

Hendre Play Club



Hendre Infants School, St Cenydd Road, Caerphilly, CF83 2RP



07974414139

The inspection visits for this service took place between 15/09/2025 and 17/09/2025

Service Information:

Operated by: Charlotte Harvey

Care Type: Children's Day Care

Registered places: 20

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 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

Good



Leadership & Management

Good

Summary:

Children are happy, relaxed and enjoy their time at the setting. They confidently make choices and form positive relationships with each other and staff. Children engage enthusiastically in activities and are developing independence and self-help skills well.

Staff have a good understanding of their roles and responsibilities to ensure the health and safety of children. They promote good hygiene practices with children and support their development well. Staff build positive relationships with children, they are attentive, warm, patient and offer reassurance to children when needed.

The environment is safe, clean and secure. Leaders ensure there are appropriate systems in place to maintain a safe environment. There is a wide range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with good opportunities to make independent choices in their play and develop their self-help skills.

Leaders are motivated to run a quality provision. They support staff in their roles and invest in their development. They make improvements where necessary to benefit the children. Staff are happy and feel supported. Relationships with parents are strong.

Findings:



Well-being

Good

Children have good opportunities to make choices and decisions about how they spend their time. There are a variety of toys and activities freely available to them, which enables them to follow their own interests. Children express themselves confidently, as they know their wants, needs and moods will be listened to. We saw children confidently move resources around the room, choosing where they feel most comfortable playing. For example, when a child joins their friends elsewhere in the playroom, they bring their toy cars along.

Children are happy, relaxed and enjoy their time at the setting. They are comfortable in their surroundings, familiar with daily routines and have a good sense of belonging. For instance, children hug their friends when saying goodbye at the end of the day. Children receive frequent praise for their efforts and achievements; this makes them feel happy and valued.

Children enjoy their play and learning. They are enthusiastic and fully involved in the activities. They have good opportunities to develop, learn and use their imagination to meet their developmental needs. Children concentrate for a good length of time in line with their age and stage of development. They enjoy one another's company and show interest in what each other is doing. For example, children gather to read a book, take turns turning the pages, and point out pictures in the story. Nearly all children play well together and engage in the excitement of the activities. For instance, we saw children and staff giggling during a physical movement activity.

Children are beginning to develop their independence skills, enabling them to do things for themselves. Most children access the toilet and wash their hands successfully, while other children are offered support when needed. At mealtimes children skilfully open their own lunch boxes, discard any leftovers in the bin and at snack time they serve themselves from the choices on offer. This promotes children's self-help skills and builds their self-esteem.



Care & Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. Staff complete relevant records for accidents and incidents and there are suitable systems for the administration of medication. Staff are confident in their duty to report any concerns and act accordingly to ensure safeguarding matters are addressed promptly. At the time of the inspection not all staff held the required level of safeguarding training. However, this was addressed prior to the publication of this report. There is a range of safeguarding policies, procedures and documentation to support staff in their roles. However, some of these do not reflect accurate guidance to be followed in accordance with the Wales Safeguarding procedures. For instance, if an allegation was to be made about a member of staff.

Staff follow and promote thorough hygiene and cleaning practices consistently as part of their infection control processes. For example, when washing their hands and wiping tables and workspaces before preparing food. They help to embed highly effective hygiene routines in children, such as washing hands before mealtimes, after using the toilet and following messy play.

Staff provide a range of healthy snacks. Children bring lunch from home as a packed lunch, or hot meals are provided by the school kitchen. They ensure that mealtimes are organised, enjoyable, sociable and safe. Staff implement effective procedures to deal with children who may have allergies, intolerances and food preferences. They ensure that children experience the benefits of getting out into the fresh air daily by accessing the outdoor play space at regular points throughout the session.

Staff interact well with children and build positive relationships with them. They are kind, caring and patient and work hard to ensure that children feel valued and enjoy their time at the setting. Therefore, children approach them with great ease and confidence. Staff have a sound understanding of child development and how it impacts on children's behaviour. They skilfully tailor their approach to ensure children are guided to the behaviour that is expected of them. For instance, children are reminded to take turns when playing on the bikes. They agree how many times children can do a loop of the playground before letting another child take a turn. This avoids any potential conflict with other children.

Staff observe children informally during activities and work together to gather information. This information is used to identify children's interests and plan their next steps to support their development. Staff are beginning to involve the children in planning activities which ensure that children's interests are being considered. The Welsh language and culture are embedded purposefully, through singing songs and introducing basic incidental Welsh during activities and routines.



Environment

Good

Leaders ensure staff follow suitable procedures to maintain an environment which is safe, clean, and secure. There are appropriate systems in place to record visitors, staff, and children's arrival and departure times. However, staff records do not always accurately reflect when they leave the setting. Staff and children benefit from practicing regular fire evacuation drills, which ensures they are familiar with how to leave the building safely in an emergency. The school completes the maintenance and safety checks for the building. However, leaders do not have adequate procedures in place to ensure these checks are being carried out appropriately or that they can access these records in a timely manner for auditing purposes. Leaders have developed a range of beneficial risk assessments regarding the environment; this includes a daily checklist of the environment for staff to use to eliminate any possible risks to children's safety.

The service is based in a primary school, with sole use of a classroom, sensory room and bathroom. In addition, there is access to a dedicated outside play space, which is positioned away from the main playroom. Staff successfully facilitate and supervise children to access this area regularly. Children are keen to play outdoors which hosts a variety of exciting activities for children to engage with, such as bikes, a mud kitchen and water play. This provides opportunities for children to engage in their interests and promotes their physical and imaginative play.

The playroom offers a variety of purposeful activities, such as block play, role play and a creative area. There is ample space for children, should they not be able to access the outside space during poor weather conditions. Staff use a smart board for children to engage in yoga and physical movement activities. Resources on offer are of good quality, provide a wide range of experiences and promote multicultural awareness. Children's artwork is displayed in the playroom, celebrating their achievements and fostering pride and belonging. A sensory room offers a space where children can read or relax quietly. Children eat their meals in the playroom on appropriately sized tables and chairs. Children access the bathroom, which is situated just outside of the playroom, fostering their independence.



Leaders are committed to providing a quality service to children and their families. They have addressed nearly all recommendations for improvements identified at the previous inspection. A detailed statement of purpose provides parents with relevant information about the setting, enabling them to make an informed choice. There is a range of policies and procedures in place to aid the smooth running of the setting. However, a few require updating to ensure they fully reflect the requirements of the National Minimum Standards and regulations. For example, the complaints policy requires reviewing to ensure it details all the different types of complaints and the relevant timescales to be followed. Leaders ensure that recording systems for essential records are completed to a good standard including children's contracts. Leaders keep Care Inspectorate Wales (CIW) informed of events set out in regulations to ensure children are safeguarded, and their welfare promoted.

Leaders are aware of their responsibilities to undertake self-evaluation procedures. They actively seek the views of parents, staff and children. As part of this process, they produce a helpful report that identifies both achievements and areas requiring improvement. Leaders submit their Self-Assessment of Service Statement (SASS) when requested by CIW. They ensure the required ratio of adults to children is always maintained. Leaders are committed to promoting the Welsh language and culture at the setting and are at the early stages of working towards the 'Active Offer'.

Leaders ensure staff are employed safely. They ensure files are well organised and contain the required information. They carry out suitable inductions, and beneficial opportunities for regular one to one supervision sessions and annual appraisals take place to support staff in their professional development. Staff told us they feel supported in their roles and are confident to share their views. Leaders ensure staff keep up to date with their mandatory training such as, paediatric first aid and food safety. Leaders also make additional training accessible to staff such as behaviour management, fire warden, curriculum and additional learning needs specific training, investing in the development of the staff.

Leaders and staff build strong partnerships with parents to consistently meet children's individual needs. At collection time, they give parents a brief update about their child's experience at the setting. Any information which requires further discussion is communicated via a telephone call and activities their children are engaged with are posted on the setting's private social media. Parents we spoke to were highly complimentary regarding the setting. They told us how they appreciate the strong communication links, feel their children are well supported and shared how their children thoroughly enjoy attending the setting. Leaders actively maintain good working links with the school where the service is based and the Local Authority Childcare team. This positively contributes to the smooth running of the setting.

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 5 - Records	Ensure daily attendance registers accurately reflects the actual times of attendance for staff.
Standard 20 - Child protection	Review safeguarding policies and procedures to ensure they clearly reflect the procedures to be followed in accordance with the Wales Safeguarding procedures.
Standard 24 - Safety	Strengthen procedures for accessing and auditing maintenance and safety records.
Standard 7 - Opportunities for play and learning	Strengthen the processes to record individual children's developmental milestones to support their individual next steps to be planned for.
Standard 18 - Quality assurance	Policies and procedures require reviewing to ensure they are in line with National Minimum Standards and regulations.

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