



Arolygiaeth Gofal  
**Cymru**  
Care Inspectorate  
**Wales**

## Inspection Report

### Playworks Childcare Ltd - Osbaston After School Club



Osbaston Church in Wales School, Osbaston Road, Monmouth, NP25 3AX



02920 864780



[www.playworks-childcare.co.uk](http://www.playworks-childcare.co.uk)

Date(s) of inspection visit(s): 09/07/2025, 14/07/2025

### Service Information:

Operated by:	Playworks Childcare Limited
Care Type:	Children's Day Care
Registered places:	32
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**

**Good**



**Environment**

**Good**



**Leadership & Management**

**Good**

## Summary:

Children are happy and comfortable at the setting. They have positive bonds of affection with staff and are developing friendships with their peers. Children are actively engaged and interested in their play and learning. They enjoy a good range of opportunities indoors and outdoors and can choose to relax and have quiet times. Children are developing their independence skills appropriately.

Staff work positively to promote children's safety, wellbeing and play. They provide a nurturing and caring environment, which supports the children's play and development. Staff fully understand and meet children's individual needs.

The manager ensures the premises are secure, welcoming and in good condition. The setting has robust systems in place to monitor and manage risks and fire safety effectively. The management team provide a good selection of toys and equipment to help children develop their skills well. Staff

feel supported and enjoy working at the setting.

The manager who runs the setting is committed to ensuring the service is managed effectively. They actively support and challenge everyone to do their best. The management team who run the setting follow safe and thorough recruitment processes to ensure there are sufficient qualified and experienced staff for the range of children cared for. The manager has established positive partnerships with parents, ensuring they are well informed about their children's learning and development. Parents reported that they are very happy with the provision, and they told us that on occasions their children are reluctant to finish their activity to come home. People who run the setting strive to provide a good quality service to children and families.

## Findings:



### Well-being

Good

Children are happy, settled and have formed close bonds with staff and their peers. They feel confident to express their wants and needs, knowing that staff will respect their wishes. For example, children are confident to ask for more of their favourite foods at snack time and which toys they want from the store cupboard. Children move freely between activities and areas available to them and influence how they spend their time. For example, they can decide to play indoors or outdoors and choose from craft activities or free play on the climbing apparatus.

Children feel valued as staff respect all attempts at communication and listen intently to what they have to say. For example, children were excited to share their stories with staff while they sat and completed activities or during snack times. Children are eager to talk to staff about their day at school. They enthusiastically point out and chat to staff about things that interest them, smiling as staff show great enthusiasm in what they have to say. They are confident to approach visitors to talk about what they are doing.

Children are eager to involve their friends and staff in their play. For example, whilst playing on the climbing apparatus, children were excitedly involving staff by instructing them where to stand in case they need extra help. Children make friends and chat together, sharing lots of smiles and laughter as they do so. They play happily, sharing activities, taking turns, and working together to complete tasks well. For example, a small group of children were immersed in playing a tabletop game of football. They chatted together about how many points each of them had scored and the difficult angles there were in scoring each goal. The group cheered each other along as they each took turns.

Children enjoy their play and concentrate well on tasks. For example, we observed a small group of children sitting outside on the bench under a shaded tree. Some of them were talking about doing their homework and some were doing an art activity. Children showed good concentration skills when working together. They enthusiastically discussed what they were doing and older children offered help with answering any homework questions. Children persevere well with more difficult tasks and keep trying until they accomplish what they had set out to do. For example, when using the climbing frame, the children kept trying until they had managed to complete the whole task that they had set out and cheered when they managed to do so.

Children have plenty of opportunities to develop their independence skills by completing tasks for themselves. For example, they put away their own bags and coats, help to tidy activities and use the toilet independently.



Staff understand and follow the setting's procedures effectively to keep children safe and healthy. They answer safeguarding scenarios confidently and understand the correct procedures to follow if they have any concerns about a child. Most staff have completed online mandatory training. However, not all staff have completed food and hygiene training. We noted staff who do not hold current training prepared and handled food such as snacks

Staff promote healthy eating and hydration. They ensure children have access to drinks at snack time and at other times the children can access their own drinks bottles. Snacks, such as bread sticks, cheese, grapes and wraps are provided. The manager and staff implement effective hygiene procedures, for instance, they ensure the tables are cleaned thoroughly with antibacterial spray between activities. They ensure children wash their hands as and when required, reducing the risk of cross infection.

Staff have positive relationships with children. They speak to children with warmth and affection. They are kind, provide comfort and reassurance when children need it and treat them with respect. Staff encourage positive interactions using effective strategies. They model positive interactions throughout the session and give clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when children sit on tables, staff clearly explain the expectations, supporting them to engage positively in another activity. Staff congratulate children when they manage a task well. Staff use praise often throughout the sessions to encourage children to interact and behave positively and they are good role models.

Staff know the children well and respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of activities and experiences that children enjoy. Staff communicate effectively with parents, providing verbal feedback when they collect children and through private messages. Incidental Welsh is spoke throughout the session or when appropriate.



## Environment

Good

The manager and staff at the setting prioritise children's safety and ensure all staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign into a visitors' book. Prior to starting the session, staff ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access. Leaders have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These documents are reviewed regularly, and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively.

The manager ensures all play areas are comfortable and welcoming with plenty of space to allow children to move around freely. Children have use of the school hall as well as the outdoor play areas to the front of the premises. The outdoor play areas provide a wide range of opportunities for the children to develop their physical skills. For example, a variety of sports equipment, climbing apparatus, football and other games enable children to practice balancing, climbing, jumping and sliding. Staff plan craft activities each day and offer a choice of board games or toys which the children can choose from according to their interests. A sufficient range of games, books and jigsaws promote diversity, helping children to learn about different cultures.

The management team provide a good range of toys and resources which are in good condition and appropriate to the children's ages and stages of development. They are well-maintained and cleaned regularly. However, both children and staff told us that popular activities such as friendship bracelet making and loom bands and other similar activities are not always available in abundance. This is because of the popularity these activities, the items get used quickly and not always replenished. Furniture and equipment are appropriately sized according to the ages of the children who use them. The toilets have suitably sized sinks and toilets to promote the children's independence.



The manager and the management team share a clear vision with staff and have a suitable range of policies and procedures in place, which contribute effectively to the smooth running of the setting. However, we noted some policies lacked information to help support staff in knowing who to call if an incident were to occur. For example, the lost/missing child policy, uncollected child policy and safeguarding policies did not contain the contact details of the regulator Care Inspectorate Wales (CIW) or the setting's local safeguarding board. This can delay in referral being made in a timely manner. The statement of purpose provides a clear description of the service offered. This enables parents to make an informed decision about whether the setting meets theirs and their child's needs.

The management team have suitable arrangements for identifying strengths and areas for improvement. At the last inspection the setting had an area for improvement (AFI). This was because the annual safety certification was out of date and not available during the inspection. This has now been met. The setting seeks feedback verbally from parents as well as through sending questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting regular observations. The management team create an annual quality of care report in response to the feedback received, identifying any improvements made to date and those planned.

The management team ensure staff feel supported and work well as a team. Staff files contain the required information, demonstrating that safe recruitment checks are in place. Staff told us they can approach management at any time to discuss any problems or training needs. However, staff supervision records did not include any information about staff strengths or weakness in their practice.

The manager and staff team have appropriate systems in place for communicating with parents, keeping them well informed about their child's time at the setting. They share information via regular private messages and verbal feedback. Strong links are in place with the school, allowing information to be shared effectively between both settings and helping children to feel settled and secure.

Partnership with parents is strong. Some parents spoken to during the inspection told us *"My child is very happy coming to the after-school club, they know the staff well as they see them during the school day"*. Other parents report *"Sometimes my child is reluctant to come home because they would rather stay longer to finish what they are doing"*.



## 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 12 - Food and drink	Ensure all staff are up to date with all mandatory training including food hygiene training.
Standard 5 - Records	Ensure the medication policy is updated to include reference to current Welsh legislation and guidance.
Standard 5 - Records	Ensure all policies and procedures are regularly updated and these include correct contact details for safeguarding board and CIW. Regarding lost the child, safeguarding and uncollected child policies, revise these so the time timeline to follow is promptly implemented.
Standard 3 - Assessment	Ensure that staff supervision records include comprehensive information regarding how individual staff are progressing in their practice.

## 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)
Broaden resources to cater for arts and craft activities that are more popular so that all children have plenty of craft items available.

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