Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rascals Out of School Club

The Scout Base, Lon Ucha, Rhiwbina, Cardiff, CF14 6HL

07908775390

www.rhiwbina-rascals.co.uk

The inspection visits for this service took place between 25/03/2026 and 26/03/2026

Service Information:

Operated by:	Stephanie Peppin
Care Type:	Children's Day Care
Registered places:	40
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	Adequate
Leadership & Management	Adequate

Summary:

Children have a strong voice and make choices about their play and friendships. They receive guidance in understanding expectations and experience a sense of being heard and valued. Children are happy, interact very positively and engage well in self-chosen activities. They show strong independence in routines, building confidence and self-esteem.

Staff have a good understanding of their role and responsibilities. They consistently follow well-embedded day-to-day procedures to keep children safe and promote healthy routines. They provide warm, consistent care and support children to enjoy a wide range of age-appropriate activities, participating alongside them.

Leaders ensure that the environment is generally, safe, secure, and well maintained. Some aspects require strengthening to ensure all safety arrangements are managed consistently. Leaders provide

children with a stimulating space that supports their play, independence and inclusion.

Leaders are motivated to provide a quality service. They are aware of their regulatory responsibilities and provide parents with clear information about the service. They maintain key documentation. Some aspects require strengthening to ensure the best possible outcomes for children.

Findings:

Well-being — Good

Children have a strong voice in the setting. They choose what to do, who to play with and whether to play alone or with friends. They receive guidance in understanding established expectations. For example, when children want a turn on the games console, they put their hands up and staff write a list to manage turn-taking fairly. This supports children to feel listened to and respected, and they develop confidence to express preferences and make decisions.

Children are happy, relaxed and comfortable at the setting. They talk to staff about their home and family life as they know they have a genuine interest in them. Children approach staff freely to share their ideas and achievements. For example, a child regularly returned to show the staff and the inspector their different outfits they had created in the dressing-up area, which was responded to warmly. Consequently, children feel valued and secure, which strengthens relationships and supports positive self-esteem.

Children interact extremely positively with one another and with staff. They cooperate, share resources and play together harmoniously. For example, children engage in a range of games and group activities without conflict. Children told us they enjoy attending because they can play with their friends who they do not always see during the school day. This encourages children to develop friendships, practise turn-taking and learn to manage social situations well.

Children show high levels of engagement in a wide range of self-chosen activities. They sustain concentration and talk enthusiastically about what they are doing. For example, children become absorbed in a range of activities involving building with small bricks, creative activities and imaginative play with dressing up, dolls and small-world items. This enables children to experience success in their play, feel a sense of achievement and remain motivated to explore their interests.

Children demonstrate strong age-appropriate independence and manage routines confidently. For example, children access the water station independently and explained to the inspector how they turn cups upside down after use to show they are dirty. Children also clear their own plates into the food waste bin and stack them after snack, then move around the environment to self-select resources. These routines help children to build independence, learn responsibility and develop confidence in managing everyday tasks.

Care & Development — Good

Staff keep children safe and healthy through clear routines and effective practice. They follow good infection control and food hygiene arrangements such as using tongs and gloves when preparing and serving food. In addition, staff support children to develop healthy habits such as washing their hands on arrival and having independent access to fresh drinking water. Staff are confident in managing food safely and have undertaken the appropriate level of food hygiene training. They are clear in the procedures to follow to ensure food safety for children with known allergies. The setting has achieved a rating of five with the Food Standards Agency. Robust record keeping procedures support children's safety. For example, staff capture key details when completing, accident and incident records. They follow appropriate procedures when administering medication, which is recorded in children's individual files. Staff store all medication securely; for example, long term medication is kept in individual named bags in a locked filing cabinet. While certain staff members have received first aid training, this does not consistently meet the standards outlined in the National Minimum Standards for Regulated Childcare for children up to 12 years of age (NMS). Staff we spoke to were confident in safeguarding procedures and understood their responsibilities, including whistleblowing routes. Although most staff members have received safeguarding training, it does not consistently meet the standards specified in the NMS. Furthermore, a very small number of staff have not renewed their training within the recommended timelines.

Staff manage interactions positively and consistently. They are warm, patient and respectful, and they engage at children's level during play and conversation. Children respond very well to staff expectations and follow agreed rules. Staff sit alongside children in a friendly and supportive way during activities such as bead art, helping children to complete tasks such as ironing their bead designs, while maintaining children's enjoyment and independence. This approach supports children to cooperate, follow agreed boundaries and enjoy positive relationships with peers and adults alike.

Staff support children's play and development effectively by providing a broad range of age-appropriate activities and allowing children to follow their own interests, enabling them to remain deeply engaged for extended periods. Staff provide timely support to extend play without taking over, ensuring individuals experience success in their endeavours. For example, a staff member assists a child to trace a stencil for an Easter card, engaging in meaningful conversation about taking their creations home and potential display locations. The staff member understood the child's individual needs and managed them effectively to ensure they achieved success. Incidental Welsh language was not heard during the inspection. Leaders identify this as an area to develop as they begin the 'Welsh Promise' pathway, which is designed to build confidence, celebrate progress and embrace the Welsh Language in everyday life.

Environment — Adequate

Leaders take some appropriate steps to keep children safe and secure, but they do not manage and record all safety arrangements consistently. The premises are clean and access is controlled; for example, the main door is kept locked and only staff open it at collection, which supports children's safety. Leaders ensure required safety checks are in place, including gas safety, electrical testing and Portable Appliance Testing. Fire safety arrangements are established, and evacuation information is displayed. Leaders record fire drills, and staff understand evacuation procedures. However, records viewed show an occasional gap of more than six months in between fire drills. Therefore, we cannot be confident that all children are well practiced in this procedure in the event of an emergency. The building is owned and managed by a third party; however, leaders do not maintain a consistent oversight of fire safety systems. For example, the testing of fire safety equipment is completed on an annual basis but there are no processes in place to monitor building safety on a more regular basis. Leaders ensure there are written risk assessments in place for staff to follow which include many aspects of the setting such as individual activities and resources. These extend to include both indoor and outdoor play areas. Leaders discuss potential hazards with staff and the steps to take to mitigate the risks, but not all aspects are fully considered. For example, the potential risks linked to uncovered radiators, or where there are no finger guards in place on doors.

The environment is suitable for the age range and is organised to meet children's needs. Staff pack away toys, resources and furniture most evenings. Leaders ensure staff have enough time to set up familiar areas for each session. Play areas are clearly defined and include imaginative play, dressing up, floor games and table-top activities. These are rotated to reflect children's interests. This approach provides familiarity to children and enables them to revisit their play the following day. The layout enables children to move freely and self-select what they want to do. For example, on arrival children transition from snack to play confidently and independently choose activities such as small brick play, drawing and craft activities such as playdough. The setting is clean and well maintained. The kitchen area is out of bounds to children and has clear signage. The toilet area has been recently renovated and offers privacy to children along with promoting their independence. These measures support children to be comfortable, confident in the routines and able to play independently.

Leaders provide a range of good quality resources that support different types of play. For example, resources include dressing-up items, dolls and small-world vehicles, construction toys, floor games such as snakes and ladders, and creative resources including beads and loom bands. The environment also supports inclusion and cultural awareness. For example, displays and activities reflect celebrations such as Chinese New Year, Ramadan, Eid and St David's Day. There

are also Welsh cultural references and some bilingual labelling. Outdoor provision is more limited. Children use a small front patio area and have access to the adjacent school field dependant on availability and weather, which can reduce regular outdoor play opportunities.

Leadership & Management — Adequate

Leaders demonstrate a clear commitment to running a quality service. They have an appropriate understanding of their regulatory responsibilities. The statement of purpose provides an accurate reflection of the service offered. This gives parents important details about how the service operates, helping them decide if it suits their requirements. There are a suitable range of policies and procedures in place to support staff in their roles. However, a very small number of policies and procedures require strengthening to ensure they fully align with the Regulations, NMS and reflect practice consistently. Leaders ensure children's contracts are in place before they start at the setting along with recording parents' contact information. However, they do not consistently gather additional emergency contact details for each child or document them in their individual files. This could hinder staff from promptly reaching a designated responsible adult should an emergency arise and the child's parent be unavailable.

Leaders have a suitable understanding of their responsibilities to notify Care Inspectorate Wales (CIW) of significant events. They submit the Self-Assessment of Service Statement to CIW upon request. Leaders prepare a Quality-of-Care report based on parent and child feedback, which offers a helpful overview of practice. However, self-evaluation does not clearly demonstrate annual improvements, prioritise next steps, or outline how progress will be tracked. Consequently, leaders do not effectively capture the progress made over the year or how improvement planning is prioritised to bring about good outcomes for children.

Leaders ensure staff files are suitably organised, contain the required information and demonstrate that appropriate safe recruitment procedures are followed. They carry out adequate inductions, and supervisions and appraisals take place to support staff in their professional development. However, these are not always carried out for all staff in a timely manner. Staff told us they feel supported in their roles and are confident to share their views directly with leaders.

Leaders and staff build strong partnerships with parents to consistently meet children's individual needs. Parents told us how they appreciate the clear information when their children start and feel comfortable approaching staff when necessary. They shared how their children thoroughly enjoy attending the setting. These strong partnerships enable parents to feel well informed and confident to raise concerns, which supports children's continuity of care.

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 24 - Safety	Ensure fire drills are completed and recorded at least every six months and strengthen oversight of fire safety arrangements for the building to ensure compliance of all health and safety matters.
Standard 24 - Safety	Review and strengthen risk assessments to include all aspects of the setting and ensure all hazards and control measures are clearly recorded.
Standard 5 - Records	Collect additional emergency contact information for each child, alongside their parents' contact details, and document this in their individual files.
Standard 18 - Quality assurance	Strengthen key policies and procedures to ensure they fully align with Regulations and National Minimum Standards and reflect practice consistently.
Standard 18 - Quality assurance	Identify clear prioritised and measurable next steps in the annual quality of care report to support sustained improvement.
Standard 13 (Day Care) - Suitable Person	Ensure staff supervisions and appraisals are completed in a timely manner.
Standard 20 - Child protection	Ensure all staff complete safeguarding and first aid training at the required level and renew it within appropriate timescales.

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