Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Archway Court Kids` Club

119a Caerleon Road, Newport, NP19 7BZ

01633255379

www.archwaycourt.com

The inspection visit took place on 05/03/2026

Service Information:

Operated by:	Geoffrey Jones, Gillian Jones
Care Type:	Children's Day Care
Registered places:	50
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	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy and thoroughly enjoy their time at the setting. They develop positive relationships with staff and other children. Children are confident to make choices, and their feelings and interests are acknowledged and valued. They are enthusiastic and interested in their play and enjoy an excellent range of engaging opportunities.

Staff are professional and passionate about their roles. They have an in depth understanding of how to keep children safe and healthy, implementing the setting's policies and procedures effectively. Staff are patient, kind and caring. They offer a wide range of stimulating play opportunities led by children's interests.

Leaders ensure the setting is well maintained and secure. The environment is warm and welcoming and designed to offer a good range of play opportunities. Children have access to furniture, equipment, and a wide selection of age-appropriate toys and resources that meet their needs and interests.

Leaders are committed to providing a club where children are happy and enjoy their play. They are enthusiastic and manage the service very effectively in line with Day Care Regulations and National Minimum Standards (NMS). They have good partnerships with parents and gather feedback to improve the standard of their service. They ensure all staff have the skills, qualifications and knowledge to provide good quality care to children.

Findings:

Well-being — Excellent

Children's well-being is at the heart of the setting. They are relaxed and settled in the environment and have excellent opportunities to make choices about where to play and what to play with. Children communicate very confidently and practitioners fully consider their wishes and needs. They have the freedom to choose between indoor and outdoor play, selecting their own resources and toys. Children's opinions and interests are respected; they contribute to planning activities and have an input in the development of the snack menu.

Children benefit from an exceptionally warm and welcoming environment where they feel consistently safe, happy and valued. They settle quickly on arrival and are familiar with the club's daily routines. Enjoyment, chatter and laughter are evident throughout the session. Children tell us they enjoy making friends at the setting and relaxing after school. They have a strong sense of belonging, their photographs, names and examples of their work are displayed around the environment.

Interactions between children and adults are consistently stimulating, and children cooperate enthusiastically as they play and explore. When children arrive at the setting from nearby local schools, they greet one another and staff warmly and with clear excitement. They share their news and join friendship groups eagerly. Children are highly motivated and inspired by the choice of play activities and resources available to them. Staff guide play gently by offering appropriate support, for example in the outdoor area, children set up an obstacle course using materials of their choice, and staff join in their play to extend their play experiences.

Children are animated and fully engaged in their play throughout the session; they clearly enjoy their time at the setting. They are very familiar with the excellent variety of age-appropriate resources and are highly motivated. Children follow their interests and sustain their play for periods of time suitable to their age and stage of development. For example, a group of children delight in the play opportunities available in the vanity role play area, eagerly experimenting with accessories and engaging in imaginative conversations.

Children have opportunities to develop their independence skills. They access the toilet independently and routinely wash their hands. Children make choices about what they have for snack and take responsibility for their own bags and coats. Staff offer sensitive support when needed; for example, when a child requests help peeling an orange, they encourage them to try the task first, promoting confidence and supporting the development of independence skills.

Care & Development — Good

Staff have a clear understanding of their roles and responsibilities to ensure the health and safety of children. They proactively monitor the environment by completing health and safety checks. Daily routines support good hygiene practices; staff encourage regular handwashing and maintain clean play and snack areas. They sanitise surfaces before and after meals and adhere to safe food preparation practices. They promote healthy eating and good hydration. Staff are aware of children's dietary and allergy needs and adapt snack menus accordingly. There are clear care procedures for children with dietary or medical needs. Staff use suitable systems to record accidents, incidents and pre-existing injuries, and parents acknowledge these records. All staff hold paediatric first aid qualifications, and a first aid kit is available within the setting. Staff understand their safeguarding responsibilities and confidently describe the actions they take if a concern arises. Information posters displayed in the setting outline the appropriate steps to follow in a child protection situation.

Staff have developed strong and positive relationships with the children. They are consistently warm, patient and kind in their interactions with the children. Their responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. They act as polite and friendly role models, and their consistent approach supports children to behave well. Staff are observant and recognise when children need support, intervening appropriately, involving themselves meaningfully in children's play. Staff have clearly developed close relationships with children and enjoy listening to stories about their day and praise them for their successes.

Staff offer children many opportunities to lead and create their own play, in the outdoor environment staff encourage children to use the equipment imaginatively. Children enjoy a wide range of experiences that consider cultural awareness and diversity, for example accessing diverse reading books and exploring Wales and other countries around the World through dance, art and cookery. Staff use some incidental Welsh with children and are committed to celebrating the Welsh culture having achieved the Welsh Promise Bronze award. Staff ensure children's individual needs are met by adapting play spaces and developing personal risk assessments for some children. They form positive relationships with children that supports children's stage of development and personal needs. Staff provide children with valuable opportunities to develop their self-help and independence skills, including managing their personal belongings, tidying up after play, and clearing away and recycling following snack time.

Environment — Good

Leaders implement effective measures and policies to ensure everyone understands their responsibilities to keep children safe. They ensure both the indoor and outdoor environments are secure and well maintained. Leaders complete regular safety checks, including fire and smoke alarm tests, fire extinguisher checks and electrical testing. They conduct fire drills regularly and keep clear records of these. Access to the setting is secure, with leaders maintaining a visitor book that records all adults entering the premises. Children's attendance is recorded on arrival and departure. Leaders complete and review risk assessments routinely, and staff follow daily safety procedures. However, during the inspection, we observed an item in the play area not secured appropriately. Outcomes for children require improvement because leaders do not always identify potential hazards promptly, and we expect the provider to make improvements. Leaders removed the item immediately and took appropriate action to prevent reoccurrence.

Leaders provide a friendly and welcoming environment, designing it to match the interests and needs of the children. They ensure the indoor area is stimulating and well organised, offering children valuable opportunities to develop their independence and extend their skills. The indoor space is thoughtfully set out with inviting and engaging areas, including role play, construction, creative stations and relaxing spaces where children can enjoy quiet time. Children have ample room to move around freely and explore a wide range of play experiences. The large outdoor play area is safe, secure and offers a good variety of resources to support physical and active play. Leaders provide appropriately sized, good quality furniture and play surfaces throughout the setting. The recently refurbished toilets are well maintained, accessible to all, and stocked with necessary supplies.

Leaders provide a broad range of good quality toys and resources that meet the interests and developmental needs of all children at the setting. They resource each area thoughtfully to stimulate curiosity and creativity. For example, they offer an extensive selection of role play items that captures children's imagination and keeps them engaged in play for sustained periods. We discussed the need to further risk assess play items in the role play area and the leaders agreed to action this. Leaders ensure resources are plentiful, well maintained, and age appropriate. Children independently access the provision and confidently choose what they want to use. Leaders also celebrate children's achievements by displaying photographs and examples of their work throughout the setting, creating a welcoming and child centred environment.

Leadership & Management — Good

Leadership and management of the setting is good. There is a strong and supportive management structure which supports the setting, staff, parents and children. Staff are well qualified, experienced, and passionate about the care they provide, and they are keen to raise standards and deliver an effective service for children and their families. Leaders demonstrate a sound understanding of the Regulations and NMS under which they are required to operate. They provide parents with a statement of purpose including information about how the club runs. Leaders have a wide range of detailed policies and procedures which they share with stakeholders. They also maintain effective record keeping systems, including children's contracts, risk assessments and staff files. There is a positive ethos throughout the setting, and leaders promote a culture of respect, teamwork and high expectations.

Leaders value their staff and work closely with them to ensure children receive the best possible experiences. They organise staffing effectively, ensuring enough experienced team members are present and that ratios are maintained through accurate daily registers. The staff files we reviewed were up to date and showed leaders complete the required recruitment checks to confirm staff are suitable to work with children. Leaders conduct regular supervisions and appraisals to support staff in their professional development and training requirements.

Leaders are reflective and monitor the quality of the setting effectively, using this information to plan for improvements. They regularly seek feedback from parents, children, and staff and use these views to inform the Quality-of-Care report. The report outlines the setting's strengths and identifies areas for development. For example, the most recent report includes plans to introduce new menu items at mealtimes and to provide 'anti racism' training for staff to further strengthen relationships with families. Leaders have developed positive partnerships with parents who comment positively about children's experiences at the setting. The setting has also established beneficial links with outside agencies. During holiday club, leaders invite visitors into the club to enrich children's experiences, such as a sports coach and an 'Animals Interactive' representative.

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
Ensure the environment is free from avoidable hazards by securing all furniture and equipment appropriately.	05/03/26

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	Review all risk assessments for play resources in the role play areas.

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)
Further develop children's Independence at meal times.

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