Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Cynnwr Ltd (After School Club)

Llangunnor CP School, Penymorfa Lane, Carmarthen, SA31 2NN

01267237841

The inspection visit took place on 18/05/2026

Service Information:

Operated by:	Clwb Cynnwr Cyf
Care Type:	Children's Day Care
Registered places:	45
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children feel confident, valued and safe, with good opportunities to make choices and influence their experiences. They enjoy a wide range of engaging activities and interact positively with others. Children show good independence, managing routines and play confidently. They benefit from a nurturing environment that supports their well-being and development.

Staff support children's safety, health and well-being effectively through good supervision, clear routines and secure safeguarding practice. They provide warm, positive interactions help children feel settled and promote good behaviour. Staff offer a range of play opportunities that support children's development. Records are well managed.

Leaders provide a safe, welcoming and well-organised environment where children move freely and access resources independently. A good range of clean, well-maintained resources supports play and development, including outdoor opportunities.

Leaders manage the setting well, creating a supportive and organised environment for children,

staff and families. They work closely with parents and the school, who speak highly of the setting. Leaders show a clear commitment to improvement, with some systems continuing to develop to further strengthen practice and support staff.

Findings:

Well-being — Good

Children have a strong voice and feel able to make meaningful choices about their play and experiences. They confidently choose what they would like to do, selecting from activities such as playing pool, creative painting, sand play, building with magnetic tiles, and construction play. Children decide who they play with and how their games are organised. For example, three children playing pool negotiated turn-taking independently, with one commenting, *"oooooh 2 shot i fi"*, demonstrating enjoyment, confidence and ownership of their play. Children also influence the running of the club through a representative who gathers their views. This is then fed back to the leaders and used to buy or plan certain activities, showing that children feel listened to and that their views lead to action.

Children feel happy, safe and valued at the setting. They arrive settled from school and follow familiar routines, such as washing their hands and having snack, which helps them feel secure and understand expectations. Children are relaxed in their environment and approach adults confidently, including visitors, demonstrating that they feel safe. They speak positively about staff, and interactions are warm and responsive. Children spoke openly with us, asking questions about the visit and sharing that they enjoy *"playing football outside"* and spending time with friends, indicating they feel confident to express themselves.

Children interact very well and experience positive, respectful relationships with each other. They cooperate, share and play together harmoniously. For example, children worked collaboratively to build structures using magnetic tiles, sharing ideas and adapting their play together. During imaginative play, children negotiated roles naturally, with one child commenting, *"you've got two babies and I've only got one"*, while continuing to play together. Children also demonstrate confidence in managing minor disagreements. For instance, when a child protected their work by saying, *"fi sydd wedi neud rheina"*, the group adapted their play and continued together constructively. This shows children are developing strong social skills, including negotiation, respect and problem-solving. Children consistently demonstrate positive behaviour throughout the session.

Children enjoy a wide range of play experiences and are motivated and engaged. They show enthusiasm, creativity and imagination in their play. For example, children proudly shared their artwork, demonstrating imaginative thinking and a strong sense of pride in their achievements. Children also engage in exploratory play, such as balancing magnetic tiles on a moving car, showing curiosity and problem-solving skills. They told us they particularly enjoy activities such as outdoor play and magnetic darts, highlighting that their experiences are enjoyable and meaningful to them.

Children develop independence and confidence through their daily experiences. Children manage parts of the routine themselves, including choosing their snack. They understand that drinking water is available to them throughout the session and confidently access it when needed.

Care & Development — Good

Staff promote children's safety and health effectively. They remind children to follow appropriate hygiene routines, such as washing their hands on arrival, reducing the risk of infection. Staff provide suitable snacks and ensure individual dietary needs are met consistently, for example providing gluten-free alternatives where required. They consistently maintain appropriate staff-to-child ratios and provide effective supervision of children. Staff demonstrate a good understanding of safeguarding procedures and their responsibilities. They complete accident and incident records appropriately and share these with parents. These arrangements support children's safety and ensure appropriate action is taken when required.

Staff manage interactions very well. They communicate in a calm, respectful and friendly manner, creating a positive atmosphere where children feel comfortable and valued. Staff use praise and encouragement effectively to promote positive behaviour, and children respond well, becoming confident, cooperative and engaged. Staff show a genuine interest in the children's lives, for example through conversations about their interests and experiences. This helps children feel recognised and supports their emotional well-being and sense of belonging.

Staff promote children's play, learning and development effectively. They provide a good range of resources that support different areas of development, including creativity, physical play and problem-solving. Staff offer free play opportunities that reflect the children's interests, such as pushchairs and dolls for the younger children. Staff know children and their families well and use this knowledge to provide appropriate support. This ensures children's individual needs are recognised and met, and that they feel settled within the setting. Staff promote children's learning through play, for example by encouraging counting during games such as darts, supporting children to develop skills while maintaining enjoyment.

Environment — Good

Leaders ensure the environment is safe and suitable for children. They have systems in place for signing in at the main school entrance, along with a visitors' book at the club. Leaders ensure parents can safely collect their children using a separate entrance at the end of the session. They implement systems such as risk assessments and fire drills to support safety. However, risk assessments are not consistently dated. Leaders confirmed this has now been addressed.

The environment is welcoming, clean and organised effectively. The setting operates from a bright, well-maintained school hall, which provides a large space for children to play. Leaders, with the support of staff, ensure the environment is organised so children can move freely between activities, supporting their choices and preferences. Toilet facilities are nearby and children access them independently with appropriate supervision. The setting has access to a large outdoor area and is used weather permitting.

Leaders ensure that resources are accessible and stored appropriately, enabling children to make decisions about their play. They display children's work, reflecting children's involvement in the environment and supporting their sense of belonging and inclusion. Leaders provide a good range of suitable, clean and well-maintained resources which are replenished and re-stocked often. These include construction materials, creative tools and physical equipment, which support a broad range of play experiences and promote children's development.

Leadership & Management — Good

Leadership is effective and creates a positive, well-organised setting. Leaders have a clear vision and manage the setting effectively. They ensure policies and procedures are in place, regularly reviewed and reflect current guidance. Leaders ensure staff are familiar with these and apply them consistently in practice. They make sure records are well organised and stored securely, supporting confidentiality and effective management.

Leaders gather feedback from parents and children and use this to inform improvements. They demonstrate a clear commitment to continuous improvement, for example through introducing new resources and activities to enhance children's experiences. Leaders have systems in place to support self-evaluation, including a quality of care review report. However, the report does not demonstrate how feedback is analysed or used to inform improvements, limiting leaders' ability to evidence impact and support effective planning.

Leaders support staff appropriately. They ensure recruitment processes are robust, including Disclosure and Barring Service (DBS) checks. Leaders ensure staff access relevant training, including safeguarding and first aid, to support safe practice. They give all staff opportunities for discussion during annual appraisals. However, supervision is not consistently undertaken for all staff, which limits opportunities for reflection, support and professional development.

Leaders develop strong partnerships that have a positive impact on children's experiences. They maintain close links with the school, supporting continuity of care and helping children feel settled. Parents consistently express high levels of satisfaction with the setting and value the care and support provided. They describe the setting as *"amazing"* and a *"caring and very nurturing environment"*, with one parent noting their child *"loves attending every session"*. Parents highlight the quality of relationships with staff, describing them as *"friendly and approachable"* and emphasising that children are well cared for and ask to attend, even when they are not due in.

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 13 (Day Care) - Suitable Person	Ensure all staff members have one to one opportunities for supervisions and these are recorded.
Standard 18 - Quality assurance	Further develop the quality of the care report so that it comprehensively captures all relevant information required to evaluate the success of the service.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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