Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Caergeiliog Out of School Club

Ysgol Caergeiliog Foundation School, Lon Bach, Caergeiliog, LL65 3NP

01407740619

The inspection visit took place on 03/11/2025

Service Information:

Operated by:	Carys Edwards
Care Type:	Children's Day Care
Registered places:	86
Main language(s):	Welsh and 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	Adequate

Summary:

Children are confident, happy, and settled, making choices in play and snack time. They enjoy socialising, show curiosity, and engage in varied activities that develop social, creative, and problem-solving skills. Older children demonstrate care for younger ones. Children's independence is encouraged through self-care tasks like choosing food and managing belongings.

Staff consistently implement policies, promote safety, hygiene, and healthy lifestyles. They provide warm, responsive care, encourage positive behaviour, and respect children's individuality. Staff keep accurate records, manage risks effectively, and communicate well with children. They encourage and support Welsh language use and create a nurturing environment that meets individual needs.

The environment is safe, secure, and welcoming. There is ample space for children to play freely. Leaders maintain suitable risk assessments and conduct appropriate fire drills regularly. They

provide a good range of recreational activities which meet key developmental and well-being needs.

Leaders work positively to maintain compliance through their documents, policies, and self-evaluation. Recruitment and staff checks meet requirements, with training, appraisals, and supervision in place. There is clear communication with parents, and the setting has established a strong relationship with the school.

Findings:

Well-being — Good

Children are confident communicators. They express themselves and their needs well, knowing staff will listen and respond appropriately and with interest. Children make choices and decisions about where they play and what they want to do. For example, they could choose whether to play with building blocks, with the balls and hoop or colouring in pictures. They move freely between the range of activities and decide how long to spend on them. Children have a range of food items to choose from during snack time and have an opportunity to ask for more if they wish.

Children are happy and settled in the service. They have a sense of belonging and are familiar with the daily routines of the club. For example, they arrive happy and smiling and fully understand their routine when being called to leave. They have a close relationship with each other and staff, who help them to feel safe and valued.

Children feel safe and happy and are developing positive relationships. They are enthusiastic and enjoy socialising with others whilst settling into the day's routine. Children said that they love seeing friends. The interaction between children and staff is consistent and warm, with many of them communicating confidently. They are very comfortable when chatting and enjoy playing with others energetically. For example, a child was using a spinning top, and the group called out enthusiastically as it spun around the table, bumping into things and landing on the floor.

Children show a strong interest in activities and engage effectively in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. They focus for appropriate lengths of time for their ages and stages of development. They shared what they were doing and what they enjoyed with us when asked, evidencing they were happy and following their interests. For example, a group of children said they especially enjoy the colouring and craft activities.

Children are given good and appropriate opportunities for their age and development which enable them to follow their own interests and develop their skills. For instance, they can practice their social, creative, physical, and problem-solving skills through the resources available to them. Some children enjoy playing with different age children and show care, understanding and consideration to their needs. For instance, while playing an electronic games console, they shared the controller and reassured younger children when they wanted a turn. One of the older children said, "*You can have a turn, once I've finished this game*" and followed this by passing the controller to him once he had completed his turn. Children are independent and do things for themselves confidently. For example, choosing food, collecting their bags and coats, and using the toilet.

Care & Development — Good

Staff are experienced and understand the policies implementing them consistently. They promote healthy lifestyles, physical activities, safety, and the children's personal well-being. Staff manage risks continuously and effectively and are aware of their own safety and the children's safety. For example, they monitor the children effectively when moving between the main hall and the exit gate, checking which children are in their group and sending them out one by one to parents. Staff successfully implement the setting's policies and procedures. They receive regular safeguarding training and understand the setting's safeguarding procedures. Appropriate numbers of staff hold paediatric first aid training, enabling them to deal with accidents appropriately. Staff record accidents and incidents and ensure they are signed by parents. They follow and promote good hygiene procedures. Staff keep an accurate register of attendance, which shows clearly the times of when children are in their care.

Staff respond to children's requests and questions and interact with them in a warm and consistent manner. They are kind, caring and sensitive to the needs and experiences of individual children. Staff are good role models for the children and establish firm practices to develop the children's understanding of good and consistent behaviours. For example, they move around continuously to support children and sit by tables or on the floor to play. The level of communication between the staff and children shows strong evidence that children are happy, comfortable and feel at home in the staff's company. They offer affectionate praise and encouragement throughout the session and console children who are upset. Staff respect children who are happily playing alone and want their own space. However, they offer the opportunity to join in group activities if they want to.

Staff meet children's individual needs as they know them well. They provide a nurturing and caring atmosphere and give responsive care, as they know and act upon details the parents share, both verbally and in registration forms about their children. Staff acknowledge and appreciate children's ideas for activities and suggestions for improving the setting. For example, children can give feedback on what they think of the setting and what additional resources could be bought. This is reviewed and implemented by the staff and leadership team, where possible. Staff actively promote the Welsh language and staff and children communicate confidently in the language of their environment.

Environment — Good

Leaders ensure that the environment is safe for children as appropriate policies and procedures have been implemented. Visitors are granted indoor access by school staff through the main entrance which is secure. Visitors are required to sign in on arrival and are met by the club leader. The outdoor area is surrounded by a high boundary fence. There are effective risk assessments in place for all areas used by the setting. Leaders review these regularly and mitigate risks as and when required. The premises are clean and safe throughout. Leaders reported that all other required safety checks are completed by the school within appropriate timescales. These checks including fire and smoke alarms, fire extinguishers, and electrical testing. Fire drills are conducted regularly. The toilet facilities are clean and age appropriate, and all staff follow guidelines to promote children's privacy and dignity. The setting has access to a clean and well-maintained kitchen which is used by kitchen staff for preparing snacks.

The environment is suitable and child friendly. There is plenty of indoor and outdoor space for children to play. The indoor premises are warm and welcoming throughout and provide a positive and valuable environment for children to play and learn. Areas available for children include a large hall and a classroom which are divided into sections providing different areas for children to use. For example, there are tables for drawing and crafts, various areas to play with toys and an electronic games console, allowing children to make decisions about where they play and what they do. Indoors, children use suitable sized chairs, tables, and furniture, meaning they can take part in activities comfortably. There are adjacent accessible toilets and children can access equipment and resources independently. The club displays the children's work in the classroom which supports children's sense of belonging. Outdoors, children have access to a large yard and grassed area. However, due to adverse weather conditions, we did not see the outside in use during the inspection visit.

Leaders provide good quality, age-appropriate resources and equipment for children who attend the service. Activities and toys are available in sufficient quantity to ensure children have an interesting choice. Inside the building, there is a purposeful selection of resources and play materials including construction toys, craft materials, wooden train set and kitchen, and board games and puzzles. Resources are clean, safe, and appropriate for the various age groups that attend the setting. All toys and play equipment are clean and well-maintained.

Leadership & Management — Adequate

Leaders at the setting work positively to maintain and provide a good service. The registered person has made a number of changes to documents and has provided Care Inspectorate Wales (CIW) with additional information following the inspection visit. There is a clear statement of purpose that provides a complete picture of the setting and includes regulatory and National Minimum Standards information. Leaders have a range of policies in place, which are reviewed and generally implemented in practice. Leaders collect information about the children's personal information and individual needs as well as a range of permissions. However, not all documents were specific to the after-school club and available for inspection during the visit. Since the inspection visit, the registered person has amended a number of documents.

Leaders actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, staff, and other interested partners. They produce a reflective annual quality of care report which highlights what the club does well and sets targets for improvements. Leaders engage with CIW, completing notifications and submitting their Self-Assessment of Service Statement (SASS).

Leaders follow appropriate recruitment processes to safeguard children. The staff files contain evidence of pre-employment checks, and all staff have a valid Disclosure and Barring Service (DBS) certificate. Leaders carry out a worthwhile induction procedure and promote a culture of professional development through opportunities to attend a range of training. Leaders carry out regular supervisions and annual appraisals which encourage staff to share their feedback, raise any concerns, and discuss any issues which arise in their role. Staff told us that they are happy, feel well supported and can go to management for advice or help when needed.

Leaders have developed positive relationships with parents/carers. They communicate with parents via verbal feedback, pictures on the social media pages and through a digital app. Leaders have developed close partnerships with the school, utilising teaching staff as volunteers to support the club and ensuring there is smooth handover at the start of the club session. Leaders also work with their umbrella organisation to develop their policies and procedures and have recently achieved a Welsh award, recognising the work the club has done to promote the Welsh language. Parents shared that they are really happy with the setting, the staff are friendly and there is clear communication.

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

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Review and update all records to ensure they are specific to the club and are available for inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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