A report on

Cylch Meithrin Llanbedrog

Neuadd Llanbedrog
Llanbedrog
Pwllheli
Gwynedd
LL53 7NY

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 Llanbedrog

Name of setting	Cylch Meithrin Llanbedrog
Category of care provided	Full day care
Registered person(s)	Einir Evans
Responsible individual (if applicable)	Einir Evans
Person in charge	Barbara Warren
Number of places	19
Age range of children	2-4
Number of 3 and 4 year old children	13
Number of children funded for early education	6
Opening days / times	Monday, Tuesday, Thursday and Friday – 9:00 - 15:00
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	05/07/2019
Date of previous Estyn inspection	22/02/2017
Date(s) of this/these inspection visit(s)	12/03/2026

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

No non-compliance was identified during this inspection.

Recommendations

R1 Improve record keeping arrangements to ensure that information is accurate and easy to understand.

R2 Formalise practitioner supervision systems.

What happens next

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

Main findings

Well-being: Good

Most children use their voice confidently when making choices about their play and when following their own interests. They move freely around the areas and choose the resources that appeal to them, showing a sense of control over their play. Regular routines effectively support children's ability to understand what happens next, including using songs to signal a change in activities. This contributes to their sense of security as they move from one part of the day to another, such as meal times.

Most children settle quickly upon arrival and show a strong sense of belonging. Some are unsure at first, but are given time and appropriate support to settle. Quiet spaces provide valuable opportunities for children to relax before joining the group, and practitioners support them sensitively to choose activities or an area where they feel more confident. Some children contribute ideas effectively when extending their play, for example, by asking to take a picture of their work on a digital camera, or explaining what they want to do next. They feel pride in their achievements and a growing sense of ownership over their learning.

Children are developing positive relationships and are beginning to show growing respect towards others. They are beginning to share resources and show empathy when helping to tidy up or managing small mistakes. Most are comfortable playing side by side and some are starting to join in collaborative activities. For example, they work together arranging animals whilst playing or developing ideas when building. Children's communication skills are developing well and they use short sentences or gestures to express their needs.

Most children show enthusiasm when taking part in a wide range of activities. They show clear enjoyment when completing creative work or participating in imaginative games. For example, using a cardboard box to create an imaginary rocket. Some children develop persistence and solve problems when faced with new challenges, for example, learning how to use a tape measure. When they succeed, they show pride by smiling, pointing or sharing their success with practitioners.

Children are developing sound independence skills. They choose resources confidently, for example, when choosing toy baskets from the shelves. Many try to put on their own coats independently, and place their belongings on their pegs, but they also ask for help when needed. During snack time, children serve themselves confidently, pouring drinks and putting leftovers in the food bin without prompting. They also enjoy valuable opportunities to contribute to group tasks by helping practitioners to wash and dry dishes, and this promotes a strong sense of responsibility and prepares them for life skills.

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

Most children have good social skills and gain confidence by playing together happily and sharing resources with growing maturity. They independently choose the areas where they want to play and the resources that appeal to them.

Most children's communication skills are developing effectively. They respond with growing confidence in their first language, for example when participating in familiar role-play such as selling goods in the shop. They listen maturely and respond to questions asked by practitioners. Their understanding of the Welsh language is developing well and they respond confidently to familiar instructions and questions. They enjoy singing Welsh songs and rhymes and choosing their favourite songs. Many enjoy looking at the books which are located across different areas of the provision. They enjoy listening to stories, making sounds and sharing comments. Most children are beginning to recognise familiar letters, for example when selecting their names and placing them on the wall at registration.

Most children's fine motor skills are developing well. They handle tools with their finger and thumb increasingly skilfully when rolling dough and cutting paper with scissors carefully. They use different mark-making tools to write messages and show good control when mark-making in different areas. For example, they make meaningful marks such as making a shopping list in the play kitchen while chatting imaginatively on the phone. In the outside area and in the large hall, they use mark-marking tools such as chalk to create different lines and shapes, showing good imagination.

Most children demonstrate an appropriate understanding of numbers with many counting together up to ten. They are beginning to understand the relationship between digits and a number of objects appropriately. They have an increasingly sound understanding of simple mathematical concepts such as big and small and full and empty, by handling containers of different sizes in sand and water. Most children are developing sound digital skills. They enjoy using simple digital resources and play with small electrical cars, changing their direction purposefully.

Most children develop sound physical skills by steering small bikes confidently and pulling their friends in the trailer. There are numerous examples of children developing confidence and managing risks maturely, for example climbing the tall equipment and sliding down the slide.

Many children develop sound creative skills and select materials purposefully to create colourful pictures and paintings, for example when decorating a Mother's Day card. They use percussion instruments to create music and thoroughly enjoy dancing, showing a good awareness of rhythm when waving colourful material and moving their bodies to the music.

Care and development: Good

Practitioners work effectively to keep children safe and healthy. They implement policies consistently and demonstrate a sound understanding of their roles and responsibilities. For example, they work together effectively to maintain ongoing supervision in different areas, responding promptly to children's needs. Practitioners have completed appropriate first aid and child safety training, and carefully follow accident, incident and safeguarding procedures. Registers show that they achieve appropriate staffing ratios. However, some record keeping systems are complex and are not always clear and accurate.

Hygiene practices during nappy changing are sound, and promote children's welfare and privacy effectively. Practitioners regularly remind children about the importance of personal hygiene, for example wiping noses and washing hands frequently. They also ensure that

children are given regular opportunities to spend plenty of time outdoors, and encourage healthy food choices by chatting naturally with children.

Practitioners manage behaviour in a sensitive and consistent manner. They model kind behaviour that promotes respect by using praise and encouragement to build children's confidence effectively. For example, they praise the efforts of children who try a new activity or show courtesy to others. When necessary, practitioners offer an opportunity to talk about different choices and emotions, and encourage children to apologise or comfort each other. This supports children's understanding of feelings and promotes a social environment. Lunchtimes are enjoyable, with children sharing their experiences and chatting happily in a relaxed atmosphere.

Practitioners know the children's needs and interests well, and create experiences that reflect this. They show enthusiasm towards the children's play and understand when to take a step back or intervene to extend learning experiences. Practitioners' natural and consistent use of the Welsh language contributes effectively to the development of the children's language. They adapt sentences appropriately to maintain and support their development. Practitioners understand how to support children with Additional Learning Needs (ALN) effectively and collaborate successfully with parents and external agencies, for example speech and language therapists, when required. They plan appropriately for individuals' next steps to enrich children's development and well-being purposefully.

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

Practitioners provide an engaging and wide range of resources that promote children's independence and allow them to make decisions confidently. As a result, most children are fully immersed in their activities and learn to share and play together as they mature. Practitioners provide extended periods of uninterrupted play, and intervene skilfully in play, offering ideas to complement the learning. The setting as a whole is used effectively. Practitioners understand the importance of allowing children to act on repetitive behaviours as needed and support them to immerse themselves in their play.

Practitioners maintain a close and supportive working relationship with parents and carers. Photos of the children's families and the local area are used to create connections that effectively reinforce a sense of belonging to the community. This promotes a happy and caring community. Practitioners communicate regularly with parents to share useful information about their child's development.

Practitioners support the development of children's oracy skills effectively. They use appropriate questions and suggestions that encourage responses and extend children's ability to converse. They develop children's understanding of the Welsh language by establishing the use of familiar language patterns.

Practitioners promote children's enjoyment of books effectively. They read stories to the children occasionally, sitting comfortably with individuals or small groups. They support children's early awareness of literacy by displaying print and language across all areas of the provision. However, there are few opportunities for children to explore letters practically in open play in order to further support their literacy skills.

Practitioners plan effective opportunities to develop mathematical skills, by setting out various resources across the environment. Likewise, the provision for developing digital skills is varied and successfully engages children by using resources that encourage choices or cause an impact.

Children's moral, cultural and spiritual development is well-promoted by practitioners. They use a wide range of resources to develop children's understanding of fairness and other cultures, including books, dolls and foods of all kinds. This is placed in a local context, focusing on the area's Welsh culture and heritage.

Practitioners plan the curriculum effectively, which is based on the development paths of the Curriculum for Wales. They observe children regularly in order to identify progress and important developmental stages. These observations are used to create a detailed and effective record of children's learning journey over time. These records provide an extremely detailed and valuable summary of a child's journey and progress over time, and identify the next steps in each child's development to inform further plans.

Environment: Good

Leaders ensure a safe, clean and high quality environment. There are effective arrangements in place to prevent unauthorised access. A wide range of detailed risk assessments support safety within the environment and these are reviewed regularly. Leaders ensure that there are robust safety procedures in place when any work is undertaken on the building. Fire drills and emergency drills are held regularly. Practitioners ensure that first aid equipment and safety certificates are up to date, reflecting a proactive approach to health and safety management.

Leaders create a warm and welcoming environment that benefits from natural light. Examples of children's work and pictures of them decorate the walls, fostering a strong sense of belonging and pride. There are enriching areas and provision that offers high quality play experiences. Leaders make flexible use of all areas, sharing resources between the playrooms and the outside area effectively. They set out furniture and resources promoting a natural flow between areas, encouraging children to explore independently. The outside area offers activities with natural materials such as soil, sand and water, and the hall enriches opportunities to practice physical development, and plenty of space to use bikes and climbing equipment. The provision is flexible, and is adapted to align with the children's needs and interests, and is sometimes based on different events or celebrations.

The quality of resources and equipment is good, and supports children's curiosity and development successfully. For example, children use real resources in the role-play area, imagining different cooking situations by adding herbs, coffee or hot chocolate. Leaders ensure that resources are rotated regularly to maintain children's interest and support their needs. They also ensure that facilities and furniture are suitable for the children's age and stages of development, supporting their ability to make choices independently.

Leadership and management: Good

Leaders and their team work together closely and successfully to provide good quality learning and play experiences. The committee provides valuable strategic guidance and

offers practical support for leaders and staff. Leaders work closely with the local authority's early years advisory teachers, as well as umbrella organisations, to evaluate and develop the provision continuously. This ensures that practice is reviewed regularly to support a high quality provision.

Leaders complete thorough and effective self-evaluation activities. They include the management committee, staff and parents in these procedures, gathering opinion and considering feedback. Practical attention is given to priorities, and leaders allocate suitable funding, including grant funding, to improve the provision. A recent example of this is the funding provided for suitable furniture to enrich some of the play areas, which is having a positive impact on children's experiences, progress and welfare.

Leaders provide valuable professional development experiences for staff, which link directly to their personal development needs and the setting's priorities for improvement. They encourage continuous learning and time for reflection, and staff feel confident to ask for help or to arrange development opportunities. Although leaders observe practitioners, these arrangements are not formalised sufficiently to ensure consistency and systematic scrutiny of the quality of practice.

Leaders collaborate closely with a range of external agencies, within the local authority and beyond. Valuable opportunities are organised to visit the local community, which supports children's awareness of the world around them in a rural Welsh area. A good example is the parade to celebrate St David's Day, where the children of the Cylch join together to celebrate with some pupils from local schools. Representatives from the community are invited to enrich children's learning experiences and to broaden their understanding of local culture and life. For example, a visit from a local farmer to enrich children's experience by giving them the opportunity to see lambs first hand.

There is a close and supportive working relationship between the setting and parents. Leaders use a variety of communication methods to maintain close links and to share information about children's experiences and progress. For example, an useful app is used for parents to see their children completing activities and there are regular opportunities for informal discussions as required. As a result, parents feel comfortable discussing any concerns within a supportive environment.

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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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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