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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Cylch Meithrin Llanllwni

Ysgol Gynradd Llanllwni
Pencader
Carmarthenshire
SA39 9DX

Date of inspection: September 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 Llanllwni

Name of setting	Cylch Meithrin Llanllwni
Category of care provided	Full day care
Registered or responsible individuals	Nans Davies
Number of places	9
Age range of children	2 – 4 years
Number of children funded for early education	Two
Opening days / times	Monday 8:45am -3:00pm; Tuesday – Friday 8:45am-12:15pm
Flying Start service	Yes
Language of the setting	Welsh
Welsh Language Active Offer	The service provider anticipates, identifies, and meets the Welsh language and cultural needs of people.
Date of previous joint inspection by CIW and Estyn	22/10/2019
Date of previous CIW inspection only (if applicable)	15/04/2024
Inspection start date	22/09/2026
Additional information	This report does not include an evaluation of the learning of three or four-year-old children who are not receiving funded education elsewhere. This is because there was an insufficient number present at the time of the inspection about whom we could report without identifying individual children.

Summary

Theme	Rating
Well-being and Care	**Good**
Teaching, Learning, Play and Development	**Good**
Leadership and Management	**Good**

Areas Identified for Improvement

No areas of improvement were identified during this inspection.

Recommendations

We have made two recommendations to help the setting continue to improve

R1 Ensure purposeful experiences are provided for children to enrich their awareness of the world around them and cultural diversity.

R2 Formalise supervision arrangements for practitioners and improve opportunities for them to develop professionally.

What happens next

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

Main findings

Well-being and Care: Good

Practitioners create a welcoming atmosphere that supports children successfully as they leave their parents and carers. Children form positive relationships with practitioners, which enables them to arrive happily and settle quickly. They approach practitioners confidently to play, for comfort or to ask for help, as they know practitioners will respond to their needs promptly. Nearly all children are familiar with the daily routine and follow procedures, for example, by picking up a cushion for circle time. Children's ideas, their creative work and photographs of them are displayed effectively around the setting, which encourages a strong sense of belonging.

Nearly all children have a strong voice. They make choices and decisions about their play confidently and when using the environment independently. For example, they choose songs to sing and where they would like to sit during snack time. They enjoy freedom to move around the learning areas and they love choosing resources as they are given time and freedom to access all play areas. Children's wishes are respected by practitioners.

Most children develop positive relationships and play happily alongside their friends. They are starting to work together and show respect for each other during their play, for example when building a tower of blocks in pairs. Practitioners speak to children gently and intentionally, using consistent and effective methods to promote positive behaviour. As a result, nearly all children behave appropriately during free play and group activity sessions. Practitioners praise children regularly for their efforts, their willingness to help, and for listening well. This means that many children are starting to understand the needs of others and show kindness and respectful consideration towards their friends, for example when pouring milk for their friends during snack time. Many children share resources well, and are beginning to understand how to take turns successfully, for example by working together to share items in the sand and water trays.

Practitioners know the children well, and collect information about their individual needs and likes before they start at the setting. They ensure they meet the individual needs of children, for example when ensuring access to toys of interest in the play areas. Practitioners treat all children with fairness and consistent care. They are very inclusive in ensuring equal opportunity for all, and activities such as circle time and contribute effectively to this.

Teaching, Learning, Play and Development: Good

Practitioners provide a warm and homely environment that supports children's well-being and emotional assurance well. They show a robust understanding of the importance of play in children's development and have a clear understanding of their role as enabling adults. By listening carefully to children's voices, they plan activities that maintain their curiosity and enthusiasm successfully. For example, children are given beneficial opportunities to explore the features of a caterpillar using magnifying glasses, hammer wooden nails into different objects, create fruit kebabs, and press and stretch dough to make food for a party. Practitioners encourage children to eat and drink healthily.

Practitioners use a range of effective observations to identify the next stage in children's development to guide their planning. They develop their ability to use this information more purposefully to ensure that children make progress over time.

The indoor and outdoor provision has been planned carefully, with exciting opportunities for children to explore and experiment, enabling them to make independent choices and move confidently between activities. Practitioners provide experiences that promote most children's creativity, well-being and communication skills effectively. For example, they challenge children to experiment with mixing paint to create new colours, and encourage them to consider the effect of adding water to sand when building sand castles. As a result, nearly all children develop their confidence and are willing to take risks when participating in new activities.

By modelling the Welsh language consistently during daily activities, practitioners place a strong emphasis on enhancing children's verbal skills and their enjoyment of books. As a result, many children show early understanding by repeating familiar phrases confidently, and choose their favourite stories independently. In addition, practitioners place resources appropriately at a low level to encourage independent choice in the environment. They encourage children to develop and persevere with their independent skills when trying to open a yoghurt pot and when pouring a drink. Welsh traditions and celebrations are promoted intentionally as a natural part of the provision. By doing this, children develop their awareness of belonging to the local community and to Wales.

Practitioners support children's development effectively by having meaningful conversations and creating opportunities for them to respond by using increasingly extended sentences. Overall, practitioners provide suitable experiences to develop children's spiritual, moral, social and cultural skills. Despite this, opportunities for children to develop their awareness of the wider world, and various cultures and backgrounds are limited.

Practitioners provide purposeful opportunities for children to explore, and experiment with various activities. As a result, many children are developing their early understanding of numbers confidently and enjoy a wide range of opportunities to make marks using a variety of writing tools. They are developing their physical skills by cycling around the yard and working together to create a balancing path.

Leadership and Management: Good

Leaders have worked together to create and share a strong vision based on providing a caring, engaging and stimulating environment for all children. They have a strong teamwork ethos where everyone feels valued. They work together effectively and support each other well, which contributes positively to the effective running of the setting.

Leaders have developed appropriate self-evaluation processes and are working towards establishing a culture of continuous improvement. They collaborate effectively with agencies, and are starting to consider a range of partners' perspectives to identify the setting's strengths and areas for development. As a result, they are starting to plan for improvement in a more systematic and purposeful way.

Leaders use funding, including relevant grants, wisely, to support the setting's priorities. For example, they have invested purposefully in resources such as a music area, balance bikes and a mud kitchen which enhance children's experiences and support key aspects of their development effectively.

Leaders have robust induction processes in place, which include compulsory training and additional training that respond appropriately to the needs of practitioners and children. Practitioners work together well and support each other's professional development effectively. However, the staff supervision and evaluation meetings are not sufficiently formal and do not ensure regular opportunities for practitioners to discuss their wishes and concerns confidentially.

Leaders and practitioners have a strong culture of safeguarding and place a high priority on the safety and well-being of children. They implement effective and robust arrangements to control access to the site, they ensure that the site is secure and follow thorough hygiene procedures. Leaders operate safe recruitment systems. All practitioners have completed child safeguarding training and understand their responsibilities and the correct procedures to follow should they have concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Leaders provide a safe, welcoming and organised environment that supports children's well-being and development effectively. They use the space and facilities available effectively. Leaders provide appropriate equipment and a wide range of good quality resources that are accessible to children. They 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 pastoral provision is strong. Leaders develop a positive relationship with parents and carers, and collaborate appropriately with specialist agencies to support children's health, well-being and development. Useful information is shared with parents through informal chats and digital systems, and leaders contact speech and ALN services effectively when support is required. The beneficial links with the local community offer children opportunities to develop a strong sense of belonging. Additionally, strong transition partnerships with the school on site and with other schools help children to move confidently to the next stage in their learning.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (https://www.arolygiaethgofal.cymru/) (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

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