure that effective safety measures are in place to control access in and out of the setting. The doors are locked and a record of visitors is kept. Leaders ensure that practitioners conduct daily health and safety checks before children arrive. Leaders complete general risk assessments which outline broadly the steps to be taken to reduce or prevent risks to children. They have identified the need to improve their usual cleaning arrangements and follow the current guidelines for good infection control.

Leaders ensure that the learning and play areas promote children's independence well. This enables children to move around freely, by choosing to pursue their own interests. Children have access to a wide and varied range of play equipment, resources and appropriately-sized furniture. This includes a wide selection of natural resources to nurture children's skills successfully. Play equipment and resources are placed conveniently within children's reach, which helps them make appropriate decisions and choices about what they would like to use. The setting has a suitable area for children to keep their personal items, which creates a sense of belonging. Leaders ensure that the children's artwork is displayed attractively and this creates a sense of pride among the children. There is a good variety of books available and they are displayed in an orderly manner, attracting children to read them successfully.

Leaders have organised the outdoor play area well. They include a variety of tools, resources and equipment to nurture children's physical, creative and imaginative skills effectively. Leaders ensure that children are given opportunities to learn about the natural world and organise areas for them to plant and frow flowers to nurture their gardening skills.

Leadership and management: Adequate

Leaders have a clear and robust vision that puts the children's well-being, happiness and safety at the heart of the setting's work. The leader plays an active part in the daily management of the setting and encourages practitioners to support each other well. This fosters a positive team culture, where practitioners are valued and understand their responsibilities.

The setting's statement of purpose is appropriate and is reviewed regularly. On the whole, leaders ensure that statutory policies and procedures are in place and comply with most of them, in line with the national minimum standards and the relevant regulations.

Leaders have established safe, robust and timely recruitment processes. They implement appropriate supervision and evaluation systems that set clear expectations and agree on meaningful professional targets for practitioners.

Leaders conduct a suitable range of self-evaluation activities to identify the aspects that need to be developed further. This includes holding regular discussions with practitioners and support organisations and sending occasional questionnaires to parents and carers. Leaders respond positively to external advice, for example in providing coherent support for learning needs and in beginning to refine observation and assessment processes.

Leaders manage budgets responsibly and use grants purposefully to improve provision, for example purchasing new resources for the outdoor area that promote adventurous play.

Leaders and practitioners provide parents and carers with information about their children's achievements appropriately in an end-of-year report. They are available at the beginning and end of each day as parents collect their children and share a range of photographs on social media which celebrate the children's enjoyment as they undertake a wide range of activities.

Transition arrangements are sound. Children visit the nursery class and take part in joint activities, which contributes to a smooth and confident transition to the next stage of their development.

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.

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 require improvement because the responsible individual has not ensured that practitioners maintain full records of the daily hours of attendance of the children and those who care for them in order to provide a clear record of who cares for the children during their time at the setting.	14/05/26

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

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