Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Two Tribes After School Club

Magor Church Hall, Sycamore Terrace, Magor, Caldicot, NP26 3ET

07704280780

The inspection visits for this service took place between 03/06/2026 and 05/06/2026

Service Information:

Operated by:	Cerys Duffield, Joanne Young
Care Type:	Children's Day Care
Registered places:	40
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 promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

Summary:

Children's well-being at the setting is excellent. They confidently make choices about their play, moving freely between activities such as small world play, crafts, role play, and construction play. Children express their thoughts and feelings through daily discussions and using a comments box. This encourages children to communicate openly knowing their views are respected and their voices heard.

Staff demonstrate a good commitment to children's care and development. They have a thorough understanding of safeguarding and consistently encourage good hygiene practices. Staff create a nurturing atmosphere, modelling positive behaviour and encouraging children to take responsibility for themselves and others.

The managers maintain a good, safe, clean, and secure environment. They keep all areas well maintained and secure grant funding, when possible, for the setting. The managers provide a wide

range of purposeful resources for imaginative and active play.

Leadership and management team is good. They meet regulatory requirements and maintain up-to-date policies and paperwork. They complete an annual quality of care review, set clear priorities for improvement, and encourage staff development. Managers build positive partnerships with parents and external agencies, ensuring the setting continues to meet the needs of children and families.

Findings:

Well-being — Excellent

Children have a strong voice at the club. They make excellent choices about where and what to play with, moving freely between activities such as small world play, craft activities, role play, and play with interactive or board games. Children are regularly consulted about their views and ideas, giving them genuine ownership of their setting. All ages of children are encouraged to express their thoughts and feelings, including any worries or concerns, through regular discussions and an idea and comments box helps children to feel a sense of belonging. Children confidently express themselves knowing they are listened to and respected. For example, children ask for more fruit at snack time and staff respond promptly to their needs.

Children settle immediately upon arrival, demonstrating strong bonds of affection with staff. Most children are eager to begin playing, while others choose to relax by chatting about their school day while having a snack. Children enjoy bringing staff into their play. For example, we saw children eager to show the finger knitting they had made to a staff member and involve others in their knitting skills. They are familiar with well-established routines, including putting away their belonging and washing their hands on arrival. This contributes to their sense of security and confidence. On arrival younger and older children separate out into two main rooms, some children enjoy mixing with the younger age group because they have siblings or friends.

Younger children interact particularly well, engaging in imaginative play and working together to create scenarios in role play or when playing in a team doing board games. Children allocate tasks, cooperate, take turns, and share resources, demonstrating excellent social skills. Older children show self-discipline, setting and following rules for socially acceptable behaviour. For example, the setting actively involves children in discussing and creating a poster of ‘rules’, which is displayed for all to see. Children’s interactions are consistently positive, with empathy and sensitivity to others’ needs clearly evident. Older children are seen to be kind to younger ones showing good role modelling of positive behaviour.

Children are highly motivated, animated, and fully engaged in their play and learning. They enjoy a wide range of stimulating opportunities around their setting. Children are eager to share what they are doing with staff and visitors and are encouraged to explore the environment freely. They access resources independently as almost everything is with easy and safe reach. This allows children to take their play in any direction they wish.

Children have excellent opportunities to develop independence skills, such as going to the toilet and washing hands, accessing drinks, tidying away resources, and putting away coats and shoes. Staff are on hand to offer support when needed, but children are confident to do things for

themselves. They pour drinks from jugs and select the amount of food they want to eat. Children access toys and resources with ease and ask for help if required.

Care & Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe. Their knowledge of safeguarding issues and procedures is comprehensive. Staff are fully aware of their duty to report any concerns without hesitation. Staff consistently encourage children to use the toilet independently and wash their hands to implement good infection control. However, some children were noted to not observe other children's privacy while using the toilet. Snacks are freshly prepared and a variety of seasonal fruits are offered for children to self-select. Staff record registers accurately, reflecting the time children arrive, leave and ensure the right people collects them. Staff complete accident and incident forms to a good standard and share these records with parents, ensuring transparency and safety. They conduct thorough fire drills regularly, with evaluative comments to ensure children know how to evacuate safely. These practices reflect a good commitment to children's health, safety, and well-being.

Staff are effective in managing interactions, consistently modelling positive behaviour and engaging warmly with children. They are attentive to children who are not occupied, inviting them to join in. Staff make snack times sociable, ensuring they are enjoyable and inclusive. Staff encourage older children to take responsibility for their own behaviour, prompting them to sort out turn-taking and resource sharing. They use highly creative and positive behaviour management strategies such as praise, encouragement, and polite language including "*thank you*" and "*please*." Staff are consistent in their approach, creating a nurturing atmosphere where children feel valued and respected.

Staff provide a caring atmosphere, knowing and understanding each child's individual needs and abilities. They discuss children's preferences, adapting their approach. Staff share their ideas when planning activities. For example, a member of staff had noted that older children; especially the girls, really enjoy doing crafts and therefore started to teach a few children to do finger knitting. This became very popular and soon almost all the children were absorbed in making friendship bracelets, necklaces and room decorations using different coloured wool. Staff gather children's ideas and suggestions for activities, and reflect these interests in their planning, demonstrating an effective child-centred approach. They ensure there are good opportunities for free play, where children can choose to follow their own interests. Staff promote daily activities supporting children's all-round development and well-being. They actively promote the use of Welsh at the setting, contributing to children's language development and cultural awareness.

Environment — Good

The management team maintain a good safe, clean, and secure setting for children. They control entry through a locked gate, buzzer system and secure doors, so only authorised people access the premises. Staff complete good visual safety checks daily, identify and eliminate risks, and remain alert throughout the session. They monitor children's play and weigh up the benefits of activities. For example, when children move around the indoor rooms and toilet areas, staff stay ready to intervene if needed, balancing safety with opportunities for children to take reasonable risks. Managers ensure that all areas in use are well maintained and secure grant funding to increase resources. They keep risk assessments up to date and review them regularly. The managers ensure routine maintenance checks for the building are up to date.

The management team choose furniture and resources that suit the needs of children and create a welcoming environment for play and learning. The outdoor area encourages children to lead their own play; however, the outdoor play was not available on the day of inspection. Staff display children's work to foster a sense of pride and belonging. They provide a layout that support children's independence, with low-level storage, child-height coat pegs, and easily accessible sinks and toilets. Children move freely between the rooms used by the setting which helps their autonomy. The management team maintain the premises to a good standard and offer a space that provides suitable challenges, risks, and opportunities for experimentation.

The whole team ensure purposeful resources are available and continue to improve provision through grant funding. For example, storage boxes full of games for every age, units of creative resources, role-play resources, small world play and building blocks. Outdoors, children access resources which support imaginative and active play. They also ensure that children are given opportunities to celebrate their identity and community as well as learn about multicultural aspects.

Leadership & Management — Good

The management team demonstrate a clear understanding of regulatory requirements and consistently meets the National Minimum Standards. They maintain a detailed Statement of Purpose, which sets out the aims of the setting and includes arrangements for regular review. Policies and procedures are readily available for parents. However, policies and procedures do not clearly note when the review was conducted, and when the next annual review date will be. The managers keep processes up to date, including public liability insurance, children's records and contracts, and permissions for all activities. However, the medication policy is not up to date and does not include the latest advisory information regarding emergency medical advice provided by the Welsh government relating to liquid paracetamol.

The managers complete an appropriate annual quality of care review, gathering feedback from parents, carers, and children. This review identifies strengths and areas for development, and managers set clear priorities for improvement. The action plan arising from the review helps the team to focus on continuous development, ensuring the club responds to the needs of children and families.

Managers follow safe, robust, and timely recruitment processes and define roles and responsibilities clearly through job descriptions and staff rotas. They implement an effective system of staff supervision and appraisal, setting agreed targets and supporting staff development. The managers ensure there are enough qualified and experienced practitioners for the range of children attending, and they deploy staff effectively to meet children's needs. They ensure staff files are compliant with requirements, and they maintain accurate records of training. Managers encourage staff to access further training and professional development opportunities, which helps maintain high standards of care.

The management team build strong partnerships with parents and work closely with the schools where children attend from. They maintain positive relationships with the school which supports smooth transitions. Parents speak highly of the club, describing it as amazing, with children enjoying a wide range of activities and feeling happy and safe. The team value feedback from parents and children and use it to inform ongoing improvements. For example, they actively encourage both parents and children to use the comments boxes. The children's comments are regularly shared with them in discussions and active planning, ensuring the setting continues to meet the needs of children and families.

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 22 - Environment	Ensure outdoor play is accessible daily.
Standard 4 - Meeting individual needs	Ensure all children understand the need of privacy when toileting.
Standard 1 - Information	Update policies to reflect changes such the medication policy. Clearly indicate all policies with annual review dates.

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