

Penyrheol Trecenydd Energlyn Community Council - Penyrheol



Cwm Ifor Primary School, Heol Aneurin, Caerphilly, CF83 2PG



02920852509



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Date(s) of inspection visit(s): The inspection visits for this service took place between 12/08/2025 and 14/08/2025

Service Information:

Operated by:	Penyrheol Trecenydd Energlyn Community Council
Care Type:	Children's Day Care
Registered places:	60
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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy, settled and enjoy their time at the playscheme. They feel safe and develop positive relationships with staff and other children. Children are confident to speak and share their ideas with staff who encourage them and show interest in their views. They are familiar with the routines in place and freely choose what they want to play with.

Staff understand the playschemes policies and procedures and implement them consistently. They understand their responsibilities to report concerns about children and have appropriate knowledge of the safeguarding procedures. Staff are patient, kind and caring. They provide a suitable range of planned activities based on the children's interests. They are good role models and are committed to building the confidence and self-esteem of children in their care.

The environment is secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and updating maintenance checks consistently. There is ample space for children to play freely. Staff make sure there is a suitable selection of age-appropriate activities and resources available to keep children engaged in physical and imaginative play.

Leaders are enthusiastic and manage the service effectively in line with regulations and National Minimum Standards (NMS). They complete a beneficial self-evaluation of their service and use this information to identify and make improvements. They ensure all staff have the necessary skills, and knowledge to provide good quality care to children. Staff work closely with parents in making decisions about their child's well-being and keep them up to date about their child's experiences at the setting.

Findings:



Well-being

Good

Children feel safe, happy and valued at the Playscheme. They are encouraged to express their opinions and frequently approach staff to ask for anything they want. They confidently choose and make decisions about what games they want to play with from the resources available to them. For example, some children are excited to choose from a selection of colourful beads to make necklaces while others choose to make a variety of themed medals for their friends.

Children enjoy attending the setting and chat happily with their friends and staff throughout the session. They understand and are familiar with the routines. For example, children enter the hall, put their bags in the designated areas and get their lunch bags out at snack time. They enjoy the company of other children and form friendships which help them feel content. For example, some children hold hands as they walk around the setting while others are keen to tell us what they are doing with their friends at the upcoming 'Playschemes Got Talent.'

Children develop positive, healthy relationships with their friends and are happy to seek support when needed. They are given opportunities to practice important social skills such as taking turns and sharing with their friends. For example, children line up patiently at the kitchen area to select toppings for their ice cream snack. They show respect for resources and many children help tidy up between activities. Children behave very well, are polite and enjoy receiving praise from staff for good manners and being kind and helpful.

Children enjoy their play and learning and engage happily in activities of their choice. They have the space and time to follow their interests and can choose to play alone, with other children or alongside a member of staff. We saw older children play football with their younger friends while others played a board game with a member of staff. Some children choose to ride on their bicycles in the outdoor area while others play hopscotch with a member of staff.

Children have good opportunities to develop their independence skills. For example, they wash and dry their hands independently, fill up their water bottles from the water dispenser and enthusiastically help tidy away at the end of a play session. They focus on a task for an appropriate length of time for their age and stage of development. For example, a couple of children spent a long time modelling a Chinese takeaway meal from the playdough as they asked staff to try their '*pilau rice and fortune cookies*'.



Care & Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and follow a useful set of procedures to ensure they meet their health and safety needs. For example, staff practice good infection control through regular handwashing and wiping tables. Staff recognise the importance of updating their first aid training and a suitable number of qualified first aid staff are always on duty. They record allergies and health conditions and manage them through appropriate procedures. They maintain suitable records of accidents and incidents and have a system in place to record any pre-existing injuries if needed. Staff inform us that no medication has been administered at the setting. Children bring their own packed lunches and water bottles although a light breakfast and snacks are available to purchase. Staff members have undertaken appropriate safeguarding training. They demonstrate a good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. The nominated child protection person has developed a safeguarding procedure and ensures she keeps the policy up to date and the staff understand it.

Staff are kind and caring towards the children. They are responsive and nurturing, which means children approach them with ease. Staff are polite and friendly role models. Consequently, the children behave very well and benefit from the consistent approach and mutual respect shown. We saw staff ask children about their day and chat about the children's family outside of school. Staff praise positive behaviour, which encourages children to make good choices when they are in the setting. For example, a child smiled and beamed with pride as a staff member celebrated their very kind act of making a medal for her friend saying, "*wow, you are a lovely friend and always so kind, you make us smile every day.*"

Staff plan an appropriate range of indoor activities that appeal to children's interests. This includes a daily activity and a weekly trip over the four-week summer holiday. The children were keen to tell us how much fun they had jumping into the ball pit on the recent trip to a play centre. Most staff working at the setting have childcare or teaching qualifications alongside the required mandatory training. The current level of staff who hold the appropriate play qualification does not meet the NMS recommended requirement although this did not impact on the ability of staff to meet the children's needs. Staff members use a good range of incidental Welsh.



Environment

Good

Leaders ensure the environment is safe for children as appropriate policies and procedures are implemented. The main gates to the school are locked during operational hours and the entrance door to the building is secure. All visitors to the service are required to sign in the playscheme register. There are appropriate risk assessments in place for activities and resources and basic risk assessment for the weekly planned trips. Staff said they complete detailed daily safety checks and visual risk assessments for all areas used by children. Although the building is cleaned by an external agency, staff ensure the hall area is clean and tidy when in use. Leaders ensure all routine safety checks are carried out for the building such as an electrical safety test, smoke alarm and fire safety equipment testing. Regular fire evacuation drills are also undertaken and recorded.

The indoor play areas provide plenty of space to meet the needs of the children. They have suitable spaces to relax, play and take part in a range of activities, which promote independence. For example, we saw children concentrating on craft activities and drawing on white boards for lengthy periods of time. Children can access a suitable variety of indoor resources which are of good quality and meet the needs, interests and ages of children. There is a small quantity of outdoor play equipment available which children can choose from. The outdoor space offers children a very large, grassed area surrounded by a footpath. We saw children enjoy playing football, throwing frisbees or riding bikes around the playing field. Staff explained that they normally have more outdoor resources available at the beginning of the holiday period, but these can sometimes get damaged. Leaders agreed that they would review these resources to further enhance children's play experience outdoors.

The playscheme is based in a calm and welcoming school environment which provides very good indoor and outdoor space for children to play. It is run from the main school hall, which is bright, clean and well-maintained. Children's toilets are well stocked with soap and individual drying facilities to promote an infection free environment. They are located next to the hall, and we saw children access these independently with staff supporting children if needed. Children use appropriately sized tables and chairs that provide a comfortable space for activities. The playscheme uses a display board to further children's feeling of belonging and provide parents with valuable information about the upcoming events of the week.



Leadership & Management

Good

Leaders have a good understanding of current best practice and show a commitment to continually improve the quality of the service provided to children and families. They manage the setting in line with the Regulations and NMS. Leaders have developed a suitable range of policies and procedures and make sure all staff follow them. There is a clear statement of purpose, which provides an accurate picture of how the setting runs. When areas for improvement are brought to the manager's attention, she welcomes this advice and is proactive in her approach to improve the service. Leaders ensure all required information is kept for children and staff and is stored and managed suitably.

Leaders understand the importance of having a team of confident staff and ensure all their mandatory training is up to date. Feedback from staff demonstrated that they had an appropriate understanding of the core policies and procedures in place for the playscheme. This is covered during the induction day at the setting prior to the summer playscheme commencing. Recruitment files examined demonstrate leaders understand their responsibility to ensure staff are recruited safely and have the relevant skills and experience required to care for the children. There is a clear system in place to ensure that most staff's Disclosure and Barring Service checks (DBS) are current or where this has not yet been received, staff are always supervised. Staff members said they feel supported by management and are very happy working at the setting. Leaders ensure suitable ratios of staff to children are always maintained to care for the children.

Leaders carry out an annual quality of care review of the service provided. This review includes the views of parents, children and staff and sets targets for the forthcoming year. There is a suitable complaints policy available for parents. Leaders completed and submitted the Self-Assessment of Service Statement (SASS) on time to Care Inspectorate Wales (CIW). They notify CIW of events and changes to their service as required. Leaders work in partnership with parents in order to plan for each child's individual needs and promote good outcomes for children. There are appropriate communication systems at the setting including daily verbal feedback, phone calls and a Facebook page.

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 23 - Equipment	Increase the quantity and range of equipment for outdoor and sporting activities.
Standard 7 - Opportunities for play and learning	Increase opportunities for involving children in decision making, evaluating and planning for play activities.
Standard 13 (Day Care) - Suitable Person	Ensure there are a suitable number of staff with the appropriate playwork qualification in line with NMS recommendations.
Standard 24 - Safety	Develop the risks assessments undertaken for trips and outings.

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