Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Fun Five Club

St John Lloyd R.C. Primary School, Brynbala Way, Trowbridge, Cardiff, CF3 1TA

02920777690

www.stjohnlloydrcprimary.co.uk

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

Service Information:

Operated by:	St John Lloyd R.C. Primary School Governing Body
Care Type:	Children's Day Care
Registered places:	16
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children are happy and settle well. They have opportunities to develop independence and other skills through a wide range of activities. All children in this setting are able to engage in activities of their choosing and are free to develop their play in collaboration with their peers. They are listened to and their views are taken into account. Children form close bonds with each other and staff, making them feel safe and secure.

Staff are well qualified, professional and have a good understanding of how to keep children safe and healthy. They are responsive and respect the children in their care and the decisions they make. Staff have a good understanding of children's individual needs, and this helps to ensure that those needs are well met.

Leaders ensure the premises are secure and safe. They provide a welcoming and appealing play environment. Play areas and equipment are clean and well maintained. The children benefit from

several well-developed outside spaces, including a large school field for games. It is well utilised, providing plenty of opportunities for children to be physically active.

Leadership and management is inconsistent. Leaders have high expectations regarding the standard of care provided. However, some areas require attention and leaders' understanding of their responsibilities under the regulations and National Minimum Standards (NMS) must be improved. The service is not meeting its obligations to the regulations and we expect them to take action to address these matters.

Findings:

Well-being — Good

Children have good choice, and a strong voice at the setting. They move freely around their play space, making choices and decisions about the activities they want to join in or the resources they wish to play with. Children are given good opportunity to express themselves and talk about the things that are important to them. They join in enthusiastically with activities and are confident to express their opinions because they know care staff will listen to them. Children's likes and requests influence the activities that are provided.

Children feel safe, happy and valued at the setting. They develop warm relationships with other children and staff. Children approach care staff spontaneously to seek reassurance or support and enjoy receiving praise and recognition for their efforts. We saw children laughing and smiling as staff joined in with their play, or when they asked staff to watch them do hand stands and hoola hoop. Children are comfortable in the familiar routines and activities of the setting.

Children co-operate, take turns and share, and their behaviour is guided by their sensitivity to the emotions of others. They demonstrate a good understanding of what is expected of them whilst they are at the setting. Children are well behaved and play co-operatively with their peers across the age groups. Their interactions with staff also show that they respect the staff and they respond well to their requests and any guidance on their behaviour. Children have developed a strong sense of right and wrong and are, in the main, self-disciplined.

Children are active, curious and excited by the play-based activities on offer to them. They are happy and confident to move between activities freely but also sustain interest in activities of their choosing. For example, we saw children play very freely outside, making up their play with peers, such as games, sports and imaginative play. When indoors, children concentrated as they created drawings and craft. Children benefit from a good balance of organised and free-choice leisure activities. All of the children we spoke to told us they enjoyed their time at the setting.

Children are encouraged to be independent in the setting, and they develop skills as a natural part of the routine of the session. They can freely access what is already set out in the room and know they can ask for additional resources. Children extend and develop their play themselves asking for further items to be brought out when needed. We saw children happily playing independently of staff, who allowed them the space to explore and progress their own play, as well as asking for staff to join their play, for example, when they wanted to do a quiz.

Care & Development — Good

Staff are effective in their roles. They are clear about their responsibilities and have sound knowledge of how to keep children safe and healthy. Staff provide regular access to physical exercise and fresh air outdoors. They provide snacks after school. However, these are not in line with Welsh Government's food and nutrition guidance for childcare providers. Leaders told us they had not heard of the guidance and had not used it to inform the provision of food. Staff know how to raise safeguarding concerns. They speak confidently about safeguarding procedures, leaders' responsiveness to any concerns raised, as well as their personal responsibilities to report concerns if leaders did not. Staff follow procedures for recording the administering of medication, accidents, incidents and existing injuries.

Staff set realistic boundaries, are good role models and use a consistent approach to managing behaviour, taking into account children's age and understanding. They guide behaviour positively and praise children to reinforce good behaviour. They are cheery and have fun with the children, often using humour effectively to support and encourage children and diffuse any conflict. They also encourage children for making a good effort and we saw children respond well to this approach. For example, staff warmly and successfully encouraged children who wanted to try to climb trees or to learn to hoola hoop.

Staff provide a nurturing and caring environment in which they promote children's play and well-being appropriately. They have a relaxed, happy and caring nature towards children. They speak in a reassuring manner, and this helps to ensure the play environment is calm and pleasant. The staff group are keen to ensure they are good play facilitators. Relevant staff and leaders have undertaken qualifications in order to improve their understanding of play for school-aged children. Staff know children well and understand their preferences. Basic written activity planning is in place to support staff in providing a small selection of activities, and they allow children to choose most of the play that goes on. Staff do not strongly include the Welsh language in the provision, and we heard only a few occasions where it was used.

Environment — Good

Leaders and staff ensure the environment is safe and secure for children. All visitors go through the main school reception, sign in to the site and receive a visitor's badge. The premises are cleaned thoroughly each night as part of the school's cleaning process, and staff are aware of ensuring good hygiene throughout the session. They undertake fire drills with children regularly and record these appropriately. Leaders ensure insurance certificates are up to date, as well as routine safety checks for the building and appliances, such as fire safety equipment and electrical systems. Staff undertake daily safety checks of the areas used by children. Leaders keep written risk assessments as well as staff risk assessing play as it progresses.

Leaders and staff maintain the environment appropriately and provide a very welcoming, child friendly space, which is suitable for the ages of the children cared for and which the children have been able to influence the development of. The indoor play space supports children's needs, play and development. Leaders provide child-sized tables and chairs for children to do activities. A cozy book corner has been developed and there are sofas and soft furnishings creating a welcoming feel as well as somewhere for children to rest and relax if they need to after a long day. Children's work is displayed and valued, and this gives children a sense of belonging, as well as lots of colourful and friendly decoration which the children have contributed to. Children's toilet facilities are located next to the playroom and so they can access them freely and independently. There are various gardens and outside spaces children can access, one of which is accessed directly from the play space allowing staff to open the doors to the outside for much of the session. We saw children exploring the forest garden which is set apart from the playroom, as well as enjoying lots of free play on the school field. This provides children with plenty of opportunities to develop their physical and creative skills in the fresh air. We saw children really enjoy this and make good use of the outdoors for various types of play.

Leaders ensure children have access to toys and equipment that are appropriate and suitable to their needs. A suitable selection of resources are stored within the play space, and these were adequate for the age and interests of the children attending. Staff confirmed there were further resources to cover a wide range of play opportunities for all age groups stored elsewhere which children can ask for and which staff also rotate into the room over time. We saw children freely exploring the resources available on many occasions, easily finding what they wanted to play with. They particularly enjoyed the freedom of playing outdoors after their day in school, and we saw all children taking great joy in simply engaging in free, unstructured play with their friends and peers.

Leadership & Management — Adequate

The quality of leadership and management varies at this setting. Leaders are experienced and are passionate about providing good quality care. However, some regulatory responsibilities have not been appropriately addressed. There is a statement of purpose providing parents with essential information about how the setting runs. However, this does not contain all the information required by the regulations and National Minimum Standards (NMS). Suitable policies are in place, with some requiring some updating. Registers of children's attendance contain the necessary information and are completed in a timely manner. However, staff attendance times are not formally recorded. Leaders ensure records of the administration of medication, accidents, incidents and existing injuries are consistently completed. They had not ensured that parents sign these records, as required by the regulations, but leaders put that right during the inspection. Leaders have not ensured they have an appropriate understanding of the NMS and their regulatory responsibilities. We expect leaders to address this and make improvements.

Leaders have reflected on the setting's performance and used information to plan for improvements. However, they have not formally consulted all necessary stakeholders and their plan for improvements is not sufficiently informed by national guidelines. There is a system to ensure that a formal self-evaluation of the service is undertaken on at least an annual basis. The Quality of Care report suggests feedback from parents is good. However, it states staff are consulted via their supervision meetings, but these are not being undertaken. Several aspects of the service do not meet the necessary standards. An effective quality assurance system would help to mitigate these issues and ensure that the service remains compliant.

Leaders are effective in overseeing staff, their time and prioritising activities responsively to ensure children's needs are met in a timely manner. Leaders and staff are well organised in the daily practicalities of the running of the setting. Staff confirmed they enjoy working at the setting. They feel supported, knowing they can approach the people who run the setting for help or support if needed. However, leaders have not ensured that the pre-employment checks in place for staff meet the requirements of the regulations. Additionally, leaders have not held supervision sessions with staff to give them opportunities to reflect on their practice in the service. These are regulatory requirements. We expect leaders to take action to address these matters.

Leaders value the positive partnerships they have developed with the community and parents of children at the setting. Staff told us that the relationships they build with parents are at the heart of the service they provide and are key to making the positive impacts for children. They stated they are very keen to ensure that parents feel they can approach them at any time.

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
Outcomes for children may become impacted upon if leaders cannot operate the service in line with the minimum expectations set out in the National Minimum Standards	25/03/26
Outcomes for children may become impacted upon if the suitability of staff is not robustly ensured	25/03/26
Outcomes for children may become impacted upon if staff are not given the opportunity to formally reflect on their practice and receive feedback from their manager.	25/03/26

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 12 - Food and drink	Ensure all food and drink provision is nutritious, and in line with current Welsh Government guidance
Standard 18 - Quality assurance	The quality of care review must be sufficiently robust to ensure it supports all staff in making improvements to the setting, captures the feedback of all stakeholders, and drives a review of guidance and policies to keep them up to date

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)
Strengthen the inclusion of the Welsh language in the service

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