Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Woodpeckers Out of Hours Club

Whitchurch Primary School, Erw Las, Whitchurch, Cardiff, CF14 1NL

07786908242

Date(s) of inspection visit(s):

The inspection visits for this service took place between 26/01/2026 and

Service Information:

Operated by:	Woodpeckers Out of Hours Club Management Committee
Care Type:	Children's Day Care
Registered places:	106
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 extremely happy at the setting. They feel safe and speak with confidence as they know staff genuinely value their views and ideas. Children form firm friendships and thoroughly enjoy playing together. They choose from an exciting range of activities and are highly motivated to follow their own interests.

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.

The environment is secure, clean, and welcoming. There is ample space for children to play and explore. Leaders ensure there is a good range of indoor and outdoor resources to promote children's all-round development.

Leaders are motivated and keen to deliver high quality care. They use self-evaluation effectively to identify and make improvements. There are beneficial policies, procedures, and records in place, which enable the smooth running of the setting.

Findings:

Well-being — Excellent

Children have a strong voice and have many opportunities to make choices. They choose freely from an extensive range of developmentally appropriate and stimulating resources which promote their all-round development. Some children choose to spend their time outside in the garden area whilst others happily explore the indoors. Children clearly communicate if they want more snacks and confidently tell staff if they wish to play with certain games or activities. Children create a regular newsletter for parents, showing that their views and opinions are highly valued.

Children are exceptionally happy, relaxed, and confident. They develop positive relationships with staff, seeking them out for comfort or to celebrate success. Children are familiar with everyday routines such as washing their hands before sitting down at the table for snacks. They regularly play familiar games together and arrange friendly competitions between themselves. During the inspection, children enjoyed explaining to inspectors the various rules and shared who is currently at the top of the leader board. Children playing alone, are content and are encouraged by staff to follow their own interests. This demonstrates children feel at ease in their surroundings and have a strong sense of belonging.

Children engage positively with both staff and peers, developing skills in cooperative play, sharing, and forming friendships within the setting. On the rare occasion it is required, children respond positively to gentle reminders from staff to play carefully and slow down when running inside. Children delight in talking to each other about what they are doing and showing each other the toys they are playing with.

Children are highly motivated, animated and engaged in their play and learning. They enjoy interesting and stimulating opportunities, concentrating for extended periods of time. For example, a group of children enjoy completing a puzzle, celebrating together once they have found all the pieces. Children are motivated to make their own choices and direct their own play.

Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully and to problem solve effectively. They enjoy choosing their cereal and serving themselves at breakfast time before clearing their plates and bowls once they've finished. Children join in when tidying up and nearly all put coats on independently before going outside.

Care & Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They have a sound knowledge of safeguarding issues and procedures and are aware of their own duty to report any concerns. Staff ensure safeguarding concerns are reported accurately and timely, however, they do not always document the outcomes of these. They complete accident, incident and pre-existing injury forms in detail and share these records with parents. However, leaders do not currently formally audit accidents and incidents to identify any emerging patterns. Staff prioritise children's health and well-being. They provide a range of healthy snacks and ensure children have plenty of access to physical exercise outdoors. Staff complete regular cleaning of surfaces and have good handwashing routines in place to ensure the cross infection of germs is kept to a minimum. Staff keep registers of children's attendance noting time of arrival and departure, so registers accurately reflect who is on the premises at any one time. Staff conduct regular fire drill practices with the children which makes sure they all know how to evacuate the building in the event of an emergency.

Staff are passionate about their roles and show genuine interest and pleasure in all they do. They engage with children warmly, showing patience and kindness. Staff know children very well and often ask about their personal experiences, home life, and interests outside of school. They create a positive atmosphere with plenty of smiles and laughter. Staff frequently offer praise and encouragement and are excellent role models to the children. They use positive behaviour management strategies which enhance children's self-esteem.

Staff offer children many opportunities to lead and create their own play. For example, staff encourage children to take advantage of the sheltered outdoor area during heavy rain by inventing an obstacle course, which they enthusiastically complete, modifying and adapting the route as they play. Most play is child-initiated but staff also plan adult led activities. These activities are linked to children's interests and to the seasons/events going on in the world around them. Planning records show children have enjoyed activities related to the 'country of the month' and they enjoy writing a regular newsletter that is shared with parents / carers. We saw some posters on display which promote the Welsh language and staff shared that they have a Welsh word of the week.

Environment — Good

The environment is welcoming, safe, and secure. Staff ensure only authorised people have entry to the setting and maintain a log for any visitors. The children benefit from a very large open outdoor play area. Staff monitor this area to ensure children are well supervised when playing outdoors. They ensure children have the correct equipment to promote safe play experiences, for example they provide torches and head lights for children who wish to go outside when it is getting darker. Staff complete comprehensive daily safety checks of the environment before the breakfast club in the morning and again in the afternoon. This ensures potential risks or hazards are eliminated. Routine maintenance checks for the building are undertaken, and gas and electrical safety certificates are current.

The environment provides ample space for children to play. It is well maintained and in good decorative order. Staff display children's artwork, photos, and newsletters in the entrance hall, creating a welcoming environment and fostering children's sense of ownership and belonging. Younger children use the main hall, which is shared with the adjoining school. As resources and activities must be packed away after each session, staff cannot display children's work in this area. Staff make sure the outdoor play area is used effectively throughout all seasons and weather conditions.

During each session, staff set out several boxes of equipment in the school hall and rotate resources to provide variety for children. If children want to play with something that is not set out, staff will happily get it for them. There is a good range of resources including, puzzles, art and craft materials, small world play, and construction toys. Staff put away all resources at the end of a session, storing items in lockable cupboards around the hall space. In the self-contained after school building, older children can choose from a variety of resources that are stored so they can easily access. Staff have designed the space, so it offers many different opportunities for children to explore. These include a sensory room for children to be quiet and relax, as well as a designated craft area, role play space and a room for reading and playing board games. Staff provide suitable furniture and resources to support children's independence and ensure they have the correct number of children's toilets which are clean and hygienic.

Leadership & Management — Good

Leaders are experienced and passionate. They provide a clear statement of purpose that gives parents accurate information about how the setting runs. Leaders are motivated to improve upon the service they offer. They are knowledgeable about their regulatory responsibilities and operate consistently in line with the National Minimum Standards. Leaders have a range of detailed policies and procedures which they review and update at least annually. They ensure all required information is kept for children and obtain permissions from parents for all relevant activities affecting children's care.

Leaders are reflective and monitor the quality of the setting and plan for improvements. They regularly seek feedback from parents, children, and staff. This information is used to write an annual quality of care report which outlines strengths of the setting and areas for development. For example, the most recent report outlines how leaders wish to introduce a children's user handbook which will be produced by the children and can be handed out to new starters along with the Parent Handbook.

Leaders work hard to provide a quality care provision to children and their families. The staff team are enthusiastic, motivated and enjoy their work. Leaders ensure staff are suitably qualified and maintain current mandatory training, such as paediatric first aid and safeguarding. Leaders organise staff files well, and evidence all relevant checks to ensure staff are suitable to work with children. Staff are deployed effectively ensuring staff ratios are always met and children are consistently supervised and well cared for. Leaders carry out annual appraisals and supervision meetings with staff to discuss their professional development and any issues. However, we noted, these meetings were not as regular for all staff. Leaders provide an appropriate complaints policy which provides parents with a clear and simple process for submitting any concerns.

Leaders have developed strong partnerships with parents and carers, as well as other professionals and outside agencies. They have positive links with the adjoining school which supports smooth transition between the two. Staff communicate well with parents at hand over and clearly share any relevant information with them. Parents informed us that '*communication is excellent'* whilst others felt *'the children all have a voice and feel heard by the staff'*. They feel staff take the time to ensure each child is happy and as a result '*children love attending'*.

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 13 (Day Care) - Suitable Person	Conduct and record regular supervisions with all staff

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)
Record outcomes of any child protection matters
Audit accidents and incidents to observe any emerging patterns

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