

**Report following monitoring**

**Level of follow-up: Estyn Review**

**Cylch Meithrin Cefneithin Gorslas**

**1st Mynydd Mawr Scouts Hall  
Black Lion Road  
Gorslas  
SA14 6RS**

**Date of visit: September 2025**

**by**

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

## Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector for Education and Training in Wales and the Chief Inspector of Care Inspectorate Wales are removing the setting from any follow-up activity.

## Progress since the last inspection

### **R1 Strengthen children's numeracy, literacy and physical skills**

Children's Welsh speaking skills are developing appropriately, with most showing an increasingly sound understanding of the language, for example when they respond to questions and instructions through the medium of Welsh. Practitioners have focused on using the Welsh language consistently with the children during all of their activities. They use familiar vocabulary regularly to reinforce children's understanding and plan carefully to use specific key words and phrases that they want the children to understand. They repeat these regularly which promotes children's understanding well. Practitioners make effective use of familiar songs, and the children join in the singing enthusiastically. This use of familiar nursery rhymes helps to build successfully on children's confidence in speaking the Welsh language.

Practitioners display familiar words in the learning environment to help develop children's awareness of letters and simple words. A majority of children come to associate words with their meaning, for example when recognising their names and the names of their friends during circle time.

Practitioners have worked diligently to promote a culture of enjoyment in reading and have continued to offer a rich range of interesting books across all areas of provision. They pay regular attention to the books and include children in the experience of enjoying a story. Children enjoy discussing the pictures and turn the pages maturely to move on with the story. Practitioners take full advantage of these periods and understand that they are golden opportunities to develop specific language and vocabulary with the children.

Practitioners have developed beneficial opportunities for children to develop their mark making skills in different contexts and by using a variety of tools. This includes activities designed to develop their confidence in making marks with different colours, with many demonstrating good control when creating various shapes. Practitioners encourage children to develop their awareness of linking writing with a specific purpose. For example, they take orders for different food from their friends and practitioners. The children refer

to a menu, before writing down the order. In the outdoor area, they make marks in a variety of colours by using large chalks.

Practitioners have focused effectively on developing opportunities for children to develop their mathematics and numeracy skills. They have ensured that mathematical elements are prominent across all of the play areas. They plan beneficial opportunities for children to develop their awareness of weight and measurement, for example when using different scales in the playhouse. A few more confident children are beginning to recognise that numbers on the digital scale increase the more foods are placed on it.

Across the play areas, are numerous examples of numbers placed on resources, which makes the children increasingly familiar with using numbers and placing them in order. During circle time, more confident children are encouraged to count all children in turn, and they succeed in reaching beyond 10. Children's awareness of two-dimensional shapes is developing well, with practitioners referring to squares and triangles when discussing the shape of the toast during snack time.

Leaders and practitioners have worked conscientiously to develop provision to strengthen children's physical skills. There are beneficial opportunities for children to develop their skills in controlling large and small equipment. A minority throw and catch with good hand-eye co-ordination. Many play with toys, directing the truck skilfully down the slope so that it stays on the path throughout the journey. They keep their balance when travelling along the path of colourful stones and then use them to make a tower. Most develop confidence in their physical skills and demonstrate good balance and strength.

## **R2 Further develop the use of effective questioning to challenge children's learning and develop their vocabulary**

Since the core inspection, leaders and practitioners have worked together conscientiously to develop the way they interact with children during sessions. They now place a beneficial emphasis on promoting children's oral skills during their play and other learning experiences. Practitioners reinforce specific vocabulary with which they want the children to become familiar and, as a result, many children now demonstrate increasing awareness and confidence and a good understanding of the Welsh language.

Practitioners understand when to intervene to emphasise vocabulary or when asking a question to encourage the child to think for themselves. For example, when discussing a story, practitioners ask questions about the flow of the story and discuss the characters. They question children skilfully and give the child time to think before answering. They respect the child's responses and build the individual's confidence, for example when discussing different insects.

When using a knife to cut pumpkins, there is beneficial interaction between practitioners and children. There is a great deal of effective repetition of vocabulary, emphasising the target language. Practitioners offer useful, constructive feedback and question children to extend the conversation and develop the child's confidence. For example, when using vegetables and paint to create impressions on paper, practitioners ask the child why they have chosen a particular vegetable and discuss which paint colours they have chosen to create their impression.

### **R3      Ensure that practitioners use observations effectively to plan the next steps in children's development**

Since the core inspection, leaders have strengthened opportunities for parents and carers to share information about their children's interests and preferences. Practitioners take these interests into account when planning specific contexts for play and learning. They add equipment and materials to the provision to maintain and spark the children's interest and imagination. As a result, most children maintain their interest for extended periods and become immersed fully in their play. The more mature begin to play together, sharing resources and interacting naturally with each other.

As a result of receiving training and sharing good practice from the local authority team and umbrella organisations, leaders have strengthened the setting's procedures for accurately identifying children's progress and development. Practitioners work together purposefully and observe the children regularly, identifying any significant progress in their development. They record the details in a timely manner, before summarising them so that they are available for consideration when developing provision further. This allows the team to consider a child's progress in different skills and discuss what needs to be planned to support them further. These procedures are sensible and have a positive effect on the way in which children engage and on their progress in the different skills.

### **R4      Implement recommendations identified in the recent inspection by Care Inspectorate Wales (CIW)**

Care Inspectorate Wales (CIW) follow their own guidelines to ensure that settings act on the recommendations identified during their inspections.

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