Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pitter Patter After School Club

Ysgol Gynradd Gymraeg Bryniago, James Street, Pontarddulais, Swansea, SA4 8JA

01792 883299

www.pitterpatterdaynursery.co.uk

Date(s) of inspection visit(s):

19/05/2025, 22/05/2025

Service Information:

Operated by:	Pitter Patter Day Nursery Ltd
Care Type:	Children's Day Care
Registered places:	32
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and culture, or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy, settled and enjoy their time at the club. They develop positive relationships with staff and other children. Children are confident to make choices and are familiar with the routines in place. They are enthusiastic and interested in their play and enjoy a good range of engaging opportunities.

Staff understand the club's policies and procedures and implement them consistently. They promote children's well-being and encourage healthy lifestyles. Staff manage risks and understand their responsibilities to safeguard children. They are good role models and build the confidence and self-esteem of children in their care.

Children are cared for in a safe and clean environment, with plenty of space to play. Care staff have identified unnecessary risks to children and as far as possible, eliminated them. Children have access to furniture, equipment, and a large selection of toys and materials that are appropriate and

suitable for their needs. Resources are of a suitable design, in good condition and are well maintained.

There is a strong, well organised leadership in place. They have good policies in place which they ensure is implemented in practice. People who run the setting follow safe and thorough recruitment processes to ensure there are sufficient qualified and experienced care staff for the range of children cared for.

Findings:

Well-being — Good

Children are confident communicators as their wants, moods and needs are considered. They speak openly and enjoy sharing news, opinions and information about their day with staff. For example, one child told staff that they didn't like the snack, and an alternative was offered which the child ate. Children have good opportunities to make choices about their play. They can choose where and what to play with or request specific resources, which the staff go and get.

Children are settled, happy and content in the care of the setting. Children settle quickly when arriving at the setting and any who are unsure or lack confidence are given reassurance, before going to play. Children are familiar with the routines and expectations, and this adds to their sense of belonging. For example, when it was time for snack, nearly all children went readily to wash their hands, without prompting from staff and sat at the bench waiting to be called to collect their food.

Children have good relationships with staff, interactions are warm and supportive. For instance, we saw children talking and laughing with staff whilst playing outside. They enjoy attending and chat happily with their friends throughout the session. Children from a wide age group attend the setting and older children are supportive of younger children. For example, when a younger child's bracelet fell apart, an older child went to console them and helped collect the missing beads to give them back. Children are confident and enjoy chatting with us and asking about our roles.

Children are keen to take part in the activities on offer, follow their own interests or sit and have quiet times. They actively move around the different areas of the main play area, having a range of experiences and engaging with toys and resources. Children focus for a suitable length of time for their age and stage of development. For instance, they played a plastic axe throwing game, taking turns and checking the score they had. Photographs also showed children enjoying a range of interesting activities including, den building, cooking and sensory activities.

Children are inquisitive and engaged in their play. They enjoy spending time on activities that interest them, developing their confidence and creativity. Children work together to tidy up their resources and ensure they are all returned to the correct place. They are encouraged to do as much for themselves as possible and to develop their independence. For example, children access toilets and wash their hands independently. While eating their snack, they chat together. Children told us that they love the after-school club, the staff are caring, and they listen to their views.

Care & Development — Good

Staff members implement procedures to meet children's needs and ensure their safety and well-being. The remind children about keeping safe and monitor them effectively. For example, they accompany children when they go to use the toilets situated outside the main playroom, standing outside the toilets to offer support and supervise them. Staff have a clear understanding of what to do if they have any concerns about a child's welfare or wellbeing. They clearly explained what process they would follow if they had child protection concerns. There are strong systems of reporting accidents and incidents, and staff record existing injuries. Staff demonstrate good infection control through regular handwashing and wiping tables. They have good processes in place to record allergies and health conditions and manage them through appropriate procedures. Staff ensured children's health was promoted. They provided healthy snack choices including a range of fruits and vegetables. Staff ensured children have access to drinking water, so they kept hydrated. They provide opportunities for children to be active and get fresh air, with regular access to the outdoor play area.

Staff manage interactions effectively and are positive role models for the children. They support and model politeness and listen to children with interest, and their thoughts and ideas are respected. Staff manage children's interactions well, helping the children to cooperate and learn social skills. For instance, staff sit and chat with the children, responding appropriately to discussions and answering their questions. The interactions are positive demonstrating warmth and kindness. They offer praise and encouragement throughout the session and support children who are not as confident. Staff follow the setting's behaviour management policy fully and implement consistent routines which reinforce children's understanding of the expectations of the setting.

Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Staff naturally extend the play and learning of children through chatting to them about what they are doing. For instance, while doing a jigsaw, staff supported children when they became stuck, encouraging them by asking *"can you see another piece with that on?"* Staff have a good knowledge of play-based learning and are appropriately qualified. They provide a range of activities, which appeal to the children's individual interests. They plan activities, ask children for their feedback and encourage them to give ideas of their own. Staff speak Welsh with the children throughout the session and use bilingual elements when needed. Staff give verbal feedback clearly to parents at pick up times, keeping them well informed about their children's activities. They offer activities to promote children's curiosity about the wider world and different cultures. For example, celebrating Chinese New Year or making Henna patterns on hands.

Environment — Good

People who run the setting ensure that the environment is safe, secure and that children are supervised well. All areas, indoors and outdoors, are hazard free and staff carry out thorough daily visual risk assessments. Visitors to the service are required to sign in and out at the school's main office. There are suitable risk assessments in place and evidence of annual environmental safety checks. For example, we saw evidence of Portable Appliance Testing, emergency light and fire extinguisher checks, and gas safety checks. People who run the setting ensure that regular fire drills are carried out so that staff and children know what to do in an emergency. Staff follow robust cleaning and hygiene routines which minimise the risks to children's health.

People who run the setting provide a child friendly environment. It is run from the main school hall with use of the outdoor area. The hall is bright, clean and generally well-maintained and offers a good space for children to play in. They have opportunities to play at tables, on the floor or to practice large physical skills. For example, they can complete drawing and craft at tables, there are various areas for toys, a relaxing area to watch a film, and a basketball hoop allowing children to make decisions about where they play. Children's toilets are located a short distance from the hall and are supervised by a member of staff when used. Outdoors, children have access to an attractive play area. This offers space for exercise, opportunities to take risks and overcome physical challenges.

People who run the setting provide good quality, age-appropriate resources and equipment for children who attend the setting. Inside the main playroom, there is a purposeful selection of resources and play materials including building resources, craft materials, puzzles, toys, board games and a television, all of which were well-maintained. Children are aware of the resources stored out of their reach and can ask for those. Activities and toys are available in sufficient quantity to ensure children have an interesting choice. All toys and games are kept clean, in good order and stored at children's height. Equipment and furniture are suited to the ages of children attending which supports children's independence and development. For instance, children use appropriately sized tables and chairs that provide a comfortable space for activities.

Leadership & Management — Good

People who run the setting are experienced, and passionate about the care they offer. They maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. All policies and procedures are implemented effectively and updated when required so they reflect current practice. People who run the setting are aware of their responsibility to ensure regulations are met and they consistently meet or exceed minimum standards. People who run the setting ensure all required information is kept for children and staff and is stored, well organised and managed suitably. They obtain permissions from parents for all relevant activities affecting children's care.

People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from staff, parents and children and produce a quality-of-care report annually. This is a meaningful process that seeks to drive improvement at the setting. The Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales.

People who run the setting manage the staff effectively through regular supervision and appraisal meetings. Staff files include all the correct supporting documents and checks have been carried out prior to employment, ensuring children are cared for by suitable and competent staff. People who run the setting have efficient systems to ensure all staff have a current disclosure and barring service certificates (DBS) and they undertake all mandatory training when needed. They provide regular additional training opportunities. For example, staff have attended training on motivating boys, The UN convention on the rights of the child and PREVENT duty. Staff members said they feel supported by management and were very happy working at the setting. People who run the setting ensure suitable ratios of staff to children are always maintained to ensure children are well cared for.

Partnerships with parents are very good. They are kept informed about their child's time at the setting through the app as well as verbal feedback at pick up times. Parents' feedback was very complimentary of the care their children receive, and they said that staff are approachable and friendly. The club works well with the school in which it is based and ensures there is a consistent approach to the care provided to the children.

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)
	No NMS Recommendations were identified at this inspection

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.