

A report on

Cylch Meithrin Rhiwbeina

**Bethel Chapel Vestry
Maes-y-Deri
Rhiwbina
Cardiff
CF14 6JJ**

Date of inspection: June 2026

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh

About Cylch Meithrin Rhiwbeina

Name of setting	Cylch Meithrin Rhiwbeina
Category of care provided	Sessional Day Care
Registered person(s)	
Responsible individual (if applicable)	Sioned Jones
Person in charge	Sarah Nickson and Angharad Phelps-Jowers
Number of places	24
Age range of children	2-4 years old
Number of 3 and 4 year old children	14
Number of children funded for early education	0
Opening days / times	Monday to Friday 09:00 – 12:30
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	First inspection since registration
Date of previous Estyn inspection	22/10/2016
Date(s) of this/these inspection visit(s)	30/06/2026
Additional information	

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)	
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 Monitor accident and incident records regularly to identify safeguarding patterns
- R2 Strengthen the provision of digital experiences to enrich children's learning

What happens next

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

Main findings

Well-being: Good

Almost all children have a strong voice in the setting. They make choices and decisions about their play confidently and use the environment independently. They follow their own interests and know that practitioners will respect their opinion. For example, children choose when to take part in group activities and feel confident to express their likes and choices.

Almost all children feel happy and safe at the setting and have settled well. They are very familiar with the session's arrangements and move between activities and daily experiences confidently. Children foster warm relationships with practitioners and know who to turn to for support or comfort. They show that they feel comfortable and cope well when separated from their parents and carers.

Almost all children interact positively and develop good social skills. They work together, share resources and show respect towards each other as they play. Many children are starting to understand the needs of others and show kindness and consideration towards their friends. Most children develop positive relationships and play happily with their friends.

Nearly all children enjoy their play and learning and take part enthusiastically in experiences that are of interest to them. They show curiosity, imagination and creativity when exploring the environment and using resources. Many children persevere well and concentrate for appropriate periods for their age. For example, they persevere when completing a jigsaw puzzle independently and are eager to share their success with practitioners. This shows children gain confidence and feel their efforts are valued.

Most children develop very good independence and self-supporting skills. They manage daily tasks confidently, including self-registration, choosing resources, using the toilet and taking responsibility during snack time. They do many things for themselves and respond well to opportunities to help others. As a result, children gain confidence, take responsibility and develop a strong sense of belonging to the setting.

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

There is no report on the children's learning. 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.

Care and development: Good

Practitioners understand their roles and responsibilities well and implement the setting's procedures effectively to keep the children safe. The setting has an up-to-date child protection and safeguarding policy in place, and all practitioners have completed appropriate training. Practitioners are confident they know how to respond should they have any concerns about a child and appropriate safeguarding information is available to support them. There are relevant policies and procedures in place to support consistent responses to situations such as a missing child or a child that has not been collected. There are suitable arrangements in place for administering medication, and the relevant documentation is up-to-date. Practitioners keep appropriate records of accidents, incidents and injuries and ensure that parents are informed. However, practitioners do not monitor records regularly to identify any patterns.

Practitioners promote children's health and well-being effectively. They encourage good hygiene practices regularly and ensure that children wash their hands before eating. Practitioners follow sound hygiene procedures when preparing food and use personal protective equipment appropriately. They understand their responsibilities to protect the health of children with allergies and individual health needs. There are appropriate arrangements in place to control infections and maintain a clean and healthy environment. All staff members have completed relevant training, including first aid and food hygiene training. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners form warm and nurturing relationships with children and know their individual needs well. They speak in a gentle manner, showing care and respect and respond to children's emotional needs sensitively. For example, when children do not wish to take part in a group activity, practitioners sit with them to read a book or look at photographs until they feel comfortable. Practitioners promote positive behaviour effectively by using clear explanations and praise and modelling good social skills. As a result, nearly all children are well-behaved, develop self-confidence and form positive relationships with others.

Practitioners know the children well, and have a clear understanding of their individual likes, interests and needs. They listen to children's opinions and ensure that their ideas and experiences are valued and reflected in the provision. For example, the children's interest in dinosaurs following a visit to a museum is used to inform further play and learning experiences. Practitioners ensure that all children are included in group activities and discussions and celebrate their successes and interests regularly. As a result, children feel that they are valued as individuals, they develop a strong sense of belonging and engage confidently with the experiences that are available to them.

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

The quality of teaching and assessments at the setting is very effective and a noteworthy aspect of the provision. Practitioners create a warm, supportive and stimulating learning environment that places children at the heart of everything. By combining experiences that have been planned carefully and learning in the moment, they provide valuable and meaningful opportunities that respond effectively to children's needs and interests. The positive relationships between the practitioners and children, as well as a skilful use of observations and assessments, ensure that nearly all children make sound progress from their starting point. As a result, children develop the necessary confidence and skills to be independent and enthusiastic learners.

Practitioners plan effectively by offering experiences that reflect children's interests and spontaneous learning opportunities, placing children at the heart of the provision. For example, they develop creative activities following a visit to the museum. This ensures that the learning is relevant and meaningful.

Practitioners provide valuable opportunities for children to lead their own play and respond to children's learning skilfully. For example, as children perform on stage, practitioners respond by including resources such as microphones. They connect their play to cultural experiences such as Tafwyl and the Eisteddfod to enrich play activities.

The seasonal and cultural planning is well-established, with activities reflecting events such as Diwali, the Chinese New Year and St David's Day. Visits to the local community and external experiences further enhance the provision and support children's understanding of the world around them.

Practitioners promote language development effectively by choosing books and activities carefully to support themes and to involve parents in the learning. The teaching is of a high quality. Practitioners interact sensitively and effectively with children, working consistently at children's level and developing warm and supportive relationships. They greet children with respect and offer strong emotional assurance, especially to those who need support when they arrive.

Practitioners use a variety of effective teaching strategies to maintain children's interest, including interactive circle time, stimulating activities such as "*Beth sydd yn y bocsy?*" (What is inside the box?) and the use of signs. They take advantage of every opportunity to develop language, modelling language patterns consistently.

The effective use of responsive learning is a very strong aspect of teaching at the setting. Practitioners take advantage of natural events, such as a ladybird landing on a child, to develop numeracy skills and scientific knowledge by asking questions and holding discussions. This creates memorable and meaningful learning experiences for children.

However, they do not use digital resources effectively enough to further enrich children's learning experiences.

Regular and constructive praise contributes positively to children's self-confidence. Practitioners encourage children to discuss and reflect on their own activities. Assessment processes are being developed effectively. Practitioners collect useful information by undertaking regular observations, using concise notes to record progress in essential skills.

Practitioners produce useful reports for parents, focussing on well-being, progress and development. Practitioners also work closely with parents and external agencies to support individual children where needed.

Environment: Good

Leaders provide a safe, welcoming and organised environment that supports children's welfare and development effectively. They have sound arrangements in place to ensure children are safe, including managing access to the premises, supervising the play areas and completing checks and risk assessments regularly. There are appropriate arrangements in place for visitors, trips and children's individual needs. Leaders undertake fire drills regularly and ensure that the relevant safety procedures and arrangements are up-to-date. As a result, children benefit from an environment where their safety and welfare are clearly prioritised.

The indoor environment has been organised well and practitioners make effective use of the space that is available. The play areas have been laid out purposefully to ensure children can move freely, make choices and play independently. Practitioners prepare the environment carefully before children arrive and ensure that resources are accessible. Children's work and personal celebrations are displayed clearly, which helps children to feel a sense of belonging to the setting.

Leaders promote independence successfully. Resources and equipment are stored at a low level and accessible pegs are available to store children's personal items. The setting's arrangements enable most children to use resources confidently, make choices for themselves and develop their self-help skills.

Leaders ensure children have access to a wide range of good quality resources and play experiences that are engaging and spark their imagination. The environment includes a range of purposeful play areas, including reading, construction, role-play and sensory play areas. Resources support imaginative play effectively as well as opportunities to explore. For example, children use the café area and the role-play resources confidently when developing their own ideas. This supports their imagination and helps them develop social skills.

The outdoor area is among the setting's strengths. It offers valuable opportunities for children to develop their physical, creative and imaginative skills by investigating, experimenting and working together while playing. Practitioners set out the outdoor environment in a way that encourages children to develop their own ideas and be confident explorers. For example, children use the soil area creatively to build a house for a snail and use the playhouse to make tea for adults as part of their imaginative play.

Leaders provide resources and offer experiences that promote children's awareness of diversity and different cultures. The setting celebrates different cultural events and provides resources that reflect a diverse society. This begins to help children develop respect and awareness of the wider world.

Leadership and management: Good

Leaders place children's welfare and development at the heart of all aspects of their work. They have a clear vision based on ensuring that every child is given the best possible start. They have managed to create a caring, friendly and warm environment where children feel safe, happy and valued. This vision is implemented successfully by providing a stimulating environment that engages children's curiosity and supports their development. Leaders have high expectations which ensure that everyone works together very effectively as a team. Practitioners are proud to work at the setting and feel that they are supported and valued by leaders, parents and the children.

Leaders manage staff and resources effectively. They ensure that practitioners understand their roles and responsibilities clearly. Appropriate attention is given to safe recruitment practices, which are followed correctly. Leaders monitor practitioners' work regularly through observations and constructive supervision sessions which support continuous professional development.

Practitioners are given valuable opportunities to develop their skills, extend their expertise and ensure they have relevant qualifications. This contributes positively to the stability of the workforce and to maintaining consistently high standards across the provision. Leaders also make appropriate use of funding and grants to employ staff and improve the environment and resources that are available for children.

Leaders have effective self-evaluation systems in place that are based on a range of evidence, including observations, feedback from parents and professional assessments. This information is used purposefully to identify the provision's strengths and areas for development. Reports completed by the advisory teacher reflect the provision accurately and show that leaders have a clear understanding of the setting's strengths and priorities for improvement.

Leaders make good use of funding to support strategic developments, especially with regard to improving the outdoor area. As a result, children benefit from a rich learning

environment that offers a wide range of valuable experiences. Leaders ensure practitioners benefit from relevant training, including in areas such as planning, assessments and effective teaching methods.

Leaders develop strong partnerships. They have a close and supportive relationship with parents, and leaders work effectively with the local community by contributing to community events. A beneficial partnership with the local primary school and other professional services supports transition arrangements successfully and contributes to children's continuous 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 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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