Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Victoria Out of School Clubs

Victoria Out Of School Clubs, Victoria CP School, Poyser Street, Wrexham, LL13 7RP

01978367629

The inspection visit took place on 15/06/2026

Service Information:

Operated by:	Victoria Out of School Clubs
Care Type:	Children's Day Care
Registered places:	43
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 is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children show confidence, choice and independence, freely selecting activities and expressing preferences. They feel settled, secure and build positive relationships with staff and peers. Cooperation, respect and social awareness are evident.

Staff effectively support children's health, safety and well-being, with appropriate training, safeguarding knowledge and record keeping. They are responsive, act as positive role models and build strong relationships through inclusive practice.

We highlighted the security of the playground as an Area for Improvement. We expect the provider to make improvements. The environment is spacious, welcoming and well-resourced, supporting varied play and independence. Resources and activities promote cultural awareness appropriately.

Leaders show strong commitment and provide supportive leadership, with staff feeling valued and

involved. Effective self-evaluation and partnerships with parents support improvement. Systems are generally well managed, with safe recruitment and organised records.

Findings:

Well-being — Good

Children demonstrate a positive level of choice and influence within the club. They move freely between activities, selecting toys and experiences that reflect their interests. They confidently express preferences during play, for example requesting access to gaming, which is managed using a turn-taking system. When hungry, they ask for fruit or toast throughout the session, which is responded to promptly and children told us that if they wish to practise their musical instruments, this is facilitated by staff.

Children appear settled, relaxed and secure within the environment. They interact confidently with familiar staff, inviting them into activities and conversations about their interests and daily experiences. Positive relationships are evident between children and staff, contributing to a strong sense of belonging. While noise levels increase at times during less structured periods, children remain content and engaged socially. They demonstrate a clear understanding of routines during snack time, which further supports their sense of security.

Children interact well with one another and with staff. They communicate respectfully, sharing experiences from their day and engaging in meaningful conversations. During play, they cooperate effectively, sharing resources and taking turns, particularly during computer games, playing pool or sharing colouring pencils. Older children support the younger ones, showing awareness of others' needs and developing a sense of responsibility. They follow expectations and respond appropriately to instructions, such as managing noise levels when required, which shows developing social awareness and self-regulation.

Children clearly enjoy their time at the club and engage enthusiastically in a wide range of activities. Their eagerness to remain at the club, even when collected, reflects how much they enjoy their time there and they speak positively about staff and the variety of activities available. Children take part in creative, social and physical play, maintaining concentration for increasing periods. Whether relaxing with peers, completing craft activities such as crocheting or playing outdoors, they show sustained interest and enjoyment.

Children develop independence appropriately through access to suitable resources and opportunities to make choices. They confidently select activities and contribute to setting up equipment, such as outdoor play resources. However, independence at snack time is less developed at the after-school club in comparison with the holiday club, as children do not serve themselves or clearing away.

Care & Development — Good

Staff promote children's health and safety effectively overall, contributing to a good standard of care. They provide healthy snacks, including beans on toast with milk or water, and provide children with plenty of outdoor play opportunities supporting children's well-being. Staff are suitably qualified in childcare and playwork and have completed appropriate Paediatric First Aid training. They follow the setting's policies appropriately and demonstrate a clear understanding of safeguarding procedures, including reporting concerns and escalating to the Local Authority where necessary. Staff have completed safeguarding training and those due to renew are promptly booked on to the relevant training courses. Staff maintain children's attendance records appropriately and have improved medication records since the last inspection. Accident and incident records are completed with suitable detail and are signed by parents. Leaders have recently introduced a new system for recording accidents and incidents and are currently working to embed its consistent use across practice. Fire drills are completed and recorded appropriately. Overall, hygiene routines are effective. However, staff encourage children to clean their hands using wipes rather than soap and water, which is less effective at removing germs.

Staff manage interactions well and create a positive and inclusive environment. They build strong relationships with children and engage effectively in their play and conversations. Staff join activities when invited, demonstrating a supportive approach that values children's interests. They communicate respectfully, act as positive role models and give children time to express themselves, which supports meaningful interactions. Staff respond appropriately to unwanted behaviour, providing clear reminders around expectations such as noise levels and safe play. They consistently recognise and praise children's achievements, such as completed creative work, which helps build confidence and self-esteem.

Staff effectively promote children's play and recreation through a varied range of activities that reflect children's interests and ages. They contribute to planning alongside leaders, resulting in opportunities that include creative play and physical activities such as football and go-karts. Staff provide opportunities that promote curiosity and display photographs of activities, helping children feel recognised and included. Staff meet children's individual needs well. They support children who have Additional Learning Needs appropriately and work closely with the Local Authority to ensure these children make progress. The use of Welsh is limited in practice; however, fluent Welsh speakers within the team provide a positive basis for its future development.

Environment — Adequate

Leaders recognise weaknesses in the security of the environment and have started to take steps to address these. We found that routine practice was for the playground gate to be left unlocked, which allowed parents and potentially unauthorised persons to access the area where children are playing. Leaders assured us that going forward this gate will be locked. In addition, two sections of the playground perimeter remain insecure. These include climbable fencing that is low enough for children to climb over and a movable screen that covers a gap. Therefore, outcomes for children require improvement and we expect the provider to make improvements. Following the inspection, leaders informed us they have engaged with the attached school, and plans are in place to install secure fencing by the end of Summer 2026. Staff follow appropriate visitor procedures, including signing in and out on arrival, which supports suitable safeguarding arrangements. Overall, the environment is generally organised, clean and appropriately maintained.

Leaders provide a welcoming, spacious and well-resourced environment that supports children's needs effectively. They make effective use of two classrooms and a large playground where children enjoy recreational activities such as playing football, scooting or sitting and chatting with friends on benches. The environment enables children to move around freely and access a wide range of play opportunities successfully. The indoor spaces meet the needs of different age groups and include comfortable areas for relaxation and social interaction, such as a sofa with a television, table-top activities, and ample floor space for play. Staff ensure toys and equipment are easy to access to support choice and engagement. The environment is light, bright and homely, with displays such as "Our Club Memories" helping children feel a sense of belonging.

Leaders ensure that children have access to a good range of quality resources and equipment that support their play and recreation. Since the last inspection, they have begun to build a collection of real-life items, which are now used to enhance the role-play area. This supports children in making meaningful connections with the world around them. Leaders provide a range of multicultural activities and resources, including celebrations of Chinese New Year and Diwali. In the holiday club, they effectively resource themed learning, such as a 'trip around the world', featuring countries including China, Italy and France. This supports the development of children's cultural awareness. Resources support a variety of play experiences and interests. However, opportunities for children to use open-ended materials, such as natural or recycled items that encourage creative exploration and problem solving, are at an early stage of development.

Leadership & Management — Good

Leaders demonstrate commitment to the service and strive to provide positive experiences for children. They are dedicated and work hard to lead the setting. Staff report they feel well supported, and leaders are approachable. Staff feel able to contribute to activity planning, report that their views are valued, and work well together as a team. The Statement of Purpose accurately reflects the care provided so that parents can decide whether the setting is right for their child. The majority of policies and procedures are regularly reviewed and updated in line with current guidance.

Leaders respond positively to constructive feedback and demonstrate a proactive approach by taking immediate action to address issues identified during the inspection. Leaders gather the views of children, parents and staff effectively to support self-evaluation and improvement. They use a range of methods, including questionnaires, suggestion boxes, meetings and informal feedback. The management committee meet regularly to review feedback and support development. Leaders use these views to complete an annual Quality of Care Review which includes strengths and targets for improvement.

Leaders manage staff and resources appropriately. Recruitment processes are safe, with required staff documentation now in place, demonstrating improvement since the last inspection. Children's records are well maintained and contain relevant information, enabling staff to develop a good understanding of each child and meet their individual needs effectively. Staff receive regular staff supervision, although supervision and appraisal processes are not clearly distinguished, limiting the effectiveness of performance management. Management of records is generally organised and well maintained.

Leaders establish positive partnerships with parents and other agencies. They maintain effective communication with parents, who report high levels of satisfaction and say their children enjoy attending. Leaders use digital platforms to share updates with families effectively. They also have positive relationships with the school, as the setting is based on the same site as the school. This supports continuity for children, provides access to familiar facilities and outdoor spaces, and helps children feel secure within a well-known environment. Leaders plan frequent trips and activities during holiday provision, successfully contributing to children's overall experiences.

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
There is a potential risk to children's safety as the playground is not sufficiently secure, which could allow unauthorised access or enable children to leave the premises unsupervised.	15/06/26

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 10 - Healthcare	Encourage children to wash their hands with soap and water before eating, rather than using wet wipes, to promote effective hygiene.

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)
Provide more opportunities for children who attend the afterschool club provision to develop independence at snack time, for example by encouraging them to serve themselves and clear away.
Ensure supervision and appraisal processes are clearly distinguished to support effective staff development, performance management and accountability.

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