Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Y Ddraig @Llwyncrwn

Llwyncrwn Primary School, Llwyncrwn Road Beddau, Pontypridd, CF38 2BE

07769219417

Date(s) of inspection visit(s):

18/06/2025, 27/06/2025

Service Information:

Operated by:	Clwb Y Ddraig CYF
Care Type:	Children's Day Care
Registered places:	48
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 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 happy and settled at the setting. They form warm relationships with staff and enjoy spending time with their friends. Children are confident to make choices and express themselves. They engage well in activities and show interest in their play. Children are developing independence skills appropriate to their age.

Staff promote children's safety, wellbeing, and development effectively. They provide a caring and supportive environment where children feel secure. Staff have a strong understanding of children's individual needs and respond to them with warmth and sensitivity. They encourage positive behaviour and support children's social and emotional development well.

Children are cared for in a safe, clean, and welcoming environment. People who run the service identify and reduce risks effectively. The setting is well maintained and organised to support children's play and development. Children have access to a wide range of suitable furniture, toys

and resources that are clean, safe and in good condition.

People who run the setting provide strong and effective leadership. They follow safe recruitment procedures and ensure staff are well qualified and supported. People who run the setting evaluate the service regularly and make improvements where needed. They work closely with parents to provide a consistent and valuable experience for children.

Findings:

Well-being — Good

Children make purposeful decisions about how they spend their time at the club and direct their own play with confidence. They move freely around the setting and choose from a wide range of activities that match their interests and preferences. Children request resources such as paper, craft materials or sports equipment, and use them in creative and imaginative ways. They show strong independence and enjoy taking the lead in their play, often initiating group games, or setting up their own activities without adult direction.

Children feel safe, happy, and valued in the setting. They arrive with smiles, greet friends warmly, and settle quickly into familiar routines that provide comfort and structure. Throughout the session, they laugh, chat, and show pride in their achievements, often sharing their creations or accomplishments with peers and staff. Children enjoy being part of the group and confidently share their ideas during play. They express their feelings openly, knowing they will be listened to and supported.

Children are considerate to their friends and understand others may have different needs or preferences. They demonstrate empathy and patience, particularly when working in mixed-age groups. For example, during a volcano activity, older children offered to help younger children fill pipettes with liquid, showing cooperation and care. Children share ideas and solve problems together. For instance, children work collaboratively to create a domino run using wooden blocks, discussing placement and testing ideas. Children are confident and enjoy chatting with us and asking about our roles.

Children show high levels of engagement and enjoyment in their play. They smile, laugh, and talk excitedly as they explore new ideas and experiment with different materials. Children are active and curious learners, enjoying a variety of tabletop activities such as puzzles, games, and craft, as well as having space to spread out on the floor for larger projects. They also have opportunities for quiet time if needed. For example, children choose to read books in the sensory tent, using the space to relax and unwind.

Children are developing well and are growing in independence. They take responsibility for their belongings, remembering where they placed items and retrieving them when needed. They manage tasks such as washing hands and tidying up independently. At snack time, children self-serve from a selection of healthy food and use knives to spread butter, demonstrating growing confidence in practical life skills. They also help clear away after eating, contributing to the smooth running of the session.

Care & Development — Good

Staff take effective action to keep children safe and healthy. They follow clear procedures and maintain high standards throughout the session. Staff promote good hygiene routines, encouraging children to wash their hands at appropriate times, such as before eating and after using the toilet. They prepare healthy snacks while wearing gloves and cleaning surfaces regularly. Staff give useful safety messages, such as reminders to use equipment safely and be aware of others during play. They supervise children closely and manage risks well. Staff complete daily safety checks and respond quickly to any potential hazards. They record accidents and incidents accurately and share this information with parents in a timely way. Staff remain alert to children's allergies and medical needs, using this knowledge to provide valuable and individualised care. All staff members have undertaken safeguarding training. They demonstrate a good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child.

Staff manage interactions with children in a calm, respectful and skilful way. They encourage children to share, take turns, and listen to each other's ideas. For example, when children disagree over resources or games, staff suggest fair solutions and praise their cooperation. They give positive feedback and celebrate kind behaviour, helping children feel valued and respected. Staff join in play when invited and use these moments to model respectful language and behaviour. They use their knowledge of children's individual needs to support their emotional wellbeing in a powerful and effective way. This approach supports a valuable and nurturing environment for social development, where children feel safe, understood, and encouraged.

Staff promote children's play, learning and development through good planning and responsive care. They provide a wide range of experiences that are engaging, worthwhile and beneficial. Staff observe children carefully and adapt activities to meet individual needs providing additional support if required. They offer quiet tasks for children who need calm, and support those who want more challenge. Staff use positive language and praise to build self-esteem. They plan activities and ask children for their feedback on a weekly basis. Staff provide a planned activity each day. We saw many children happily engaged in the volcano building activity provided on the day of our visit. Staff members use incidental Welsh throughout the session.

Environment — Good

People who run the setting take effective measures to ensure children are cared for in a safe, clean, and secure environment. Visitors to the service sign in on arrival and departure. Staff record theirs and children's arrival and departure times daily so they can account for all persons present at the setting at all times. People who run the setting have comprehensive written risk assessments in place. These outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. People who run the setting review and update these documents regularly. Staff use daily safety checks to maintain a hazard-free environment. People who run the setting organise appropriate cleaning arrangements that reflect good hygiene practices. Their infection control practices reduce any risks to the overall health and safety of children. People who run the setting ensure all routine safety checks are carried out for the building such as electrical safety test and smoke alarm tests.

The premises are welcoming and bright and provide good indoor and outdoor space for children to play. Furniture and equipment are appropriately sized and arranged to support safe and comfortable use. The layout encourages independence, allowing children to move freely between activity zones and access resources with ease. Spaces are organised to support a range of experiences, including quiet play, group interaction, and creative exploration. The club benefits from a large outdoor space adjacent to the indoor play area. Staff ensure children have regular opportunities to use the outdoor area.

The club operates as a pack away setting, so staff store resources in a cupboard and bring them out each day. They rotate resources regularly to keep experiences fresh and engaging. Children are encouraged to request specific items, which staff respond to positively. People who run the setting have ensured all resources and equipment are of good quality and there are plenty for each age group of children attending. These include small world play, puzzles, crafts, reading, and physical activities.

Leadership & Management — Good

People who run the setting show strong and effective leadership. They have a clear vision and communicate this well to staff and parents. Their statement of purpose is accurate and provides a useful overview of the setting. People who run the setting understand and meet the National Minimum Standards and regulatory requirements. Policies are clear, child-focused and reviewed regularly. These are understood by staff and shared with parents. People who run the setting keep the required regulatory records and ensure these contain all relevant information and signatures where appropriate. For instance, they collect children's individual details, specific permissions and gather more detailed information about their identified needs.

People who run the setting carry out an annual quality of care review of the service provided. This review includes the views of parents, children and staff and sets targets for the forthcoming year. There is a suitable complaints policy available for parents and children. The Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales (CIW). People who run the setting notify CIW of events and changes as required.

People who run the setting manage staff and resources effectively. They follow a thorough and safe recruitment process and complete all required checks before employment. Staff files are well organised and there are appropriate systems to ensure all staff have a current disclosure and barring service certificate (DBS). People who run the setting carry out regular supervisions and annual appraisals. These are used well to reflect on practice, identify training needs, and support professional development. People who run the setting review the provision monthly to drive improvement. For example, during a recent visit they identified the physical games area needed to expand to accommodate children's play. Staff say they feel supported and confident in their roles. People who run the setting encourage staff to complete mandatory and additional training. Staff work well as a team and understand their responsibilities.

People who run the setting have developed strong relationships with parents and carers. Staff chat with parents and carers at the end of the sessions to share information about their child's activities. People who run the setting also use a secure online platform to share photos and information with parents. Parents all commented their children enjoy attending, staff are very approachable, and they have suitable communication and feedback from staff.

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)
Consider displaying the children's work and images of them at play to increase their sense of belonging.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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