Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Parkland Primary After School Club

Sketty Park Drive, Sketty Park, Sketty, Swansea, SA2 8NG

01792205462

The inspection visit took place on 02/07/2026

Service Information:

Operated by:	Parkland Primary School Governing Body
Care Type:	Children's Day Care
Registered places:	100
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, settled and feel at home at the setting. They confidently make choices about their play, engage positively with those around them and have developed good relationships with other children and staff. Children relax and spend age-appropriate amounts of time undertaking activities. They enjoy sharing their play with others and their individual needs are supported.

Staff work positively to ensure children enjoy their time at the setting. They implement the setting's policies and procedures, promoting safety and healthy lifestyles. Staff understand their roles and responsibilities and consistently implement positive behaviour management strategies. They provide appropriate activities for children to explore and support their individual choices.

Leaders and staff provide a safe, welcoming and open environment for children to explore safely. They ensure children access the outdoor space daily and staff understand risks, working positively to monitor and deal with hazards when they arise. Leaders ensure regular safety checks are undertaken and provide suitable toys, furniture and equipment.

Leaders work positively to maintain and develop the setting. They ensure staff are suitable and have a range of documents and policies which support the smooth running of the setting. However, some improvements are required to ensure that the setting is fully compliant. Leaders have developed positive relationships with parents and the school.

Findings:

Well-being — Good

Children enjoy their time at Parkland Primary After School Club. They are confident communicators as they know their wants and requests will be considered and responded to. For example, when children wanted to play a board game, they found that the dice was missing, staff responded to this by helping look and then supplying the children with new dice to use. Children have good opportunities to make choices and decisions about their play. They can choose from the toys and resources put out for them or make requests for additional resources. Children move around freely, following their interests and choosing whether to play indoors or outdoors.

Children cope well with the transition to and from after school club as there is a consistent routine in place. They arrive calmly, place their belongings to the side, wait to be registered before having freedom to choose where and what they want to play with. When leaving children know to collect their belongings and accompany staff to the door to be released to their parent/carer. Children are settled and show familiarity with the routines of the setting. For instance, when staff announced that they were going outdoors, children calmly lined up by the door, ready to follow the staff outside.

Interactions between children and adults are consistently good. Children talk freely and express themselves and their needs. They enjoy sharing their news and stories with staff and have good natured humour with them. For instance, a staff member reminded a child about a ‘red card’ they had given them during playtime earlier in the day. The child smiled and laughed as they explained to the staff it was given due to the staff member encroaching on the field of play. Children interact positively with each other, supporting each other during activities or chatting about their play. For example, while creating a banner for after school club, children shared resources and helped each other with ideas.

Children are enthusiastic and interested in their play and learning. They confidently choose where they want to play and are engaged for a good amount of time in their chosen activity. Children can choose to relax and have quiet times and there are regular opportunities for children to play outdoors. They enjoy sharing their ideas and activities with others around them and ask staff to join in with their play. For instance, children shared their online world with others to cooperatively build or they would ask staff to play board games. They thoroughly enjoy sharing their achievements with staff. Children have freedom to safely explore their environment.

Children develop and learn well at the setting. They can initiate their own play and influence the activities with support offered by staff. For instance, a group of children developed their own game, making their own rules to follow and being supported by staff to review the rules to ensure it was fair. Children have some good opportunities to develop their independence skills, enabling them to do things for themselves successfully.

Care & Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They have a clear understanding of their daily roles and responsibilities and consistently implement them. For example, during club, staff are assigned to different areas with one staff member floating, monitoring areas and organising when it is time for children to leave. Staff have a very good understanding of their responsibilities to protect children. They confidently answered how they would deal with a child protection concern. Staff complete a range of records including accident and medication forms appropriately and ensure these are shared with parents. They have a clear system to record children's attendance, successfully using a specific key to show when children are arriving later from an extra-curricular club or if they have been picked up directly from school and will not be attending. However, they do not consistently record the times of children's arrival. Staff implement appropriate cleaning and hygiene practices. There are suitable systems for reporting both accidents and the administration of prescription medicine.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, staff used "*da iawn*" (very good), "*we were brilliant*" and "*high five*". They interact cheerfully with children, demonstrating warmth and kindness. Staff have developed positive relationships with the children. They are consistently responsive; they listen and respect children's views. Staff are sensitive to the needs and experiences of individual children. They engage in children's play and activities and respond to their requests to join them. Staff always act as good role models. For instance, they check in with children and each other throughout the sessions, share messages and show respect towards one and other.

Staff provide an appropriate range of play and learning activities. They place a selection of toys and resources on tables, on the floor and offer an opportunity for children to go outdoors. These ensure there are a range of activities, which appeal to the children's individual interests and are suitable for the varying ages and stages of development. Staff encourage and support children's choices, allowing them to have opportunities to explore indoors, following their own interests. They support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties. Staff use some incidental Welsh with children.

Environment — Good

Leaders have developed effective measures and policies to ensure everyone understands their responsibilities in relation to the safety and welfare of children. Staff are fully aware of their roles and implement these consistently. Leaders ensure the environment is safe, secure, and well maintained. Staff carry out weekly safety checks and leaders ensure annual safety checks are complete. For example, there are Portable Appliance checks, gas safety checks and firefighting checks undertaken. Staff carry out regular fire drills and record these appropriately. However, they carry out practices at similar times of the day. Leaders ensure staff supervise children well. Staff understand and assess the difference between acceptable and unacceptable risk and the benefits for the age group of children they are working with. Leaders complete satisfactory general and fire risk assessments, which are reviewed and acted upon.

Leaders ensure the environment has extensive indoor play space for children to move freely and explore. Children can access a large hall with plenty of space for play. The main hall is divided into sections providing different areas for children to use. For example, there are tables for drawing and craft, various areas to play with toys, and a space to play on the floor, allowing children to make decisions about where they play and what they do. These facilities help enhance children's development and nurture their interests. The setting has also created a smaller sensory room for children to access. Leaders provide an ample outdoor play space which is used as often as possible. This provides children opportunities to develop their physical play and explore the outdoors. Leaders organise the environment well so that it provides a good range of play opportunities suitable for the age ranges cared for. The club uses a display board to further support children's sense of belonging.

People who run the setting ensure children have a satisfactory variety of age-appropriate toys and equipment. There are sufficient resources to keep the children's interest. Resources are clean, safe and of good quality. Furniture and equipment are sized appropriately, and all toys and resources are well-maintained. There is a storage cupboard within the hall for the club's resources which staff bring out.

Leadership & Management — Good

Leaders provide an appropriate Statement of Purpose which accurately reflects the setting and gives parents a clear picture about the service provided. Leaders engage positively with Care Inspectorate Wales (CIW) and have implemented the recommendations from their last inspection. However, outcomes for children require improvement because they have not informed CIW of changes to staff, and we expect the provider to make improvements. Leaders collect information about children before starting which ensures they can support children at the setting. They are working towards the Welsh language active offer. Leaders have a range of informative policies, documents and records in place, these are dated for review and staff implement the policies in practice. However, some documents and records are not fully related to the setting and there was not a clear distinction between the after-school club and the school where it is based. Since the inspection visit, the setting has begun to make the distinction between the setting and school more clear in their operations and organisation of documents and records.

Leaders review the quality of care annually. They seek the suggestions of children, their parents/carers and staff. They produce a quality of care report which is reflective and supports improvements at their setting. For example, they include different ways they can improve their setting, targets for improvement and how they will measure the impact. Leaders complete the Self-Assessment of Service Statement when required.

Leaders follow a safe recruitment procedure. They ensure they complete pre-employment checks before a staff member begins at the setting and implement a broad induction to support them as they begin their role. They carry out regular checks on staff members suitability including checking their Disclosure and Barring Service certificates. Leaders ensure staff have appropriate qualifications and that they undertake regular training including child protection, outdoor learning, incidental Welsh, as well as specific medical needs training. Some staff hold Paediatric First Aid training certificates. However, outcomes for children require ongoing improvement because there are not enough staff who hold the Full 12 hour Paediatric First Aid certificate, and we expect the provider to make improvements. Leaders carry out appropriate regular supervisions and annual appraisals supporting staff in their roles.

Leaders ensure that communication and engagement systems with parents are appropriate. They generally keep parents informed of the children's daily activities and engage with them for feedback about significant changes. For example, they sought feedback from parents around the future of the prepared snack element of the setting before making any decisions. They have a good relationship with school in which their setting is based.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
We found potential poor outcomes for children as Care Inspectorate Wales are not aware of changes to staffing and who is caring for the children at the setting.	02/07/26
We found poor outcomes for children as they may not always be cared for by a member of staff who has undertaken a full paediatric first aid qualification.	14/12/23

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

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 that documents and records are fully reflective of the after school club and there is a distinction between the school and setting.
Consistently record when children arrive at the setting.
Vary the times of fire drills to ensure all children have an opportunity to practice.

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