Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Bwthyn Bach

Ysgol Yr Esgob, Lon Yr Ysgol, Caerwys, Mold, CH7 5AD

07895580302

https://yr-esgob.bcf.cymru

The inspection visit took place on 22/05/2026

Service Information:

Operated by:	Clwb Bwthyn Bach
Care Type:	Children's Day Care
Registered places:	27
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 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 and enjoy their play and have free choice of the activities available to them. All children make choices confidently and communicate their needs well to staff and each other. They know their opinions and interests are respected and responded to warmly by the staff. Children move freely between different activities and often include staff whilst playing.

Staff encourage healthy lifestyles, and promote children's safety and well-being successfully. They provide children with healthy food and drink at snack time considering any allergies. Children bring their own lunch boxes and sit together to eat. Staff provide good opportunities to play outside. They listen to children and attend to their needs with care and kindness.

The environment is exceptionally clean and welcoming for children. Leaders review and update formal risk assessments regularly, and daily checks in the environment are completed to ensure that everything is safe. Age-appropriate furniture and resources are of good quality and well

maintained. The spaces are organised and equipped indoors and outside to meet the needs of children successfully.

Leaders are experienced and committed to making improvements. Staff work towards a shared vision and roles and responsibilities are defined. Leaders understand the National Minimum Standards and their regulatory responsibilities and maintain records effectively. Partnerships are successful and there are good relationships with parents and the school which benefit both the children and their families.

Findings:

Well-being — Good

Children have free choice of the activities available to them. All children make choices confidently and communicate their needs well to staff and each other. They know their opinions and interests are respected and responded to warmly by the staff. Children move freely between different activities and often include staff in their play taking their hands. They have good opportunities to make choices and decisions about their play and learning, for example they choose where to play and which friends they want to sit beside for lunch.

Children are happy and settled and have positive relationships with all staff from whom they seek comfort and support. Children understand and follow the routines of the day, for example sitting on the mat before lunch. They move independently around the environment knowing they can help themselves to favourite toys and resources. This results in a purposeful yet calm and relaxed atmosphere for playing and learning.

Children interact well and older children are making good friendships and developing an understanding of what is right and wrong. Younger children are given encouragement and praise for playing with each other and sharing their toys and resources. Children are thanked for helping to tidy up. They have built positive relationships which creates an atmosphere where children feel safe and valued. Children are keen to see what their friends are doing. With a few gentle reminders, children follow instructions well and show pride when they are praised.

Children are active and busy and enjoy their play and various activities. All children actively participate and enjoy themselves finding interesting things to do. During carpet sessions, children happily join in singing and naming colours and numbers. We saw lots of imaginative play outside in the mud kitchen and playhouse. They take turns shaking the tambourine enthusiastically that denotes tidy up time.

Children are learning skills to develop their independence. They can play on the school field and play on large pieces of equipment which enables the children to gain skills such as balancing and climbing. They develop their independence. For example, children are encouraged to do things for themselves such as pouring their own drinks and visiting the bathroom to wash their hands.

Care & Development — Good

Staff encourage healthy lifestyles, and promote children's safety and well-being successfully. They provide children with healthy food and drink at snack time considering any allergies. Children bring their own lunch boxes and sit together to eat. Staff provide good opportunities to play outside. They listen to children and attend to their needs with care and kindness. Staff follow appropriate cleaning and hygiene routines and wear protective gloves and aprons when needed. Staff encourage children to learn about their personal hygiene, for example washing hands after outdoor play and before eating. Staff complete accident and incident records appropriately and know the importance of sharing these with parents. Staff complete attendance records, understand their responsibilities to report safeguarding concerns and are familiar with the setting's policy. Staff have attended the required safeguarding training and undertaken paediatric first aid training.

Staff provide children with regular praise for their efforts which fosters a positive and encouraging environment. Staff sit with the children and talk about homes and families, encouraging social interactions. They implement consistent positive behaviour strategies effectively, using calm tones, distractions and gentle reminders in different situations. They demonstrate clear understanding of children's emotional needs. Staff nurture the children and respond with sensitivity and give gentle explanations such as why it is important to take turns. They speak to children with respect, and praise children's efforts which creates an encouraging environment.

Staff are well qualified in childcare and play work. All staff enjoy the team feeling at the setting, feel supported in their role by colleagues and are good role models for the children. They make the most of learning opportunities and understand how to support children's emotional well-being and development. They plan a few adult-led activities and are starting to track children's progress successfully using illustrated journals which are shared with parents. Families are updated daily so they are aware of what is happening in the setting. Staff support children's well-being successfully and provide a range of activities that meet their interests well. Staff understand Additional Learning Needs and children who need extra help. They work with parents and specialist services to provide support, and this ensures all children are happy, settled and make good progress.

Environment — Good

Leaders follow effective procedures to ensure the environment is safe for children. The environment is exceptionally clean and well maintained. Entrances are kept locked, and visitors are recorded appropriately. The outdoor area is secure, and daily checks are completed to ensure the area is safe before the children use it. Fire drills are undertaken regularly, with a clear procedure in place. A lock down process is practiced along with measures to bring children back inside in case of an emergency outside to keep children safe. Leaders complete effective written risk assessments and review these frequently to ensure they remain current. Staff carry out daily cleaning schedules to keep the environment safe from germs.

Leaders ensure the rooms are attractive with premises beautifully decorated in natural tones which helps create a peaceful space. Areas are organised appropriately and facilitate children's play and learning well. The play space is filled with plenty of natural light and is welcoming to children. There are a few pieces of children's artwork which give a sense of pride and achievement along with items that celebrate Welsh heritage or diversity. There is plenty of space for children to play and to have a clearly defined home corner and quiet area for reading, or relaxing. There are a suitable number of toilets and wash basins for children, and furniture is age appropriate and in excellent condition. The play space indoors and out as well as the field ensure children can move around freely and play a variety of games. Resources are labelled and coat pegs are located at the children's height which encourages independence and a sense of belonging.

Resources are kept in boxes and rotated monthly, so they remain fresh for the children. They benefit from continuous access which helps them to independently follow their own interests. Areas in the outdoors are readily resourced and offer a wide range of play opportunities. Children help themselves to items to support and develop their play and staff understand the benefits of outdoor learning and include real life objects as well as a range of recycled resources for the children's learning. Children are given opportunities to develop gross and fine motor skills during activities and leaders ensure they provide children with a good range of resources and activities that encourage exploration and the development of skills. For example, the role-play in the house develops children's social and imaginative play. The setting is developing the use of open-ended resources which encourages children to problem solve and invent their own play ideas. Leaders provide culturally diverse resources such as books, dolls and foods from different countries.

Leadership & Management — Good

Leaders are experienced and the statement of purpose reflects the setting. Staff work towards a shared vision and roles and responsibilities are defined. Leaders understand the National Minimum Standards and their regulatory responsibilities. There is a statement of purpose and relevant information about the setting which reflects current practice and Welsh Government guidance and regulations well.

Leaders complete their annual quality of care review appropriately, including gathering viewpoints from parents, children and staff. They use these to reflect on the setting's strengths and areas for development and set targets for future improvements. Leaders have beneficial links with a range of professional groups which helps support and develop their practice. Since the inspection we have been advised in writing that leaders have completed all the recommendations from the inspection which were regarding small amendments to documentation and recording snack. This means the setting is proactive in making swift changes to improve the provision and benefit the children and their families.

Leaders manage staff well and they enjoy working at the setting and feel supported. They ensure staff are deployed to meet children's needs successfully. Leaders have recently implemented new systems of supervision and annual appraisals to encourage staff to be reflective of their practice. Staff attend mandatory training and other courses which ensure they are up to date with the latest practice and extend their knowledge and skills to benefit the children. Leaders chat informally every day to discuss the provision, which ensures relevant information is shared effectively. They communicate well with each other to ensure children are appropriately supervised.

Leaders have developed positive relationships with parents and carers. They share the children's achievements with parents when they come to collect them. There is a good working relationship with the school next door with whom the setting shares a large outdoor playing field.

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

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