Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Oscars Out Of School Club

Lodge Hill Infant School, Caerleon, Newport, NP18 3DY

01633 423361

www.oscarsoutofschool.co.uk

Date(s) of inspection visit(s): The inspection visits for this service took place between 10/09/2025 and 16/09/2025

Service Information:

Operated by:	Catherine Whelan
Care Type:	Children's Day Care
Registered places:	48
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	Adequate
Leadership & Management	Adequate

Summary:

Children have opportunities to make choices about what they do at the after-school club. For example, they can choose what they do and whether they play inside or outside most of the time. They are happy, confident and settle quickly on arrival. Children have positive relationships with staff and each other and engage well with the activities on offer. They have opportunities to learn and develop well and are encouraged to be independent.

Overall, staff promote children's health and safety. However, we identified areas for improvement in relation to supporting the health needs of children and staff training relating to paediatric first aid and working with children with additional learning needs. Staff develop warm, friendly relationships with children and, overall, support their learning and development well.

The club operates from the school library, and the premises are safe, secure and clean. There is ample space for children to move around feely and play. Children can choose from an adequate

range of resources. They have access to outdoor play in areas of the school grounds which provide suitable physical play equipment. Leaders provide an outdoor resources bag of additional equipment.

Leaders are motivated to provide a good service. However, they do not always run their setting in line with regulations and National Minimum Standards, leading to the identification of some areas for improvement and good practise recommendations. Leaders acknowledge improvements are needed in some areas and worked quickly to address the most significant shortfall identified in relation to the health needs of relevant children.

Findings:

Well-being — Good

Children have a good voice with opportunities to make choices about what they do. They move freely around the environment deciding who they want to play with and what they want to do. Children communicate confidently with each other and staff, playing card games or discussing what they are doing when completing a puzzle they find difficult.

Children are happy and settled. The club operates from the school all the children attend which helps them feel safe and gives them a sense of belonging. Children feel valued as they know staff will listen to them and respond. For example, as they chat about their day at school or take part in activities with staff.

Children behave well. They make friends and play together cooperatively, sharing and taking turns. They develop warm relationships with staff and interactions are positive. Children are familiar with the routines of the setting and follow the rules well. They respond well to gentle reminders such as to be careful in their play or to walk when inside.

Children told us they enjoy coming to the club. They show good levels of engagement and concentration in the activities they choose. For example, a small group persevered for an extended period to complete a puzzle and were very pleased when they managed to finish it. Many children enthusiastically joined in with an activity to make ‘pop toys’ and then had fun playing with them, laughing as they made the toys spring into the air. During our second visit, children played outside for much of the time where they enjoyed using the climbing apparatus, playing racing games with staff or chatting in the outdoor shelter.

Children have good opportunities to take part in a range of activities that support their learning and development of skills. They have appropriate opportunities to develop independence. Such as taking care of their own belongings, managing their own personal care and collecting and clearing away their own snack.

Care & Development — Adequate

Overall, staff promote children's health and safety. Leaders have a safeguarding policy in place. However, it is not based on the most recent Welsh government guidance. Staff have received appropriate safeguarding training and know who they should report any concerns they may have about children to. They were less confident in how to report concerns themselves to relevant authorities. Staff record their own and children's attendance times via an electronic app. They use the same app to keep records of accidents, incidents and any injuries children have when they arrive. Parents are notified of these records via the app and acknowledge receipt. Leaders monitor the records to look for any patterns that might emerge. Staff follow appropriate hygiene procedures in relation to food such as sanitising tables and surfaces, wearing aprons and ensuring they and children wash their hands. Food is provided daily from their sister nursery, with options such as wraps, pasta or fruit available on different days. Suitable policies regarding managing allergies and administering medication are in place. However, systems to ensure staff could always implement these policies were not working effectively. As a result, some children were at risk of harm. Following the first inspection visit, leaders worked quickly to address the immediate risk and at our second visit we found the risk to children's health had been minimised. However, outcomes for children require improvement because systems need to be fully implemented and embedded to ensure individual health needs are robustly identified and provided for. We expect the provider to make improvements. Staff ensure children have regular access to outdoor play.

Staff develop warm, friendly relationships with children. They are kind and caring, using praise and encouragement effectively to promote positive behaviour and as a result children behave well. Staff speak respectfully to each other and children, acting as good role models.

Staff support children well in their play. They provide suitable opportunities for children to direct their own play such as giving older children space to develop a role play scenario. Staff are available to help or join in with play if needed or wanted. Staff enable children to develop skills and learning through the activities and resources provided. They plan informally for some activities, for example, craft activities relating to seasons or celebrations. Staff are aware of children with additional learning needs (ALN) and any support they might need whilst attending the club. However, the ALN policy and staff knowledge does not reflect current guidance and practice. We did not hear any Welsh spoken during our visits.

Environment — Adequate

The premises are safe, secure and clean. Visitors enter and sign in at the main school reception and are escorted to the library from where the club operates. Leaders have suitable risk assessments in place for most areas of the setting, but they do not include the outside play provision. The premises are maintained as part of the school, but leaders have not sought confirmation that relevant building safety checks have been undertaken. We saw firefighting equipment is serviced annually. Staff ensure they carry out and record a termly fire drill. Outside areas are securely fenced and the gates are locked. Children are collected from the gate which is locked until parents' ring to say they are there. Staff then escort children to the gate.

The school library is large and divided into areas with tables and chairs by shelving. It offers children ample space to move around freely and play. A selection of toys and resources are collected daily by staff from a store cupboard in a different part of the school, although children know they can ask for other things if they wish. There is a range of tables and chairs for tabletop activities as well as comfortable areas and beanbags for relaxing or resting. Staff have use of a lockable cupboard for storage of administrative items. There is a microwave, sink and worktop to provide for preparation of snack and washing up. Toilet facilities are accessible directly from the library allowing children to be independent. Children can use parts of the school grounds for outdoor play. The grounds are accessed directly from the library. A yard provides for outdoor play in most weathers, and a large field gives access to climbing equipment and an outdoor shelter.

There is an adequate range of toys and resources which are in good condition and appropriate for the children using them. Staff set up the resources they provide on the available tables for children to choose from. Additionally, children are welcome to use the wide range of books from the library shelves. A bag of extra outdoor resources is available if children want them.

Leadership & Management — Adequate

Leaders are motivated to provide a good service but do not always operate their setting within the regulations or National Minimum Standards (NMS). A new manager has recently been appointed to oversee the day to day running of the club along with their nearby sister club and is working through matters that need to be updated or addressed. There is a suitable range of policies and procedures in place although some need updating to reflect current guidance and working practice. The statement of purpose is detailed and accurately reflects the setting. Leaders do not always keep Care Inspectorate Wales (CIW) informed of relevant matters such as the appointment of a new person in charge or general staff changes. Outcomes for children require improvement because CIW cannot be assured they always have the most up to date information when making decisions about the setting. We expect the provider to make improvements.

Leaders carry out a suitable quality of care review annually which makes some evaluation of their service. They seek the views of parents, staff and children to help inform this review. However, they do not use the review to identify improvements they would like to make although they take action to develop aspects of their provision at other times. For example, they provided more outdoor play equipment following requests from children and have identified they need to source training for staff to help them understand and manage challenging behaviour should it arise.

Leaders follow appropriate safe recruitment procedures to ensure staff are suitable to work with children including relevant checks such as with the Disclosure and Barring Service (DBS). All staff hold qualifications relating to childcare and some hold Playwork qualifications. However, leaders have not ensured they meet the requirements of the NMS relating to the number of staff with paediatric first aid training. Additionally, leaders do not ensure staff have access to professional development training that would help in their work such as in relation to additional learning needs. Since the inspection, we have seen evidence that all staff who need training have been booked onto a suitable paediatric first aid course. Leaders have a system in place for staff supervision and appraisal. This has not been consistently implemented although is beginning to be carried out. Outcomes for children require improvement because leaders do not always ensure staff receive suitable or timely appropriate training, supervision and appraisal that would support them in their care of children. We expect the provider to make improvements.

Leaders develop good working relationships with staff and staff told us they feel well supported with leaders being visible and accessible. They work cooperatively with the school and staff in their sister settings. Leaders develop appropriate partnerships with parents. Leaders and staff keep parents informed about their children through daily verbal feedback and an electronic app.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Individual children may be at risk because systems to ensure staff can respond to individual health needs are not fully embedded.	10/09/25
Children's well-being and safety may be at risk because staff do not always receive timely appropriate training or consistent supervision and appraisal.	10/09/25
Children's well-being may be at risk because Care Inspectorate Wales cannot be assured they have all relevant information about the setting when needing to make decisions that may affect it.	10/09/25

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	Expand risk assessments to cover all aspects of provision including outdoor play.
Standard 18 - Quality assurance	Ensure all policies and procedures including but not limited to safeguarding, additional learning needs and complaints reflect current guidance and practise.

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)
Consider ways to ensure staff have easy access to relevant contact numbers for reporting safeguarding concerns directly to outside agencies.
Develop the use of Welsh.
Use the annual quality of care review to identify and plan for improvements.

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