Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sketty Kids Club

Sketty Primary School, Llwyn Mawr Close, Tycoch, Swansea, SA2 9HJ

07966529533

N/A

Date(s) of inspection visit(s):

17/07/2025

Service Information:

Operated by:	Helen Reeves
Care Type:	Out of School Care
Registered places:	42
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

Ratings:

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

Summary:

Children are happy, settled and have a good range of experiences at Sketty Kids Club. They engage in a wide variety of activities and opportunities which interest them. Children have warm relationships with staff and their social and independence skills are consistently good.

Staff are caring and consistently responsive to children's needs. They keep children safe and healthy as they understand and implement the relevant policies and procedures. Staff manage interactions successfully using positive strategies and successfully meet children's needs.

Staff provide a safe, secure and clean environment with plenty of space for children to play. They identify unnecessary risks to children and eliminate them as far as possible. The registered person ensures children access equipment, resources and materials suitable for their individual needs.

The registered person manages the service well. They strive to provide a quality service and have a clear statement of purpose which describes the vision for the service well. The registered person actively supports and challenges children and staff to do their best. They follow safe recruitment processes and ensure staff receive sufficient training and support.

Findings:

Well-being — Good

Children have a strong voice as they make their own decisions about how they spend their time at the club. They frequently approach staff to interact and invite them into their play as they know they will receive an immediate response. We heard children laughing and giggling throughout the afternoon, often joking with staff and one another.

Children arrive excitedly at the setting and feel safe and happy. They are clearly familiar with the routines as they immediately put their belongings away in the designated area when they arrive and ask staff if they can help with registration. This means children feel valued and have a strong sense of belonging. Children have built positive attachments with staff and friends, and this has a positive impact on their well-being.

Children are considerate towards their friends and use the space cooperatively. They happily chat with their friends and staff throughout the session. Children told us they enjoy being able to spend time with their friends at the club and playing games that they do not get to play at home. Children are confident and enjoy chatting with us and asking us about our roles.

Children engage in the experiences available to them successfully upon arrival to the setting. They show a natural curiosity and happily explore a variety of activities in the environment. Some children choose to play with other friends, whilst some play alone, and others play with staff. During the inspection visit, children were having a party and staff had provided different zones for the children to engage in various aspects of the celebrations. Children engage for an extended period of time in their chosen activities.

Children have good opportunities to develop their independence skills. For example, they enjoy having a ‘job’ to do and eagerly complete tasks set for them by staff. This is a real strength of the setting. Children are confident using the toilets independently and they freely use another room for various activities. They are learning skills that enable them to become more responsible for their own actions and to be independent in their own play and learning.

Care & Development — Good

Staff implement the relevant policies and procedures to ensure they keep children safe and healthy. They have completed the relevant first aid training and receive regular safeguarding training. Staff have a good understanding of the setting's safeguarding procedures and recognise the importance of reporting any concerns to those running the setting, who respond promptly and follow the appropriate processes. Staff record any incidents, accidents and pre-existing injuries in detail, and share the relevant information with parents and carers. They demonstrate good infection control through regular handwashing and cleaning all surfaces before children eat to minimise the risk of cross infection. Staff record allergies and health conditions and manage them through appropriate procedures. They carry out regular fire drills which they record appropriately.

Staff have very good relationship with children. They are kind, caring and patient and all interactions are positive and meaningful. Staff support children's social behaviour well through interactions during activities. For example, staff sit and chat with children and respond appropriately to discussions. They remind children reassuringly to be careful when playing games together because accidents can happen when they play over enthusiastically. Staff are good role models; they show genuine care and concern and ask children about their day outside of club. They implement procedures in line with their behaviour management policy and offer frequent praise and encouragement to children. Staff support children to make good choices and ensure consistency. As a result, children behave well and follow instructions from staff. When there are disagreements, staff manage these consistently by reminding the children to use *"kind words"* and to respect each other's activities.

Staff have a good knowledge of play-based learning and engage with children successfully in all the activities throughout the setting. This ensures they offer children the same opportunities. Staff promote children's development by planning and providing good play and learning experiences. They know the children well and respond to their individual needs and interests; offering a range of activities and resources which appeal to their interests. Staff encourage the children to lead their own play; experimenting and creating however they want. For example, children enjoyed moving resources to one of the playhouses to create their own den with their favourite items. Children have many opportunities to make suggestions and provide feedback as they complete questionnaires. Staff support them in this if necessary. Staff use incidental Welsh with the children to promote the Welsh language and culture.

Environment — Good

Staff ensure the indoor and outdoor environments are safe and secure as they implement the appropriate policies and procedures. The outdoor area is accessible through the setting. Younger children are accompanied to the setting by staff, whilst older children independently arrive once they have been dismissed from their classes. Staff supervise children well and ensure they communicate as a team when children move from room to room or between the indoor and outdoor environments. The different areas are hazard free and the registered person carries out appropriate risk assessments which include various activities, resources and outings. They ensure all routine safety checks are carried out for the building such as an electrical safety check and for the gas boiler. Throughout the setting, the toilet facilities are age appropriate, and staff follow effective guidelines to promote children's privacy and dignity.

Staff ensure the club is based in a friendly and welcoming environment which is inclusive and encourages children to be themselves. It is bright and well maintained, and there is plenty of space for children to move around and explore creatively. There are appropriately sized tables and chairs, which allow children to take part in activities and eat their snacks comfortably. Children independently access and retrieve resources within the environment as there is low level storage with boxes which are clearly labelled. Staff prepare the resources before the children arrive, ensuring that resources are readily available for the children to use immediately. However, children confidently ask staff for what they want if they cannot find something.

Staff ensure children have access to a wide range of good quality play and learning resources. They are sufficient in quantity which means children have a choice. Staff ensure the toys and games are clean, well-maintained and in working order. They make sure children have a variety of experiences so that they are engaged throughout their time in the session. Staff know the children well and this is reflected in the resources they provide. For example, there is a chess board which is thoroughly enjoyed by some of the children and a range of craft materials and resources that allow children to be creative and follow their own interests. The outdoor area provides ample opportunities for children to explore and engage in physical activity. Resources include several large outdoor games including dominoes, noughts and crosses and Jenga, balls, cones, bean bags, and tennis and cricket equipment. Staff actively encourage children to investigate and make use of these resources to develop their knowledge and physical well-being.

Leadership & Management — Good

The registered person manages the setting effectively and aims to raise standards and promote good outcomes for children. They focus on providing a child-led service, ensuring children are at the centre of the provision. The registered person provides parents and carers with a detailed Statement of Purpose which includes information on how the setting is run and what is provided. They have a wide range of policies and procedures which staff implement well within the setting. However, some of these are missing review dates and signatures.

The registered person has good systems in place for the evaluation of the service. They seek feedback from parents, staff and children which they use effectively to inform their quality of care review. The review reflects the strengths of the setting and considers areas they wish to develop. The registered person responds to the views of children and parents to focus on driving improvement. For example, as a result of parental feedback, they provide further communication to parents and carers on their children's time in the setting.

The registered person maintains suitable ratios of staff to children to ensure they care for children well. There are consistent practices throughout the setting and staff work well as a team. Staff tell us they are happy and feel supported in their roles. There is a strong staff ethos of teamwork, working collaboratively to ensure the best experiences and outcomes for children. Examples include sharing staff evaluation forms, team meetings and group discussions. The registered person carries out the relevant checks to ensure staff are sufficiently qualified and competent to care for the children. The registered person supports staff in their own professional development by encouraging them to complete further training opportunities to support them in their role. They carry out regular supervisions and appraisals, however these are not always formally documented.

The registered person is extremely approachable and communicates openly and honestly with parents and carers to ensure positive partnerships. They work closely with parents and carers to meet children's needs by ensuring they have all the necessary information prior to a child starting in the club. The registered person welcomes parents into the setting which means they feel included in their child's experiences. For example, when parents collect their children, they come into the setting to see what their children are doing. This also allows the children to finish what they are doing before they leave. During our inspection visit, we spoke to parents who told us the service is a lifeline for them; providing high quality care where they know their children are safe and happy. Parents and carers are more than happy with the care their children receive.

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	Ensure supervision and appraisal records reflect relevant discussions.

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)
Ensure all relevant documentation is signed and dated following review.

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