A report on

Cylch Chwarae Treffynnon

Ysgol Gwenffrwd
Whitford Street
Holywell
Flintshire
CH8 7NJ

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

About Cylch Chwarae Treffynnon

Name of setting	Cylch Chwarae Treffynnon
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Heulwen Closs-Sharp
Person in charge	Rachel Bedford and Wiphawan Toone
Number of places	22
Age range of children	2 – 4 years
Number of 3 and 4 year old children	16
Number of children funded for early education	2
Opening days / times	Monday – Friday 8:45am – 3:15pm
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service 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	July 2018
Date(s) of this/these inspection visit(s)	19/05/2026

Summary

Theme	Rating
Welfare and Care	**Good**
Teaching, Learning and Development	**Good**
Leadership and Management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop practitioners' questioning skills to encourage children to respond more extensively and strengthen their ability to think and solve problems independently

R2 Ensure that an appropriate number of practitioners complete a full paediatric first aid course

What happens next

The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Welfare and Care: Good

Nearly all children cope well when leaving their parents and carers. They form positive relationships with practitioners, which enables them to arrive happily and settle quickly. Many children ask for help confidently as they know the practitioners will respond to their needs promptly. Practitioners ensure that every child is included and valued, which develops a strong sense of belonging at the setting. For example, every child's work as well as photographs of them and their families are clearly displayed on the walls.

Nearly all children move around the learning environment confidently, exploring the wide range of interesting experiences available. They share their ideas naturally while playing, knowing that practitioners will listen to them. Practitioners respond to children's interest positively, for example by adapting activities or creating new opportunities that are initiated by their ideas. As a result, children guide their own learning and experiences effectively, and engage in activities of their choice enthusiastically and at their own pace.

Practitioners speak to the children gently and deliberately, using 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 to develop sound social skills and interact effectively with others. As a result, nearly all children work positively, showing respect towards practitioners and their friends. Most children enjoy socialising during lunch time, which contributes to the development of positive attitudes towards each other. They share and take turns appropriately. For example, they share resources when playing in the water tub and take turns going down the slide.

Practitioners collect comprehensive information about each child before they start attending the setting and continue to communicate with parents effectively. This enables practitioners to get to know the children well and plan to meet their interests, health needs and dietary requirements successfully. There are clear and effective procedures in place to refer children to external agencies in a timely manner, facilitating access to additional advice and support.

Teaching, Learning and Development: Good

There is no report on the learning of three and four year old children. 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.

Practitioners provide a nurturing environment where children develop through play and engage in a range of experiences. Practitioners use a range of suitable resources, especially outdoor play resources, to develop children's curiosity, creativity and independence

successfully. Children are given planned opportunities to experiment and climb ropes, which improves their physical skills and their confidence to take risks when playing. The indoor and outdoor areas are arranged thoughtfully. Resources are kept within children's reach and, as a result children move between activities confidently and become increasingly independent.

Practitioners model sound values and show kindness, respect and empathy naturally as part of their daily routine. They provide sensitive support for children and respond to their needs and interests in a caring manner. As a result, nearly all children are happy and feel safe at the setting and form positive relationships with adults and their peers.

Practitioners timely join children in their play to maintain their interests and develop their skills effectively. They model the Welsh language consistently during daily activities and use suitable resources such as books and games to enrich children's early verbal, listening and reading skills. As a result, most children use appropriate vocabulary during snack time and are starting to respond with simple sentences in Welsh.

On the whole, practitioners use questions and feedback appropriately to support children's development. However, at times, adults over-direct the learning, and the use of closed questions limits opportunities for children to respond using extended sentences and to fully develop their thinking skills independently.

Children's moral, cultural and spiritual development is promoted effectively by practitioners. They use a wide range of resources to develop children's understanding of fairness and other cultures, including relevant books, dolls and jigsaws.

Practitioners plan effectively based on valuable and informed evidence. They observe children regularly in order to identify progress and important developmental stages. These observations are used to create detailed records of children's progress over time. Records identify the next steps in every child's development and inform further planning effectively, ensuring appropriate progression in their learning.

Practitioners have a firm understanding of child development across the setting. By listening carefully to children's voices, they plan activities that maintain their curiosity and enthusiasm successfully, for example when children experiment with filters when taking digital pictures with a camera.

Leadership and Management: Good

Safeguarding children is a high priority for leaders. They ensure that all practitioners have completed appropriate child safeguarding training and have a sound understanding of the procedures to follow should they have a concern about a child. The recruitment processes are safe and clear procedures are in place to ensure the suitability of practitioners. The setting's arrangements for safeguarding meet the requirements and pose no cause for concern.

Leaders have a clear vision which prioritises children's happiness, safety and welfare effectively. They create a positive ethos where children and practitioners feel valued and

supported. 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 use funding and grants wisely to support the priorities for improvement and to meet the children's needs. For example, by funding improvements to the outdoor area, good quality and appealing resources were provided that support the children's development and enrich their experiences successfully.

The setting's self-evaluation procedures focus effectively on an appropriate range of evidence and input from all stakeholders. Leaders identify strengths and areas for improvement appropriately, and work together with practitioners to improve the provision. Leaders share the action plans with practitioners sensibly, considering the most effective ways of achieving their priorities.

Leaders support practitioners' welfare effectively by developing a positive work environment and providing appropriate support and guidance. They ensure that practitioners understand their roles and responsibilities clearly and implement the setting's policies and procedures consistently. Leaders have effective supervision and appraisal systems in place which lead to agreed individual development targets and promote continuous improvement across the setting. Practitioners are supported to enhance their professional knowledge, understanding and skills through regular and relevant training. However, the appropriate number of practitioners have not completed a full paediatric first aid course.

Leaders ensure the environment is clean and safe. They implement sound processes to monitor and manage risks effectively. Comprehensive risk assessments outline potential hazards and actions that need to be taken to reduce or eliminate risks to children. Leaders make effective use of the setting and the facilities at the premises. They provide appropriate equipment and a wide range of good quality resources that are accessible to children. This enables the children to make choices independently.

The team and external partners work together effectively which ensures that the provision is up to date and of good quality. Also, leaders have a positive relationship with parents and carers. They share useful information through informal chats and digital systems effectively.

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

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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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