Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Carco

Ysgol Gymraeg Pwll Coch, Lawrenny Avenue, Cardiff, CF11 8BR

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www.clwbcarco.com

The inspection visit took place on 23/04/2026

Service Information:

Operated by:	Clwb Carco Limited
Care Type:	Children's Day Care
Registered places:	116
Main language(s):	Welsh and 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	Excellent
Environment	Excellent
Leadership & Management	Good

Summary:

Children experience exceptionally high levels of well-being in a calm, nurturing and empowering setting. They feel safe, valued and listened to, make confident choices about their play, and form strong relationships with staff and peers. A child-led approach supports independence, resilience and consistently excellent outcomes.

Staff deliver exceptionally high-quality care and support, keeping children safe, healthy and included. They embed effective safeguarding, supervision and health practices across the setting. Warm, nurturing relationships and strong knowledge of child development help children feel valued, confident and supported to reach their full potential.

Leaders provide an exceptionally safe, inclusive and stimulating environment where children feel secure and confident. Strong security, risk management and fire safety arrangements support children's wellbeing, while flexible indoor and outdoor spaces and high-quality resources promote

independence, challenge and learning through play.

Leadership and management are effective, with leaders building strong, trusting partnerships with parents, professionals and the wider community. Open communication and collaborative working support children's well-being and development. Leaders manage staff and resources well and use feedback from families and partners to inform ongoing improvement.

Findings:

Well-being — Excellent

Children's well-being is central to all aspects of the service. As a result, children are exceptionally relaxed, confident and settled, demonstrating a strong sense of belonging. They feel listened to and valued, knowing that staff will respond positively to their ideas, wishes and interests. Children make meaningful choices about how they spend their time, what they play with and where they play, and they do this with confidence and ease.

Children communicate freely and are comfortable expressing their preferences. They move freely between indoor and outdoor spaces and decide for themselves how to engage in play, whether that is being active, creative or taking time to relax quietly. Children spoke enthusiastically about activities they enjoy, including arts and crafts, toasting marshmallows, trying new foods and imaginative play with dolls. Some choose calm, focused activities indoors, accessing resources at their own pace with sensitive support from staff.

Outdoor play is a particular strength. Many children choose to spend extended periods outside, where they are given excellent opportunities to practise independence, develop confidence and explore their interests. Children are deeply engaged in challenging and exciting play, such as balancing on slack lines, building rope swings and creating dens. These experiences support children's physical skills, resilience and problem-solving, while allowing them to assess risks in a safe and supported way.

Children feel safe and secure and show a strong familiarity with the environment. They appear calm and content and clearly enjoy spending time with their friends. The relaxed atmosphere of the setting supports children to play at their own pace, follow their instincts and take ownership of their experiences.

Relationships are a significant strength. Children form warm, trusting bonds with staff who know them extremely well. Interactions are consistently positive, purposeful and respectful, and staff take time to engage meaningfully with children. Children learn to cooperate with one another, share resources and support their peers, helping to develop empathy and emotional awareness. With staff support, children manage their feelings well and show growing independence in regulating their emotions.

Children are highly self-motivated and fully involved in their play. They influence their own activities and routines and are confident in taking the lead. Children develop strong independence skills, for example by selecting resources, setting up play spaces and helping staff prepare activities. This empowering, child-led approach ensures children experience consistently excellent well-being outcomes.

Care & Development — Excellent

Staff demonstrate an excellent understanding of their roles in keeping children safe, healthy and well supported. They implement policies and procedures consistently and promote children's well-being very effectively. Staff manage risks confidently, drawing on their qualifications and ongoing Playwork training. Supervision arrangements are very strong; staff remain alert and are deployed effectively across the setting, ensuring children are consistently safeguarded.

Staff have a clear and secure understanding of safeguarding procedures. They explain confidently how to respond to concerns and know when to report issues to designated leads or external safeguarding teams. Regular training, including discussion and quizzes during staff meetings, helps ensure knowledge remains current and embedded in practice. Staff keep detailed records relating to accidents and incidents, which are signed and reviewed, enabling them to identify patterns and take appropriate action.

Children's health needs are managed exceptionally well. Staff promote good hygiene practices consistently, supporting children sensitively during routines such as handwashing and toileting. Food hygiene procedures are followed carefully, and staff responsible for preparing snacks are appropriately trained. Staff have a thorough understanding of children's individual medical needs and allergies, supported by comprehensive and up-to-date records. Effective cleaning routines are in place, with staff working flexibly to maintain high standards of cleanliness. A sufficient number of staff hold valid paediatric first aid certificates, and equipment is checked regularly.

The setting is highly inclusive, and children experience a strong sense of belonging. Staff are excellent role models and interact warmly and respectfully, demonstrating patience, kindness and genuine care. They have an excellent understanding of children's behaviour and are skilled at recognising what children are communicating through their actions and emotions. Staff anticipate when children may become anxious or over-stimulated and respond calmly and appropriately. This consistent, nurturing approach is a real strength and helps children feel safe and valued.

Staff are exceptionally knowledgeable about child development and are deeply committed to providing high-quality play and learning experiences that promote children's rights. Children access an inclusive and child-centred provision that supports independence while ensuring appropriate support is always available. Individual Play Plans (IPPs) are used effectively to identify children's needs before they start, and staff work closely with school staff and other professionals to ensure continuity and consistency. Children's progress is monitored thoughtfully, taking account of their engagement, interests and achievements.

The setting actively celebrates its Welsh identity. Staff use the Welsh language confidently and naturally in daily interactions, supporting children's communication skills, learning and sense of cultural belonging.

Environment — Excellent

Leaders provide an exceptionally safe, welcoming and well-organised environment where children feel secure, comfortable and confident to explore. The premises are clean, warm and well maintained, creating a calm and inviting atmosphere. Clear, detailed policies and procedures underpin all aspects of safety and welfare, and leaders ensure staff understand and consistently follow their responsibilities in practice.

Security arrangements are very strong. Leaders operate a robust system for accessing the premises and for the safe handover of children to parents and carers at the end of sessions. Leaders keep daily registers accurately, recording the arrival and departure of children, staff and visitors, supporting safeguarding and emergency procedures. Fire safety arrangements are well embedded. Leaders carry out fire drills regularly and review records to evaluate the effectiveness of procedures. They complete daily safety checks of the indoor and outdoor areas and maintain comprehensive risk assessments. Leaders ensure these are reviewed and updated promptly when new risks are identified, enabling children to move confidently and independently throughout the setting. They balance safety effectively with children's need to experience challenge and manage risk. As a result, children benefit from an environment that feels safe while allowing them the freedom to play and explore. This is evident in the provision of supervised risky play opportunities, such as climbing, den building and outdoor exploration, which help children develop confidence and resilience.

The environment is highly adaptable and inclusive. Leaders ensure the premises are accessible to all children and respond thoughtfully to individual needs. They plan and organise the space flexibly each session, taking account of the children attending and their interests and abilities. This responsive approach is a real strength and ensures all children can engage meaningfully in play.

Outdoor provision is particularly strong and acts as a natural extension of the indoor environment. Leaders encourage children to shape their own play spaces, supporting creativity, independence and choice. Children access a large field for running and ball games, a wooden shelter for imaginative play and den building, and wooded areas where they engage with nature. They climb trees, build dens and use equipment such as rope swings and slack lines within clear boundaries. These experiences support physical development, confidence and risk awareness, while leaders maintain appropriate oversight to keep children safe.

Leaders provide a wide range of high-quality, age-appropriate furniture, toys and equipment that are clean, well maintained and meet safety and infection-control standards. Resources are stored accessibly, enabling children to select and return items independently. Indoors, children access small-world play, games, books, puzzles, creative materials and sports equipment. Outdoors, children engage in activities that develop physical, problem-solving and collaborative skills. The environment consistently sparks curiosity and supports children's learning, play and well-being.

Leadership & Management — Good

Leadership and management of the service is strong and effective, with leaders providing consistent, inclusive direction that supports positive outcomes for children. Leaders communicate a clear vision rooted in children's rights, inclusion and high-quality, play-based provision. This vision is well understood by staff and is evident in daily practice. The Statement of Purpose is detailed, accurate and reviewed regularly, ensuring it reflects the service delivered. Leaders ensure the setting operates in line with regulations and the National Minimum Standards, maintaining clear and well-organised records and up-to-date policies that are embedded in practice.

Leaders place a strong emphasis on creating a positive ethos where both children and staff feel valued. Children's well-being is central to decision-making, and leaders set high expectations for the quality of care and play. Staff report feeling supported and motivated, which contributes positively to the quality and consistency of provision.

Self-evaluation is used well to support continuous improvement. Leaders complete a comprehensive annual Quality of Care review, drawing on feedback from children, parents, staff and professionals, as well as learning from previous inspections. They use this feedback meaningfully to inform development. For example, leaders have responded to parental feedback by increasing capacity and offering more flexible attendance options, improving access to Welsh-medium play care. Leaders also use funding strategically, successfully securing grants to enhance outdoor play spaces and invest in new and inclusive play equipment. These actions demonstrate a clear commitment to improvement and sustainability.

Leaders manage staff and resources effectively. They follow safe recruitment processes and use structured induction arrangements to ensure staff understand their roles and responsibilities. Leaders actively support professional development, particularly for young staff at the start of their careers, enabling them to gain accredited qualifications and helping to build a skilled Welsh-speaking play workforce. Despite the largely casual nature of the workforce, communication is strong through daily briefings, regular check-ins and team-building sessions.

Safeguarding practice is effective overall. Leaders reinforce staff knowledge through detailed and current in-house safeguarding training, discussions and quizzes during staff meetings. However, not all staff have completed formal safeguarding training appropriate to their role. Following the inspection, leaders have taken steps towards addressing this to ensure all safeguarding training aligns fully with role-specific expectation

Leaders operate effective supervision and appraisal systems that support staff well-being and performance. Staffing levels consistently exceed minimum ratios, enabling staff to supervise children closely while supporting independence and high-quality play. Leaders build strong partnerships with parents, professionals and the wider community. Communication with families is open and regular, and parental feedback is overwhelmingly positive. Parents cannot speak highly

enough of the service, describing the club as *“excellent”* with *“caring, friendly staff”* who know children well. They highlight that the club “*champions inclusivity and diversity*”, offering adaptable activities and opportunities for all children to socialise through the medium of Welsh, and feel safe, valued and part of the community.

Leaders also collaborate with local organisations to enhance the play offer and access additional resources, such as inclusive play projects. These partnerships significantly strengthen the quality and inclusivity of the service.

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 20 - Child protection	Ensure that all members of staff have received formal safeguarding training appropriate to their role.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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