Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clawdd Offa Bach

Ysgol Clawdd Offa, Ffordd Clawdd Offa, Prestatyn, LL19 8AZ

07702587835

The inspection visit took place on 30/09/2026

Service Information:

Operated by:	Clare Dyche
Care Type:	Children's Day Care
Registered places:	35
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children thrive within a nurturing and highly inclusive environment where they play an active role in shaping their experiences. They feel safe, secure and valued, demonstrating high levels of confidence, belonging and emotional security. Children engage enthusiastically in play and learning, demonstrate very strong social skills, and develop independence exceptionally well through meaningful opportunities to make choices, take responsibility and build practical skills.

Staff provide high-quality care and support that promotes children's safety, health, learning and development to a very high standard. They are highly skilled in managing interactions and create a nurturing environment where children feel valued and supported. Staff know children exceptionally well and use this understanding to provide rich learning experiences, promote communication and independence, and support individual needs. Effective engagement with external professionals helps ensure children with emerging needs receive timely and appropriate support.

Leaders provide a secure and welcoming environment that supports children's play, learning and development well. They make effective use of indoor and outdoor spaces and organise the environment thoughtfully, enabling children to access a variety of meaningful experiences. Leaders provide a range of resources that promote independence, exploration and creativity.

Leaders provide clear direction and manage the setting well, supporting positive outcomes for children. They demonstrate a commitment to continuous improvement through effective self-evaluation and purposeful improvement planning. Leaders support staff well and promote professional development. Strong partnerships with parents, the local school and the wider community help enrich children's experiences and support their learning and development.

Findings:

Well-being — Excellent

Children have an exceptionally strong voice within the setting and confidently express their ideas and requests, knowing they will be responded to positively. For example, when a child asks for a specific colour of paint while painting outdoors, it is provided immediately, enabling them to extend their play. Children's choices and preferences are consistently acknowledged. For instance, a child chooses not to have snack and this decision is respected, while another requests an additional drink, which is provided. Children attending the after-school club shape their experiences through consultation meetings. As a result, they have access to new board and card games purchased following their suggestions, demonstrating that their views are valued and lead to positive change.

Children show very high levels of emotional security, demonstrated by their enthusiasm and eagerness to engage. They form warm, trusting relationships with staff and confidently seek reassurance, support and affection when needed. For example, a younger child approaches a member of staff for a cuddle and quickly appears settled. Children demonstrate an exceptionally strong sense of belonging and confidence in their surroundings. They understand familiar routines and move seamlessly between activities, helping them feel safe, secure and happy.

Children demonstrate very strong social skills and consistently show consideration for the needs and interests of others. For instance, when a child asks for a soft toy, another child immediately volunteers to help fetch it and proudly gives it to their friend. Children work together successfully during play and enjoy shared play experiences. For example, two children demonstrate effective teamwork while riding a bike, with one pedalling and the other helping to propel it forward using their feet. Children engage enthusiastically in group play, sharing enjoyment and laughter. As a result, they develop strong cooperation skills and treat others with kindness and respect.

Children show excellent levels of engagement in their play and learning, displaying curiosity, creativity and enthusiasm for their chosen activities. Children demonstrate imagination as they extend activities in their own way. For instance, while exploring shaving foam and paint, they create marks on different surfaces and excitedly pretend they are tiger prints, linking their play to familiar stories. Children confidently follow their interests, sustaining concentration for extended periods and demonstrating creativity as they work together to build a train using loose parts.

Children take responsibility for tasks appropriate to their age and stage of development. They develop independence exceptionally well through thoughtfully designed routines, such as rolling snack time, where they wash their hands, serve their own snack and drinks, and clear away after themselves. Children develop practical skills, including independently taking photographs, printing them and adding them to a book with their own descriptions to record their experiences.

Care & Development — Excellent

Staff provide exceptional care that promotes children's safety, health and well-being. They follow safety procedures consistently and have a thorough understanding of their safeguarding responsibilities. Staff maintain very high standards of hygiene and infection control, following effective procedures for food preparation, nappy changing and cleaning routines. They promote healthy lifestyles successfully, ensuring children have regular opportunities for outdoor play and access to nutritious snacks and drinks. Staff have completed appropriate paediatric first aid training, enabling them to respond confidently and effectively to accidents and injuries. They maintain comprehensive accident and incident records and ensure these are acknowledged by parents, supporting clear communication and continuity of care.

Staff are highly skilled in managing interactions and create a calm, nurturing atmosphere where children feel valued and supported. They respond to children with kindness, patience and respect and are excellent role models. Through praise, encouragement and reassurance, they promote positive behaviour and emotional well-being. For example, they celebrate children's achievements enthusiastically, using phrases such as "*Da iawn*" and "*Good job*" to promote confidence and self-esteem. Staff respond sensitively to children's emotional needs, providing reassurance and comfort when needed. They support children skilfully during play, using effective distraction techniques and phrases such as "*sharing is caring*" to reinforce positive behaviour and help children develop cooperation, kindness and respect for others.

Staff have an excellent understanding of children's individual needs, interests and stages of development, enabling them to promote learning and development to a very high standard. They observe children closely to identify next steps and plan for progression. Thoughtful planning provides rich and meaningful opportunities that extend learning, build on children's experiences and support continued progress. Staff respond skilfully to children's curiosity, adapting experiences to sustain engagement and deepen learning. For instance, staff incorporate natural resources children discover outdoors, such as sticks and berries, into creative and exploratory activities. Staff provide excellent opportunities for children to develop independence through an innovative dough-making station, where children use recorded instructions and photographs created by other children to make their own dough. They support communication and language development highly effectively through purposeful modelling of vocabulary, regular singing, hand gestures and the extensive use of the Welsh language throughout daily routines, play and learning experiences. Staff broaden children's understanding of the world through meaningful opportunities to explore different countries and cultures. For example, children visit local shops to purchase foods from the country they are learning about before enjoying them at snack time. Staff extend this learning through planned activities linked to the country. They work closely with parents to identify and support emerging needs and proactively seek support from external professionals when required.

Environment — Good

Leaders provide a secure and well-maintained environment where children can play and learn confidently. Effective systems are in place to manage access to the premises, including visitor sign-in procedures. Leaders maintain a range of risk assessments to help identify and minimise risks to children. However, risk assessment processes do not always identify and record all potential environmental risks promptly. Appropriate arrangements are in place for regular safety checks, including fire safety and electrical testing. Leaders carry out regular fire drills and have clear emergency procedures to help children and staff understand what to do in the event of an emergency. However, opportunities for all children to participate in regular fire evacuation drills are not yet fully embedded.

Leaders provide a suitable environment that meets children's needs well. They make effective use of the available space and provide facilities that promote children's independence, including child-friendly toileting and handwashing facilities. Leaders ensure younger children can move freely between indoor and outdoor areas and access a variety of experiences that support their play, learning and development. They make effective use of a larger shared yard, which provides valuable opportunities for physical activity and managed risk-taking. In addition, younger children access a separate outdoor area with a purpose-built cabin, where they benefit from opportunities for exploration, curiosity and discovery. Leaders further enhance outdoor experiences through a shared woodland area, providing additional opportunities for play and learning in the natural environment. They provide after school care in a large school hall and make effective use of the school field and climbing apparatus. Leaders organise the environment thoughtfully and display children's work and photographs throughout the setting, celebrating their achievements, promoting a sense of belonging and helping to create a welcoming, child-centred environment.

Leaders provide a range of quality resources and equipment that support children's play, learning and development. Resources are organised thoughtfully and stored at child-friendly heights, enabling children to make independent choices and access materials without adult support. Leaders provide a variety of authentic, natural and open-ended resources that encourage children to explore, investigate and use their imagination. For example, real-life items such as teapots, telephones and laptops within the role-play area help children make meaningful connections to everyday experiences. Leaders promote diversity and inclusion through a range of resources and have taken steps to strengthen these. They recognise the importance of continuing to develop resources that reflect Wales, Welsh culture and the local community.

Leadership & Management — Good

Leaders have a clear vision for the setting and ensure regulatory requirements are met. They maintain a statement of purpose that accurately reflects the setting and provides parents with sufficient information to make informed decisions about their child's care. Leaders have developed a range of policies and procedures to support the day-to-day running of the setting and review these regularly. However, not all policies are fully up to date, accurately reflect current practice, or align with relevant guidance.

Leaders evaluate the quality of the setting effectively and demonstrate a commitment to continuous improvement. They gather the views of children, parents and external professionals and use this information to identify strengths and areas for development. Leaders produce a detailed quality of care review report that supports purposeful improvement planning and helps drive positive outcomes for children. The review identifies priorities for development and planned actions, including strengthening opportunities for risky play outdoors and further developing partnerships with parents. This supports ongoing improvement across the setting.

Leaders manage staff effectively to support the smooth running of the setting. They follow safe recruitment procedures, ensuring staff are suitably qualified and that all required pre-employment checks are completed before they begin working with children. Leaders ensure staff receive regular supervision and annual appraisals that encourage reflection, celebrate strengths and identify opportunities for further development. Leaders place a strong emphasis on professional development and provide access to a range of training opportunities, helping staff enhance their knowledge, skills and confidence. As a result, staff are well supported to develop their practice, and children benefit from high-quality care and positive experiences. Staff speak positively about the support they receive and value the strong team ethos and collaborative working relationships that contribute to a positive working environment.

Leaders have established strong partnerships with parents, the local school and the wider community. Parents speak very positively about the setting, describing staff as kind, approachable and supportive and highlighting the effective communication that helps them feel informed and reassured about the care their children receive. Leaders work closely with the local school to promote continuity and support children's learning and development. They make good use of community links to enrich children's experiences. For example, children visit local shops, beaches, castles and nature reserves, helping them develop a connection to their local area. Leaders arrange visitors to the setting, such as a community police officer, trainee midwife and wildlife specialists, further enhancing children's learning and broadening their understanding of the wider community.

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 24 - Safety	Review risk assessment processes to ensure all environmental risks are identified, recorded and monitored appropriately.

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 children who attend the setting have regular opportunities to participate in fire evacuation drills.
Review and update policies to ensure they are current, accurately reflect practice and align with relevant guidance.

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