Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Playworks Libanus

Libanus Primary School, Libanus Road, Blackwood, NP12 1EH

02920864780

The inspection visits for this service took place between 27/01/2026 and 30/01/2026

Service Information:

Operated by:	Playworks Childcare Limited
Care Type:	Children's Day Care
Registered places:	30
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 and enjoy their time at the club. They have positive relationships with staff and form strong friendships with their peers. Children enjoy the activities available to them and are confident to ask staff for support if needed.

Staff implement and follow effective policies and procedures to ensure children are safe and healthy. They manage interactions positively and are good role models. Staff plan interesting and fun activities, considering the children's ideas and interests.

The environment is safe, secure, and welcoming. There is ample space for children to play freely. Leaders review and maintain risk assessments and conduct fire drills regularly. They ensure there are suitable quantities of resources and store these effectively, to allow children to access them independently.

Leaders are enthusiastic and manage the club effectively. They value their staff and have good partnerships with parents and the school. Leaders take on board feedback to improve the standard

of their setting and ensure staff have the qualifications and knowledge to provide good quality care to children.

Findings:

Well-being — Excellent

Children have a strong voice within the club and confidently make decisions about how they spend their time, directing their own play. They move freely throughout the environment, choosing where they want to be and what resources they would like to use. Children select their snack from a varied range of options and readily communicate their needs and views, knowing that staff will listen and respond. For example, they take part in monthly meetings where they share ideas for activities, such as cake making and suggest new snack options, including bagel pizzas. Children also choose whether to play indoors or outdoors, accessing a wide variety of engaging activities in both spaces.

Children feel valued, relaxed, and safe at the club. They settle quickly upon arrival and clearly understand the club's daily routines. For example, they independently place their belongings in the designated area before choosing their preferred activities and play spaces. Children form warm, trusting relationships with staff, which supports them to make confident choices and engage positively in their play. They are self-assured when interacting with visitors, readily sharing their experiences. Children told us they *"love dressing up and just everything at the club."*

Children of all ages play together, allowing them to build friendships with both older and younger peers. They play happily alongside one another or in groups and share resources effectively. For example, we saw children supporting each other during a board game, offering tips and clues to help their friends. Outdoors, a group playing football followed the rules well, listening attentively to their friend who was acting as the referee. Children show care and consideration for their friends and are consistently kind towards one another. They listen well to instructions and show genuine interest in both their own activities and those of their friends.

Children have a wide range of play opportunities and engage enthusiastically in activities that interest them. They use resources creatively and confidently lead their own play. We saw children of all ages developing role-play scenarios and inviting staff to join in. For example, they dressed up and pretended to be a hairdresser, carefully placing rollers in a staff member's hair. Children also value the opportunities for active outdoor play. We saw them enthusiastically creating their own bat-and-ball games, using the monkey bars, and playing football in the yard.

Children have many opportunities to build their independence by completing tasks on their own. They take responsibility for putting away their bags and coats, help to tidy up activities, and independently serve their own food and clear their plates after snack time.

Care & Development — Good

Staff follow effective procedures to ensure the safety and well-being of children. They ensure children have access to the outdoor play areas during their time at the club promoting the benefits of physical exercise and fresh air. Staff keep clear records of children's allergies and medical needs and have effective systems in place to manage these safely. All staff hold valid food safety qualifications and provide healthy snacks to the children. They implement effective hygiene procedures and encourage children to wash their hands before eating. Staff have undertaken safeguarding training. They show clear awareness of their safeguarding duties and the steps they must follow should they have a concern about a child. There are suitable systems for reporting both accidents, incidents, and the administration of prescription medicine. Staff regularly monitor accidents and incidents to look for any emerging safeguarding patterns. Staff record children's arrival and departure in daily registers enabling them to always account for children. They conduct regular fire drills with children ensuring all know how to evacuate the premises safely in case of an emergency.

Staff have developed strong, trusting relationships with the children. They are consistently warm, calm, and supportive in their interactions. Staff's positive approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. Staff often engage in play, at the request of the children. For example, a member of staff joined in with a child who was looking for someone to play hangman with. Staff consistently use positive behaviour management techniques to which children respond well. They promote the Welsh language through using some incidental phrases. The Club has achieved the Bronze Welsh Promise Award which recognises their efforts to promote the Welsh language.

Staff know the children and their individual needs well. They naturally adjust the care and the behaviour strategies they use to suit each child. Staff support children with emerging needs appropriately; however, they do not currently make a written record of their observations. Staff show a good understanding of play-based learning and offer a varied selection of activities that reflect children's interests. This range was clear during the visit and captured in the club's photographic records.

Environment — Good

Leaders ensure the environment is safe and suitable for children. Staff lock the entrance door and keep a record of any visitors. Parents cannot enter the site unless authorised by a member of staff. The outdoor area has secure gates, ensuring children cannot leave without supervision. Leaders and staff complete and update risk assessments of the indoor and outdoor areas regularly to identify and manage risks appropriately. In addition, staff complete risk assessments prior to activities and clearly record how these link to the weekly planning. Leaders ensure that they are aware of the routine safety checks managed by the school. Certificates such as an annual gas safety check, electrical safety test and smoke alarm tests are current.

Leaders ensure the club is comfortable and welcoming with space for children to move around freely. They enable a sense of belonging by displaying samples of children's work on boards around the club. The outdoor play area offers a range of opportunities for children to develop their physical and creative skills. For example, a variety of sports equipment, climbing apparatus, and a natural area where children can explore nature and use the muddy kitchen. Leaders ensure older and younger children can have some time away from each other if they wish, where they can play with more age-specific resources. During our visit, older children were using the overflow room to draw, chat and play. They told us, *"The adults give us nice activities, and they always trust us to use this room."*

Leaders provide equipment to suit the children's age and stage of development. The resources are clean and in good working order. Leaders store resources in low level units that the children can access independently. Activities and toys are available in sufficient quantity to ensure children have an interesting choice, including some natural resources. For example, dress up & role play, block play, board games, and small world. There are some resources available to promote equality and cultural awareness and a range of Welsh resources, such as books, jigsaws and games. Leaders complete regular safety checks on all toys and resources, removing and disposing of any damaged items to support children's ongoing health and safety.

Leadership & Management — Good

Leaders ensure they collect all the required information for children and staff, and they store records safely and securely. They obtain all the permissions from parents for the activities affecting children's care. Staff who run the club are professionally qualified, experienced, and enthusiastic about the care they offer. They are eager to provide children with positive child led play and learning experiences. There is a clear and up to date statement of purpose enabling parents and carers to decide if the club is right for their child. Leaders ensure required policies are in place and regularly reviewed. There is an operational plan which details the running of the club. However, the plan was not fully reflective of the club's opening times. Leaders updated and amended the plan, following the inspection. Leaders create a positive ethos whereby children and staff feel valued.

Leaders effectively review and reflect upon their setting and produce a detailed quality of care report. They seek feedback from parents and children to support their review, which enables them to consider the strengths of the club as well as areas for improvement. Leaders are proactive and look for areas to develop their practice further. This is evidenced through weekly reports that the Person in Charge provides to the Responsible Individual.

Leaders ensure that documentation is well organised. Those running the club manage staff effectively through regular supervision and appraisal meetings. Staff files include all the correct supporting documents and evidence of safe recruitment checks prior to employment. This ensures suitable and competent staff care for children. Leaders strive to ensure staff keep mandatory training up to date. However, outcomes for children require improvement because several staff do not have current paediatric first aid training, and we expect the provider to make improvements. Leaders ensure staff are well organised, with the help of a day-by-day task rota so each person is aware of their role on the day.

Leaders understand the importance of effective partnerships to ensure positive outcomes for children. They have developed beneficial relationships with the school and with parents. Leaders and staff keep parents informed about their child's time at the club through verbal feedback at the end of the session. In addition, there is a useful information board for parents, carers and staff situated in the front entrance. The feedback from parents in the Quality-of-Care questionnaires is complimentary reflecting a high degree of satisfaction with the club; *"My child is always happy going to club." "The staff are always kind and caring".*

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
Children may be at risk of harm if staff do not regularly update their first aid training and knowledge.	27/01/26

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 14 - Organisation	Ensure the Operational Plan is reflective of the service provided.

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)
Develop a system for keeping written records for children with emerging needs.

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