



St Winefrides Primary School Out of School Club



St. Winefrides Rc Primary School, Whitford Street, Holywell, CH8 7NJ



01352713182



<http://roughcuts.wixsite.com/stwinefrides>

The inspection visit took place on 16/04/2026

Service Information:

Operated by:	Maddalena Keogh
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are busy learners who enjoy making choices about what they want to do. They play together well and make up games. Interactions between children and those caring for them are good. Children are interested and their suggestions are valued. They have good levels of confidence and learn through a range of experiences that they choose.

Staff know the children well and focus on their interests. They ask questions which promote discussion and thinking skills. Staff encourage choice and join in with children's play when invited. They interact positively, demonstrating genuine interest, warmth and friendliness. Staff are keen and enthusiastic and share children's celebrations. They also work in the school which means children have consistency of care and staff know the children and can support them exceptionally well.

Organised areas are set out, and children can move between different spaces. The environment is calm and relaxing, light, bright and well maintained throughout. The hall, a classroom and outdoor spaces are shared with the school and are well equipped with appropriate resources for children to enjoy and take managed risks.

There are good leadership and management systems and an established team of staff who work together well. They support each other in providing effective play and care for the children. Leaders and staff have built highly positive partnerships with parents and an excellent working relationship with the school helps to support and benefit the children and their families.

Findings:



Well-being

Good

Children are active, busy and enjoy making choices such as when to get their snack. They speak and express themselves well and know their wants and needs are listened to. They tell us their names, demonstrating confidence and growing social skills. Children choose toys and activities confidently and decide if they will need a coat or just a jumper when playing outside. Their enjoyment is evident when they decide to play outdoors on the field with a football.

Children are familiar with the routines, and this gives them a sense of security. They arrive from school happy and settle quickly. One child has a birthday, and everyone joins in the celebratory song with great excitement. Children approach staff to tell them what they have been doing during the day. They have formed friendships and interact positively. Older children are club captains and take responsibility for ensuring younger children are happy and having fun. They help one another to tidy up their resources towards the end of the session and show respect for equipment. Children co-operate and listen to instructions well and enjoy their time at the setting, demonstrating they feel happy and are highly engaged in various activities. Children have researched and made a book about learning how to speak in other languages to their friends. They plan to extend this to include more countries which makes all children feel valued and respected.

Children are developing their learning and enjoy playing football and riding bikes. They have fun playing together and their pleasure is evident, for example as they concentrate with staff making twig characters. Children follow their own interests and for sustained periods. For example, a few children enjoy making up games, whilst others take football penalties on the field.

Children are developing their independence well. They access games and resources, help themselves to equipment, and prepare their own snacks and drinks with increasing confidence under staff supervision. Many take great interest in what their friends are doing and demonstrate positive and cooperative interactions, for example, some children observed others playing on bikes and made constructive comments about their style of riding and how to go faster.



Care & Development

Good

Staff understand their roles and responsibilities to keep children safe and healthy. They have a good understanding of safeguarding procedures and implement the policies effectively. First aid and safeguarding training is current and staff complete accident and incident records appropriately, keeping parents informed. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors on the yard and field, which supports their physical development skills. When providing snacks, staff consider sugar, fat and salt levels to promote children's health and well-being. Staff carry out and record fire drills to make sure children and staff know what to do if they must leave the premises in the event of an emergency.

Staff provide a good level of care and support and are flexible in their approach to children and what they want to do. Although they have an idea of what the children are going to do, they allow children to self-direct their play, demonstrating a child-centred approach. This works successfully, and as a result children play cooperatively and engage well with one another. Staff interact positively demonstrating warmth and kindness, with plenty of good humour and genuine interest in the home lives of the children. They ask questions about what the children are doing which promotes discussion and further opportunities for learning.

This positive reinforcement helps build children's self-esteem and motivates them to enjoy their play. Staff focus well on the interests of the child, their individual needs and development. They know the children well and encourage them to ask and answer lots of questions to develop their curiosity and thinking skills. Staff supervise children effectively during their activities and when children do not want to join in outside, they suggest alternatives to ensure all children remain engaged. Staff join in games when invited, amid much excitement and laughter. Staff are supportive and frequently praise children for doing well and being kind and thoughtful, which make the children smile. Staff send photographs to parents so they can see the activities their children are enjoying.



Environment

Good

Leaders provide a safe and interesting environment where children can play and learn effectively. Risk assessments are completed effectively, and leaders make sure everyone understands their responsibilities in relation to the safety and welfare of children. Entry is secure and visitors sign in at the school reception. When parents arrive to collect their children, they come to an outside gate and staff take the children out to their parents. Staff carry out good cleaning routines and hygiene practices which ensure children are kept safe.

The club is based in the school hall and a smaller classroom when numbers of children are lower. This means a large space for the children to play and develop their independence, as well as a smaller, quieter area which offers a more relaxed environment when needed. The resources are within children's reach, and they can ask for others to be set out. The setting is clean and organised with activities indoors and out, and children move freely between both which supports their choice, independence and ability to extend their play. Access to outdoor play works well as there are doors leading out from the hall. There are suitable facilities including toilets and space for children's belongings. The environment is light, bright, and well maintained throughout, creating a calm environment with happy, busy children.

Furniture enables children to be at different levels and enjoy playing and sitting where they feel most comfortable with their friends. Plenty of resources encourage children to develop imaginative play and follow their own ideas. There are a variety of materials including plastic and wood as well as natural resources which they find outdoors, which give the children the opportunity to work with different textures and surfaces. Staff are attending anti racism training and festivals, and diversity are celebrated within an inclusive, supportive environment. Leaders provide children with a spacious outdoor environment which they share with the school. Children make the most of the outdoors with ball games, football and making up their own games to play. Areas to create dens enhance children's curiosity and provide good opportunities for imaginative and physical play, including balance and coordination.



Leadership & Management

Good

Leaders have written a statement of purpose, which provides parents with the required information about what the setting offers, enabling them to decide whether it meets their child's needs. Policies are appropriate; however, some documentation requires more detail, such as reviewing children's contracts annually. Accident and incident records need more information and details of immunisations should be recorded. Leaders told us they are continuing to improve records and will update and extend these to ensure they are current and accurately reflect the setting, demonstrating a commitment to improvement.

There is an effective system to evaluate the setting and care provided. Leaders collect parental views and children's feedback as part of the evaluation of the setting. A suggestion box means staff can consider ideas and make plans for changes and improvements that positively impact on children's experiences and outcomes. For example, using the forest school to identify insects and animals which will visit the pond and for quiet reflection in the prayer garden. Leaders utilise and work to their strengths consistently well, which effectively ensures the setting continues to develop and improve.

Leaders have established a strong leadership where roles and responsibilities are clearly defined. This has resulted in a team of staff who work together well and support each other in providing effective care for children. Staff are happy and feel they are well supported in their roles. Staff are qualified in early years and play work which means they can meet the needs of younger and older children in the club. Regular supervisions and appraisals allow staff to share information and identify potential training, which supports their professional development and helps maintain good practice. The recruitment procedure ensures all required information is available to evidence the suitability of staff to care for children.

Leaders have effective partnerships with parents. They keep them well informed of their child's time at the setting and what they have enjoyed. Children put on a summer show and another at Christmas time. These are the highlight of the year, and children proudly demonstrate their skills such as martial arts, dance and magic to a full house. There are opportunities for informal communication, where staff show keen interest in children's experiences beyond the setting. Parents spoken to are happy with the provision and speak highly of the setting mentioning the children's shows. They describe staff as going above and beyond and being approachable and supportive, particularly in meeting children's additional needs. Parents are pleased with the calm, relaxed, family-like atmosphere, where children are well cared for and nurtured. Excellent working relationships with the school and sharing resources help to support the setting and enhance outcomes for children and their families.

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.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
Standard 5 - Records	To ensure records and documentation contain all relevant details and the most up to date information.

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