Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cool Kidz Club Brynford

Ysgol Brynford, Brynford, Holywell, CH8 8AD

07498833096

Date(s) of inspection visit(s):

12/06/2025

Service Information:

Operated by:	Cool Kidz Club Brynford
Care Type:	Children's Day Care
Registered places:	24
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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children are busy learners who enjoy making choices about what they want to do. They play together well and make up games. Interactions between children and those caring for them are good. Children are interested and their suggestions are valued. They have good levels of confidence and learn through a range of experiences.

Staff focus on the interests of the children and ask questions which promote discussion and thinking skills. Staff encourage choice and join in with children's play when invited. They interact positively, demonstrating genuine interest, warmth and friendliness.

Organised areas are set out and children can move between different spaces. The environment is calm and relaxing, light, bright and well maintained throughout. Outdoors is well equipped with appropriate resources for children to enjoy and take managed? risks.

There are good leadership and management systems and an established team of staff who work together well. They support each other in providing effective play and care for the children. They have built positive partnerships with parents and close working relationships with the school which helps to support and benefit the children and their families.

Findings:

Well-being — Good

Children are active, busy and enjoy making choices. They speak and express themselves well and know their wants and needs are listened to. They tell us their names, ask ours and show us their skills making bracelets. Children choose toys and activities confidently and their enjoyment is evident when they decide to climb a tree.

Children are familiar with the routines, and this gives them a sense of security. They settle quite quickly having come over from school and approach staff to tell them what they have been doing during the day. Children have formed friendships and interact positively. They help one another to tidy up their resources towards the end of the session and they show respect for equipment. Children co-operate and listen to instructions well and enjoy their time at the setting. A few do not want to go home when parents arrive and ask if they can come back later so they can finish the game.

Children are developing their learning and enjoy playing hairdressers. They happily show us their new styles and relish looking in the mirror at the creation. They have fun playing together and their enjoyment is evident as they laugh playing a building game knowing that staff will join in. They concentrate well and cheer when a member of staff accidently knocks it down having her turn. Children follow their own interests, for example, a few children enjoy playing ping pong, whilst others take penalties on the field.

Children are developing their independence well. They access games and help themselves to equipment with encouragement from staff. Many take great interest in what their friends are doing and make constructive comments about hair styles and products. Some children are wary of having their hair done in the ‘salon’ but when they do, they are excited by the results and pleased by the admiring glances when going home.

Care & Development — Good

Staff understand their roles and responsibilities to keep children safe and healthy. They have a good understanding of safeguarding procedures and implement the policies effectively. First aid and safeguarding training is current and staff complete accident and incident records appropriately, keeping parents informed. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors in the yard and on the field. When providing snacks staff should take into account sugar, fat and salt levels to promote children's health and well-being. Staff carryout and record fire drills to make sure children and staff know what to do if they must leave the premises in the event of an emergency.

Staff provide appropriate care and support and are flexible in their approach to children and what they want to do. Although they have an idea of what the children are going to do, they allow children to self-direct their play, simply suggesting, showing approval and letting the children decide for themselves. This works highly successfully and as a result children play together well. Staff interact positively demonstrating warmth and kindness with plenty of good humour. They ask questions about what the children are doing which promotes discussion, and further opportunities for learning. This positive reinforcement helps build children's self-esteem and motivates them to do their best.

Staff focus well on the interests of the child, their individual needs and development. They know the children well and encourage them to learn and invite them to ask and answer lots of questions to develop their curiosity and thinking skills. Staff supervise children well during their activities and when children do not want to join in, they suggest alternatives. Staff join in games when invited, amid much excitement and laughter. Staff frequently praise children for doing well and being kind and thoughtful, which made the children smile and feel happy.

Environment — Good

Leaders provide a safe, and interesting environment where children can play and learn effectively. Risk assessments are completed effectively, and leaders make sure everyone understands their responsibilities in relation to the safety and welfare of children. Entry is secure and visitors sign in at the school reception. When parents arrive to collect their children, they ring a bell and staff take the children out to their parents. Staff carry out good cleaning routines and hygiene practices which ensure children are kept safe.

The club is based in the school hall and provides a large space for the children to play and develop their independence well. The resources are within children's reach with most already set out. The setting is clean and organised with activities which are set out in areas indoors and out, and children move freely between both extending their play. Access to outdoor play works well as there are doors leading out from the hall. There are suitable facilities including toilets and space for the children's belongings. The environment is light, bright, and well maintained throughout. Storage is good with easy access. The result is a calm environment with happy, busy children. Furniture of different sizes enable children to be at different levels and enjoy playing and sitting where they feel most comfortable with their friends.

Plenty of resources encourage children to develop imaginative play and ensure children can follow their ideas. There are a variety of materials including plastic and wood which give the children the opportunity to work with different textures and surfaces. During the holidays children go on walks in the local area and other places of interest which develop skills effectively and broaden children's knowledge of the world around them. Leaders provide children with a spacious outdoor environment. They share resources with the school. Children make the most of the outdoors with ball games, climbing and making up their own games to play. Areas to create dens enhances children's curiosity and play experiences effectively and provides good opportunities for physical play and developing balancing skills.

Leadership & Management — Good

Leaders have written a statement of purpose, which provides parents with the required information about what the setting offers and parents can decide whether it meets theirs and their child's needs. Most policies were appropriate, but a few did not fully reflect the practice of the service. However, leaders told us they were in the process of updating these to ensure these are current and effectively reflect the practice of the service. Leaders confirmed they will ensure children's records are reviewed by parents annually, so that information remains current.

There is an effective system to evaluate the setting and care provided. Leaders collect parental views and children's feedback as part of the evaluation of the setting. They consider ideas and make plans for changes and improvements that benefit the children well. Leaders utilise and work to their strengths consistently, which effectively ensures the setting moves forward.

Leaders have established a strong leadership where roles and responsibilities are clearly defined. This has resulted in a team of staff who work together well and support each other in providing effective care for the children. Staff are happy and feel they are well supported. Staff supervisions and appraisals allow them to share information and identify potential training. The recruitment procedure ensures all required information is available to evidence the suitability of staff to care for children and as some staff also work in school.

Leaders have effective partnerships with parents. They keep them well informed of their child's time at the setting and what they have enjoyed. There is plenty of time to chat in a relaxing environment showing keen interest in the lives of the children outside the setting. Close working relationships with the school and sharing resources helps to support both the setting and the children and their families.

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

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)
When providing snacks staff should ensure low-sugar, low-salt and low-fat alternatives to promote children's health and well-being.
To ensure children's records are reviewed annually.

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