Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Jesters Out of School Club (Rhuddlan)

Ysgol y Castell, Hylas Lane, Rhuddlan, Rhyl, LL18 5AG

07591292970

The inspection visits for this service took place between 15/01/2026 and 22/01/2026

Service Information:

Operated by:	Justine Sweetman
Care Type:	Children's Day Care
Registered places:	60
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	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Good

Summary:

Children are busy. They enjoy their play and are relaxed as they follow routines exceptionally well. Children interact with each other happily and they make confident choices which develops their independence and skills highly effectively. Children know their decisions will be listened to and respected. They form close, warm relationships with staff and the other children. They play well together, taking turns and making up imaginary games.

Staff encourage healthy lifestyles and promote children's well-being highly successfully. Staff enjoy working in the setting and work well together, completing relevant records and sharing information with parents when needed. Staff are appropriately qualified and implement consistent practice, having worked in the club and school for many years. They manage interactions with children very successfully and are excellent role models. They know the children, very well, listen to them and offer opportunities each session that promote their interests, and a sense of curiosity.

The environment is welcoming, with neutral tones and displays of children's work, age-appropriate furniture and resources that are clean and well maintained. The spaces are well organised, and well-equipped to meet the needs of children. Regular monitoring, risk assessments and daily checks are completed to keep children safe. Staff make the most of the outdoors and the local

community.

Leaders are experienced and committed to making improvements and maintaining good standards within the setting. They have good oversight, review their policies and procedures and maintain records effectively. Partnerships with the school with whom the setting shares the hall and outdoor resources are successful. There are very good relationships with parents which benefit the children and their families.

Findings:

Well-being — Excellent

Children make choices confidently and communicate well with staff and each other. They know their opinions and interests are acted upon and respected by the staff who care for them. Children move freely between different activities. They are keen to show us, Care Inspectorate Wales (CIW), the activities, photographs and what they like to do. Children include staff in their play and are full of good humour hiding the joker in a card game. Children have good opportunities to make choices and decisions about their play and learning. They choose what they want to play with and which friends they want to play alongside.

Children are exceptionally happy, and comfortable at the setting. They sing and hum and tell jokes. They move independently around the environment knowing they can ask for favourite toys and resources. They are settled and have outstanding relationships with all staff, seeking support when needed. The atmosphere is purposeful yet calm and relaxed.

Children engage with one another well. They have built positive relationships which creates a trusting atmosphere where children feel safe and valued. Older and younger children play together like one happy family group. They are forming strong friendships and younger children are given encouragement and praise when playing alongside each other and join in games. With a few gentle reminders, children listen to and follow instructions well. Children are thanked when helping to tidy up and show pride when they are praised. They are proud of their club. Children are patient and know to take turns. Interactions between children are positive and they form close, happy friendships. For example, they enjoy spending time pretending they are aeroplanes zooming across the yard.

Children are active and busy and enjoy their play and various activities. They are proud to show their problem-solving skills, retrieving a ball which has rolled under a fence. All children actively participate and enjoy themselves at the club. Several did not want to go home when parents arrived so they could carry on playing.

Most children have access to experiences which enable them to gain skills and develop their independence. For example, children are encouraged to do things for themselves such as gathering their belongings ready to go home.

Care & Development — Excellent

Staff successfully encourage healthy lifestyles and promote children's safety and well-being. For example, they provide children with healthy snacks and offer daily opportunities to play outdoors and be active. Staff follow appropriate hygiene routines. They complete accident and incident records appropriately and know the importance of sharing these with parents. Staff complete attendance records diligently. Staff understand their responsibilities to report safeguarding concerns and are familiar with the setting's policy. Nearly all staff have attended the required safeguarding training, and all have undertaken paediatric first aid training. Policies accurately reflect current practice. Staff do not usually administer medication but are aware of the Welsh Government guidance in relation to the administration of liquid paracetamol.

Staff implement the setting's behaviour policy consistently and highly effectively. Staff are skilled at de-escalating situations in a calm and supportive manner, demonstrating a clear understanding of children's emotional needs. Staff respond with sensitivity and give gentle explanations. They provide children with regular praise for their efforts which fosters a positive and encouraging environment.

Staff are well qualified in childcare and are positive role models. They support children's well-being successfully. Staff provide children with a range of activities that meet their interests and their curiosity well. They show a good understanding of when to stand back, promoting the development of children's self-help skills. Staff have a good understanding of children with Additional Learning Needs (ALN). They work with parents and specialist services to provide support and this ensures all children are happy, settled and make good progress.

Environment — Excellent

Leaders follow effective procedures to ensure the environment is safe for children. For example, staff ensure the main entrance to the setting is kept locked and all visitors are authorised and recorded. The outdoor area is secure, with staff carrying out daily checks to ensure this area is safe before use. Leaders complete effective written risk assessments and review these frequently. The club is based within the school hall and the environment is clean and well maintained.

Leaders ensure the rooms are warm and welcoming with walls are decorated in natural tones which helps create a peaceful space. There are examples of children's work and activities displayed which gives them a sense of pride and belonging. Areas are organised appropriately and facilitate children's play and learning well. There is plenty of room for children to move around and play a variety of games. Resources are available for children to access themselves, which allows them to follow their own interests. Leaders ensure there are a suitable number of toilets, and wash basins for the children attending. Coat pegs are located at the children's height which encourages independence.

Leaders ensure they provide children with a good range of resources and activities that encourage exploration and the development of skills. For example, the role-play develops children's social and imaginative play. The club is developing the use of open-ended resources which encourages children to problem solve and invent their own play ideas. Leaders provide children with suitable furniture and toys that are clean and in good condition, including a few culturally diverse resources such as celebration books, dolls and foods from different countries

The outdoor area offers an outstanding variety of play opportunities with grassed and hard surfaces, as well as a woodland and garden. Staff understand the benefits of outdoor play and are committed to using the shared outdoor area as much as possible. Regular visits within the community for example to the local castle and farm where children have seen lambs being born ensure they have a wide range of special experiences which offer knowledge and understanding of the world around them.

Leadership & Management — Good

Leaders are experienced and the statement of purpose reflects the setting well. They ensure staff work towards a shared vision and roles and responsibilities are clearly defined. Leaders understand the National Minimum Standards and are familiar with their regulatory responsibilities. Policies and procedures have been updated.

Leaders complete their annual quality of care review appropriately, including gathering viewpoints from parents, children and staff. They use these to reflect on the setting's strengths and areas for development and set targets for future improvements. Leaders have beneficial links with a range of professional groups which helps support and develop their practice. We received notification that recommendations have been implemented showing leaders are keen to promote the best practice.

Leaders manage staff well. They ensure staff are deployed effectively to meet children's needs. Leaders conduct appropriate annual appraisals. Staff attend mandatory training and other courses as part of their role in school. This ensures they are up to date with the latest training practices and extends their knowledge and skills to benefit children at the setting. Staff meet informally every day to discuss the provision, which ensures relevant information is shared effectively. They enjoy their work and feel well supported by school.

Leaders have developed positive relationships with parents and carers. They share the children's achievements with parents when they come to collect them.

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)
	No NMS Recommendations were identified at this inspection

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