Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Schools Out At The Dell

The Dell Primary School, Welsh Street, Chepstow, NP16 5UQ

01291 622007

The inspection visits for this service took place between 22/09/2025 and 23/09/2025

Service Information:

Operated by:	Amanda Gore
Care Type:	Children's Day Care
Registered places:	118
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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children are happy, settled and enjoy their time at the Schools out at the Dell club. They develop positive relationships with staff and each other. Children are valued and feel confident to make choices. They are enthusiastic and interested in their play and enjoy a good range of engaging play opportunities.

Staff manage interactions in a positive manner and are patient and kind. They model good behaviour and frequently praise children for their efforts. Staff know children well and ensure that children's individual needs are supported. Some staff are unaware of their full responsibilities in relation to raising their concerns.

The environment is safe, secure, and welcoming. There is ample space for children to play and freely move around the setting. The environment promotes children's independence effectively. Managers maintain suitable risk assessments and maintenance checks are in place. They provide a good range

of resources and ensure children can access them easily.

The management team has a suitable range of policies and procedures to support the running of the setting. However, some policies need to be updated to reflect the current advisory information. The management team and staff engage positively with CIW and are committed to acting swiftly on the improvements being made.

Findings:

Well-being — Good

Children are happy, relaxed, and feel safe at the setting. They settle quickly from their classroom arriving in the hall for registration. Children and are very familiar with the setting's daily routines. For example, after registration and snack time children choose what they want to do. Children make decisions about how they spend their time in the setting, directing their own play confidently. They move freely around the environment choosing where and with what they would like to play.

Children are confident to communicate their needs and opinions, as they know staff will listen and respond appropriately. They develop secure relationships with staff, which supports them to confidently make choices and participate positively in their play. For example, some children asked if they could play their favourite board game in the library. They invite staff to participate in their games. IIn the craft area children chose what they wanted to do, some children decorated precut masks while others drew their own faces and cut them out to decorate and make them into masks. Some children wanted to make invites for their party and so wrote out invitations.

Children of all ages play together, so they benefit from forming friendships with both older and younger children. They play happily alongside each other or together and share resources well. Children took pride in showing us what they were doing. They listen well to instructions and are keen and interested in what they and their friends are doing. Children are emersed in their activities. for example, they enjoy using the vast outside field area to play games such as hitting balls with bats, playing with their friends climbing and balancing on the large wooden play apparatus and ropes We heard lots of chatter amongst children and staff.

Children thoroughly enjoy their play and benefit from a wide variety of age-appropriate resources. For example, older children enjoyed making structures using stickle bricks and younger children played board games, identifying characters and items on the cards in front of them. Children follow their own interests and engage in their activities as they are suitable for their age and stage of development. For example, children concentrated hard as they took turns to bat. They were full of smiles as they celebrated hitting the ball and staff praised their hand eye coordination skills.

Children have good opportunities to develop their independence skills. For example, they know where to store their belongings when they arrive at the setting and wash their hands ready for snack. Children show respect for toys and their environment by putting their rubbish in the bins provided and helping to tidy up resources when they are finished playing. Children happily play independently of staff, who allow them the space to explore and direct their own play.

Care & Development — Adequate

Staff follow some health and safety procedures to ensure the well-being of children. They remind children to wash their hands after visiting the bathroom and before eating. However, some handwashing facilities were not available such as soap dispensers in the older children's toilets were empty and only one hand dryer was working. We noted younger children were queuing up to use the toilet and some had followed their friends into the toilet area. This does not allow for privacy. Most staff are confident in following the correct procedures if they have concerns regarding child protection, however, some staff were not fully confident in their responsibilities. The managers keep registers of children and staff's attendance, so they accurately reflect who is on the premises at any one time. However, sometimes the system for knowing which children are attending from school is not effective. This can impact on the safety of children. Staff complete accident and incident records appropriately, sharing them with parents via a private app the setting uses to communicate. Children are offered a piece of fruit for snack. However, children are not always encouraged to sit and eat. This can be a safety issue or choking hazard.

Staff are polite, friendly and good role models, which has a positive impact on how children interact with them and each other. Staff are mindful of the age and stage of development of children when managing behaviour issues. They encourage children's co-operation and compromise to help them resolve their issues. For example, when two children wanted had a minor agreement, a staff member suggested they have 10 minutes to sit apart and think of how they could resolve the issue. This helped both children to calm down and beginning talking to each other again. Staff frequently praise positive actions which reinforces children's understanding of socially acceptable behaviour and increases their self-esteem and self-confidence.

Staff provide responsive care and know the children well. They take children's interests and requests into account when planning activities. Staff provide a play-based environment where children can choose to engage in activities either with friends, on their own or in large groups. Staff promote children's play well and, as a result, provide children with opportunities to develop and learn. For example, children choose different areas to play in, such as the craft area, the library where most construction and games are played and they can sit and relax in the TV room either watching a film on DVD or having a quiet space. Staff promote the use of Welsh consistently.

Environment — Good

The setting is located within a primary school building. Children have access to good spaces, including a large main hall, library room, arts and craft area, and toilets. For older children sperate for boys and girls and one toilet used for younger children and outdoors a large grassed outdoor area is used daily. Occasionally the setting makes use of a separate school playground if the field is wet. The environment is welcoming, safe, and secure. Staff keep the main entrance door locked and ensure only authorised people have entry to the setting. They record children's attendance accurately, noting both arrival and departure times. Staff sign children out once they are collected. There is a suitable range of written risk assessments in place for the premises. Staff complete appropriate daily safety checks of the environment.

The environment is clean, well maintained and provides ample space for children to move about freely and play. It provides a variety of areas for children to use indoor and outside. The premises are well maintained and in good decorative order. Children can independently access suitable toilet facilities. They benefit from a large outdoor area which includes a climbing frame and green spaces for children to relax.

Staff set out each room with good quality equipment for each session and rotate resources to provide variety for children. Most of the activities, toys and games are of good quality and there are ample resources for children to use. Children happily ask for toys and games that are not already set out, and staff are happy to help them access these. There is a good range of resources suitable for the ages of children attending including, puzzles, art and craft materials, small world play, and construction toys. Regular cleaning of toys and equipment is undertaken, and resources are of good quality. The setting has suitable furniture and resources to support children's independence. All furniture is child sized, and storage is made accessible.

Leadership & Management — Adequate

The management team comply with regulations and the National Minnimum Standard (NMS). Both the manager and deputy are experienced and motivated, and they work well with staff to provide a play-based setting that children enjoy attending. They have a range of policies and procedures in place to cover the running of the club. Managers provide a statement of purpose which gives parents the information they need to decide whether the setting meets their child's needs. They ensure all required information is collected before children start in their care. Managers have a range of policies and procedures in place to support the running of the setting. However, some policies such as medication policy were not updated with the current Welsh government advisory regarding administrating liquid paracetamol in emergency situations. The complaints policy was not updated to include information on how older children can raise their concerns with the setting should they wish to do so.

Managers are keen to improve the service they offer children and their families. They complete an annual quality of care review and prepare a report. Annual self-assessment is completed on time and submitted to CIW as required. Managers and staff meet informally daily to discuss issues in relation to the setting, to share ideas and discuss ways to make improvements. The manager carries out appropriate checks to ensure staff are suitable to work with children before they take up their post. They have appropriate systems to ensure all staff have a current Disclosure and Barring Service certificate (DBS). Suitable ratios of staff to children are always maintained to ensure children are well cared for. Staff have clear roles and are well deployed, meaning children receive plenty of individual care. They hold relevant care and playwork qualifications. Staff report feeling very well supported and are encouraged to attend non-mandatory training if they wish to do so. Staff supervisions have begun to take place. However, not all staff have received individual supervision in a timely manner.

Managers have developed good links with the school. Partnerships with parents are very good. Parents we spoke to during the inspection were very complimentary of the care their children receive. They all commented that their children enjoy attending, staff are very approachable, and they receive suitable communication and feedback from the setting. The parents find that the setting is an integral part of the school provision as most parents depend on the setting to enable them to be able to work outside of the school hours.

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 20 - Child protection	Ensure all staff have access to safeguarding training relevant to their role
Standard 5 - Records	Ensure the medication policy is updated to include the current Welsh legislation guidance regarding administering emergency medication such as liquid paracetamol.
Standard 5 - Records	Broaden the complaints policy to include information about how children 8 years old and over can raise concern themselves.
Standard 24 - Safety	Ensure children do not walk around whilst eating snacks.
Standard 10 - Healthcare	Ensure daily check lists include checking all areas that children access such as children's toilets have soap dispensers that are replenished and hand dryers are working.
Standard 14 - Organisation	Improve process so the setting is notified in a timely manner when a child is absent from school.
Standard 5 - Records	Ensure that staff supervisions include comprehensive information regarding how individual staff are progressing in their practice.

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