Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Bontnewydd

Bontnewydd Community Hall, The Old School, Bontnewydd, Caernarfon, LL55 2UF

07783059868

The inspection visit took place on 01/05/2026

Service Information:

Operated by:	Margaret Brister
Care Type:	Children's Day Care
Registered places:	49
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Good
Care & Development	Adequate
Environment	Good
Leadership & Management	Good

Summary:

Children feel confident, secure and valued at the setting. They communicate their views clearly and make purposeful choices in their play. Children form positive relationships, cooperate well and show kindness to others. They are engaged and motivated, sustaining interest in activities and developing independence by taking responsibility for their own needs.

Staff provide appropriate care that supports children's safety, health and development. They have a suitable understanding of the setting's policies and procedures. Staff know the children well, respond to their individual needs, and promote positive interactions. They provide a range of activities that support children's play.

Leaders provide a safe and secure environment which promotes children's play and development. They implement effective systems to manage risks, maintain cleanliness and support appropriate supervision. Leaders offer sufficient space and suitable facilities. They provide a good range of

resources that support children's choices and promote their engagement in activities.

Leaders provide effective leadership and maintain clear systems that support the safe running of the setting. They engage in ongoing self-evaluation to support continuous improvement. Leaders support staff to develop in their roles and maintain positive partnerships with parents, promoting good communication.

Findings:

Well-being — Good

Children have a strong voice and communicate their views clearly. They express their wants and needs, confident that staff listen to and value what they say. For example, children request specific toys from the storage cupboard and suggest new resources for the setting. Children make purposeful choices and influence their play, moving freely between areas and selecting activities such as creative play and ball games.

Children arrive happy and eager to attend, greeting both staff and other children warmly. For example, at the start of the wraparound session, one child greeted a member of staff with a hug. In addition, children of different ages confidently greet and engage positively with one another at the beginning of the after-school session. Children are familiar with established routines and expectations, which support their sense of security and belonging. For example, at mealtimes, nearly all children independently wash their hands before sitting at the table, without prompting from staff. Children feel valued as staff sit with them while they eat, listening attentively and responding respectfully to their communication.

Children are eager to involve their friends and staff in their play. For example, while creating a road for toy cars, children enthusiastically involved staff by giving instructions and sharing their ideas about where the road could lead. Children develop friendships and engage in conversation throughout every session, sharing smiles and laughter. They play cooperatively, sharing resources and including others, for instance by offering turns when playing with a remote-control robot. Children demonstrate kindness and consideration for others. For example, at the end of the wraparound session, one child held the gate open for another, who responded by saying “*Diolch*”.

Children enjoy their play and engage enthusiastically with others. For example, some participate energetically in outdoor ball games, while others choose quieter activities such as colouring alongside staff. Children follow their own interests and move confidently between different areas of the setting. They remain focused on their chosen activities, such as making bead bracelets or playing on the air hockey table, where they enjoy friendly competition. During holiday club sessions, children engage well in group activities, including creative art projects and cooking, for example making pizzas and cakes.

Children have regular opportunities to develop their independence by completing tasks for themselves. For example, they independently put away their bags and coats, collect their own lunch during the wraparound session and help to tidy away activities.

Care & Development — Adequate

Staff have a suitable understanding of the policies and procedures in place to keep children safe and healthy. They respond to safeguarding scenarios and understand the appropriate procedures to follow if they have any concerns about a child. All staff have completed safeguarding training. However, the safeguarding training undertaken by a regular volunteer did not meet requirements. Following our visit, the volunteer completed appropriate safeguarding training. Staff regularly carry out fire drills, supporting them to carry out safe evacuations and ensuring children know how to leave the building safely. Staff record accidents and incidents accurately and ask parents and carers to acknowledge the records to confirm they have been informed. They have completed first aid training to ensure they can respond appropriately to accidents and emergencies. However, the first aid training undertaken by a regular volunteer was not specific to paediatric care, as required. Staff promote healthy eating and hydration. They ensure children have access to their drink bottles throughout sessions and provide healthy snacks, such as fruit, vegetables, cheese, and crackers. Staff implement suitable hygiene procedures. For example, tables are cleaned before food is prepared and children are seated to eat. Staff also ensure children wash their hands before eating to maintain good hygiene and reduce the risk of cross-infection.

Staff have positive relationships with children and interact with them in a respectful manner. They provide reassurance when needed and use play-based experiences to support children's learning, for example by mixing colours with younger children. Staff promote positive interactions through suitable strategies, modelling appropriate behaviour and communication throughout sessions. They provide clear instructions and explanations to support children's understanding. For instance, staff explain to children that they may leave the table to continue their play once they have finished eating. Staff use praise to encourage positive behaviour and engagement, such as when children answer questions or when younger children independently write their names.

Staff know the children well and respond to their individual needs. They gather relevant information about children's preferences and requirements before they start at the setting and use this, alongside ongoing conversations with children, to plan a range of suitable activities. Staff ensure children have regular opportunities to lead their own play and follow their interests. During our visit, staff supported children in the after-school session to choose whether to play indoors or outdoors by keeping the door open. However, during the wraparound session, staff did not ensure access to the outdoor area because the door remained closed, limiting children's opportunities for active play. Staff plan a variety of activities during holiday periods, including themed craft days and visits to local attractions.

Environment — Good

Leaders prioritise children's safety and ensure staff follow procedures effectively to safeguard them. They implement a suitable system to manage access to the premises, with clear procedures for signing visitors in and out. Leaders maintain comprehensive written risk assessments, identifying potential risks to children's safety and outlining actions taken to minimise or eliminate these. They carry out daily checks of the environment to ensure it is safe and suitable for children's use. Leaders and staff carry out regular checks of the outdoor area during sessions, including gates, to ensure it remains safe and secure. They maintain a daily cleaning record, ensuring the environment remains clean and hygiene practices are consistently maintained.

Leaders ensure effective systems are in place for the safe storage, setting up and clearing away of equipment and resources at the start and end of each session. The setting operates from a community hall that provides sufficient space for play, allowing children to move freely between different areas. For after-school and holiday sessions, leaders, supported by staff, set up a range of activities on tables, including arts and crafts, dressing-up, jigsaws and games. Leaders provide a designated area for children to store their belongings, supporting their independence and sense of responsibility. They ensure suitable facilities are available, including child-friendly toilets with appropriately sized handwashing facilities, and a kitchen for the safe storage of food. Outdoors, leaders provide a large area with a variety of surfaces, enabling children to engage in physical play and exploration.

Leaders ensure children have access to a range of resources and equipment that are suitable for their ages and stages of development, including low-level tables and chairs. Indoors, they provide a good range of well-maintained toys and resources. Leaders and staff ensure a variety of resources are available for children every session and respond promptly to their requests for additional stored items. Outdoors, leaders provide resources to support active play and physical development, such as scooters, balance boards, bats and balls. Leaders continually develop the range of resources by purchasing new items, taking into account children's preferences and ideas.

Leadership & Management — Good

Leaders have made significant improvements to the setting, resulting in better outcomes for children. They demonstrate a clear vision and ensure the setting meets regulatory requirements. Leaders maintain and share an up-to-date, effective statement of purpose that accurately reflects the setting. They have developed a comprehensive range of policies and procedures, which provide clear guidance for staff and support the safe and effective operation of the setting. Leaders ensure all required information for children and staff is well organised, stored securely and maintained appropriately. They obtain the necessary permissions from parents for activities that impact on children's care, ensuring children's safety and wellbeing are supported.

Leaders ensure self-evaluation and planning for improvement are effective by completing an annual quality of care review and producing a detailed report. They include a clear summary of responses from children and parents in the report, demonstrating that feedback from others is actively considered. Leaders reflect on previous improvements within the report and identify clear priorities for future development.

Leaders create a supportive environment where staff work well together as a team. They maintain complete and accurate staff records, including enhanced criminal record certificates specific to the setting. Leaders provide one-to-one supervision meetings for all staff, offering support and guidance, enabling staff to be clear about expectations and develop in their roles. They have a clear and well-organised schedule in place to undertake annual appraisals with staff. Leaders encourage staff to attend relevant training, such as developing skills to support children's behaviour and managing food allergies and intolerances. This strengthens their ability to meet the diverse needs of children. Staff told us they enjoy working at the setting, valuing the opportunities to contribute to improvements and the time they spend with children.

Leaders maintain effective partnerships with parents, who speak highly of the service, valuing the good communication and the welcoming, happy environment where their children enjoy attending. They enable regular contact, ensuring parents feel well informed and confident to approach them. Leaders told us they work collaboratively with the school, sharing facilities and maintaining effective day-to-day cooperation. They also told us they engage with external partners to support ongoing improvements at the setting, with a clear focus on improving outcomes for children.

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 13 (Day Care) - Suitable Person	Review and strengthen current arrangements to ensure volunteers complete all mandatory training.
Standard 7 - Opportunities for play and learning	Plan and provide outdoor play opportunities across all sessions to promote children's active engagement.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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