Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Stay & Play St Andrews

St. Andrews Primary School, Jenkins Street, Newport, NP19 0GR

07835307402

The inspection visit took place on 08/07/2026

Service Information:

Operated by:	Nicola ANDERSON
Care Type:	Children's Day Care
Registered places:	20
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 have plenty of opportunities to make choices. They are happy and relaxed and quickly settle to play. Children enjoy playing with friends at the setting and have good relationships with staff. They are interested in their play and learning and have good opportunities to increase their independence.

Staff keep children safe, promote health and hygiene and maintain records. Staff build warm, respectful relationships and manage behaviour positively. They know children very well and are sensitive to their individual needs. Staff support child-led play, respond to interests, and use incidental Welsh naturally throughout sessions.

Staff carry out regular checks to keep the environment safe. They set up and pack away a wide range of activities daily. Leaders provide a clean, welcoming indoor space and access to outdoor play. Staff ensure a wide range of activities and resources are provided for children. They organise resources, promote the club's identity and manage storage and records securely.

Leaders are committed to providing an inclusive after-school club where children feel happy, safe and valued. They have addressed previous non-compliance, meet regulatory requirements, maintain effective communication with CIW and ensure robust record-keeping. Leaders carry out self-evaluation, maintain staff recruitment and development processes and build positive partnerships with parents.

Findings:

Well-being — Good

Children have a good range of opportunities to make choices about how they spend their time at the setting. They choose freely from the activities and resources available to them and confidently request additional resources when needed. Children decide when they would like to eat and choose from a selection of nutritious food and drinks provided, or from their own packed snacks. They express themselves confidently and have a clear voice within the setting. For example, children enthusiastically communicate their ideas when asked for suggestions for future activities and resources.

Children arrive settled and happy from school. They are relaxed and comfortable in the care of the staff. Children who find transitions difficult are supported with routines that suit them individually. Children are very familiar with the routines and layout of resources. On arrival, they quickly and calmly engage in activities of their choosing. For instance, once they have put their bags down, some children immediately choose to help themselves to snack, others work together at the construction table to build models and others settle to play board games together.

Children interact positively with one another, sharing resources, taking turns and working cooperatively. They maintain friendships from school and form new relationships as they mix with children of different ages and classes. Children of varying ages play happily alongside and with each other. They have fun and we saw them laughing and smiling both as they played together and while laughing and joking with staff. We saw that children are encouraged to be kind and thoughtful towards others within the setting and are developing sensitivity to other children's needs.

Children show enthusiasm for their play and learning and engage in activities with confidence. They make independent choices and follow their own interests using the suitable range of resources available each day. Children demonstrate good levels of focus, maintaining their involvement in activities such as board and card games, arts and crafts and imaginative play. For example, we observed children deeply engaged in a construction activity, persisting as they attempted to build a complex structure following instructions.

Children are supported effectively to develop their independence. They confidently pour their own drinks, choose snacks, and clear up after themselves. They use the toilet independently and wash their hands. When support is required, children approach staff with ease and confidence.

Care & Development — Good

Staff have a good understanding of their roles and responsibility to keep children safe during the day to day running of the setting. They implement procedures effectively to meet children's needs and ensure their general safety and well-being. Staff keep registers of children's attendance, ensuring that exact times of arrival and departure are recorded. They promote health and hygiene. For example, they encourage children to wash their hands before eating, and when weather allows, encourage outdoor play, giving children the benefit of exercise and fresh air. Staff have a good understanding of children's varying needs, and clear information regarding any food allergies is readily available to staff to ensure snack time is safely managed. All staff have up to date paediatric first aid training and safeguarding training. They have a good understanding of safeguarding issues and the setting's policies and procedures. Staff keep records of accidents, incidents and pre-existing injuries and have developed a system for documenting, filing and monitoring records to ensure a suitable standard of record keeping is always maintained. However, when an incident occurs involving two children, they do not always fill out a separate form for each child.

Staff interact in a kind, caring and respectful way. They are good role models and take time to listen to and get to know children. Staff have fun with children and celebrate their achievements in games, arts and play. Staff generally manage behaviour well in the daily running of the setting. They use gentle tones, distraction, and praise for children's efforts and achievements.

Staff support children's play and learning effectively through regular conversations, building on what children are doing and saying. Staff use incidental Welsh appropriately throughout the session, supporting children's awareness of the language. While staff plan some adult-led activities during the week, they remain flexible and respond to children's choices, allowing them to lead their own play and supporting children to follow their own interests when they choose to explore something different. Staff know children very well and understand their individual needs, interests and preferences. Leaders ensure staff have access to good quality information about children's additional support needs, including effective strategies and resources. As a result, children receive consistent and safe care from all staff.

Environment — Good

The setting operates from the school canteen. Leaders ensure the building is secure from unauthorised entry. However, the design of the fire doors means there is a risk children could leave the building independently and access the road through the school gate. Leaders have strengthened practice and updated risk assessments to better safeguard children and reduce identified risks. However, the situation needs regular reviewing to ensure measures remain effective. Staff complete thorough daily checks before each session to ensure the environment is clean, safe and suitable for children's use. Leaders have up to date gas and electrical safety certificates from the school on file. They have created systems to ensure they continue to be assured of the safety of the building by requesting copies of new certificates when they are due.

The room is bright and welcoming, with good natural light throughout the day and effective artificial lighting during darker periods. Children have access to an integral toilet block, which has recently been refurbished. This contains one accessible toilet and handwashing facilities that support children to manage their personal needs independently. An additional toilet is available in a nearby building; staff accompany children when using this facility. Leaders have recently updated their risk assessments to reflect this change and have introduced walkie talkies to the setting to support staff communication and general safety. The canteen is warm and provides a comfortable environment with enough space for children to take part in range of activities safely. The tables and chairs allow children to engage comfortably in a range of table-based games and activities without overcrowding. There is also space for a small amount of floor-based play with toys. When weather and daylight allow, children access the outdoor area in the school's multi-use games area adjacent to the canteen.

Leaders ensure the environment reflects the identity of the out of school club. For example, they display information for parents using a portable notice board during sessions. They also display club rules, welcome posters and behaviour rules on cupboards alongside children's artwork. These displays help children to feel a sense of belonging and clearly distinguish the club from the school day. A wide range of toys, games and resources is available, and leaders make every effort to ensure children can all find activities that interest them. Leaders and staff have access to storage within the canteen, which enables them to keep a good supply of resources easily accessible. Children can access the resources that staff set out for each session, and staff rotate resources regularly to maintain children's interest. Leaders store records securely in a lockable cupboard.

Leadership & Management — Good

Leaders are committed to providing an inclusive after-school club which serves the families who attend the school and where all children feel happy, safe and valued. They have worked hard to make significant improvements at the setting to ensure they meet all regulatory requirements. Leaders have satisfactorily addressed all areas of previous non-compliance. They communicate well with Care Inspectorate Wales (CIW) and understand their responsibilities regarding notifications. They make the required notifications regarding significant events, changes in staffing arrangements and amendments to the statement of purpose. Leaders complete required self-assessments and use them to review and improve the quality of the service. There are suitable policies and procedures in place, many of which have been recently reviewed. Leaders maintain good oversight of the setting and ensure record keeping is effective.

Leaders carry out satisfactory self-evaluation. They obtain feedback from staff, and from parents and children through questionnaires. They use this information, CIW reports, and their own observations to produce a quality of care report that supports ongoing improvements to the service.

Leaders undertake relevant checks to ensure staff are suitable to work with children and ensure that staff's Disclosure and Barring Service (DBS) checks are current. They ensure that staff files are up to date and contain all the necessary information. Leaders have established a regular system for supervision and appraisal to support staff in their roles. They are developing the systems to enhance their usefulness as a tool to support staff to develop in their roles. Leaders use a variety of systems to ensure the staff team communicate together effectively and offer consistent care. For example, a logbook is used to update staff on various aspects of each session, including what went well, any challenges encountered, and other relevant information.

Leaders have established positive relationships with parents who value the onsite afterschool care for their children. Feedback from parents showed how they value the warm and caring ethos of the setting and the commitment to meeting a wide range of children's needs.

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 18 - Quality assurance	Ensure staff supervisions and appraisals support them to develop, strengthens practice at the setting and addresses improvements identified in the Quality of care Review.
Standard 24 - Safety	Regularly review the arrangements for managing the risks posed by the fire doors to ensure the environment continues to be managed safely.
Standard 5 - Records	Ensure individual record forms are filled out for each child involved in an incident.
Standard 24 - Safety	Ensure up to date copies of gas and electrical safety certificates are kept on file.

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)
Improve the effectiveness of supervision and appraisal records by including specific actions rather than general statements.

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