Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Interplay @ The Play Hwb

Interplay Intergrated Play & Leisure, 7 Llangwm Penlan, Swansea, SA5 7JT

01792561119

Date(s) of inspection visit(s): 14/08/2025

Service Information:

Operated by:	Interplay (Intergrated Play and Leisure)
Care Type:	Children's Day Care
Registered places:	25
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	**Excellent**
Care & Development	**Excellent**
Environment	**Excellent**
Leadership & Management	**Excellent**

Summary:

Children thrive at Interplay @ The Play Hwb as their well-being is at the heart of the service they receive. They are forming superb relationships as they have close bonds of affection with staff who clearly know them very well. Children are self-motivated and fully engaged in their play as they consistently follow their own instincts and interests.

Staff have a thorough understanding of their roles and responsibilities to protect children and promote an inclusive setting. They show an outstanding commitment to providing an excellent range of play and learning opportunities for children which fully promote their rights.

Leaders provide an extensive play space for children that enables them to explore freely. They operate a unique service which changes and adapts according to the needs and abilities of the children during the session.

Leadership and management of the setting is inspiring. They create a positive ethos and strive to provide a high-quality service to families. Leaders value staff and provide effective and regular support. They work closely with parents and carers to promote positive outcomes for children.

Findings:

Well-being — Excellent

Children's well-being is at the heart of the service they receive. As a result, they are extremely relaxed and settled in the setting and have excellent opportunities to make choices and decisions about what affects them. Their attempts at communication through verbal and non-verbal cues are highly valued and acted upon. Children know staff will listen to them and consider their wants and needs. For example, when a child wanted to go outside after snack, staff immediately supported them to go out. Children move freely around the setting and between different activities, deciding what they want to play with. Some children chose to play inside with the cars whilst others play in the cabin outside, and some rest on the soft play equipment.

Children feel safe, secure and are clearly familiar with the indoor and outdoor spaces. They are comfortable and confident to use the facilities and thrive at this setting. Children appreciate the relaxed atmosphere of the setting and the autonomy to create their own timetable and at their own pace. Children smile when staff provide resources they enjoy, and when they receive praise, for instance when they follow instructions.

Children are forming superb relationships as they have close bonds of affection with staff who clearly know them very well. They interact delightfully with staff who ensure every interaction is engaging and stimulating. Children are learning to respond to their peers and regulate their emotions with support from staff. For example, when a child disrupted another child's play, the child responded to verbal cues from staff which enabled them to calm down and focus on another activity.

Children are self-motivated and fully engaged in their play as they influence their own tasks and activities. They have ample freedom to explore their indoor and outdoor environment safely and they fully participate in the setting as child-led tasks and activities are the primary focus. Children choose from a range of stimulating opportunities which reflect their individual needs and enables them to make decisions around active play, rest or quiet time. This is a real strength of the setting.

Children have excellent opportunities to develop their independence skills which enable them to do things for themselves successfully. They consistently follow their own instincts and interests within the setting. For example, when a child showed they wanted support to put their rubbish in a bin, staff used a variety of steps to support the child to be able to do it for themselves.

Care & Development — Excellent

Staff have a thorough understanding of their roles and responsibilities to protect children. They consistently implement the relevant policies and procedures to promote safety and well-being. Staff continuously manage risks effectively and are aware of the children's safety; they are alert around supervision and ensure they are deployed in all areas of the setting. Staff encourage children to wash hands before snack and remind children of hygiene procedures whilst going back and forth to the toilet. Staff have a sound understanding of their responsibilities to safeguard children. They know how to raise concerns and can confidently explain how to follow the setting's procedures. Staff keep detailed records relating to accidents and incidents which they sign, monitor and evaluate regularly. Staff are familiar with children's allergies and medical needs, and they maintain comprehensive records to reflect this. They consistently respect children's privacy and dignity.

Staff promote an inclusive setting which means all children feel valued and have a strong sense of belonging. They consistently interact with the children, demonstrating warmth and kindness. Staff support children to engage in their own time and at their own pace. They have an excellent understanding of the issues which may impact on children's individual behaviour, and as a result, effectively embed the setting's behaviour management policy. Staff respond patiently to children's behaviour by recognising what they are trying to communicate. They know the children extremely well and are confident at anticipating when a child may start to feel over stimulated or anxious. For example, when a child started to display behaviours that indicated they were about to become distressed, staff responded to the child by encouraging them to move away from the activity and into a different area with resources they knew would help settle them. This is a real strength of the setting as they value children's attempts to communicate, regardless of how children express themselves. Staff are incredibly positive role models, demonstrating patience and kindness consistently. They offer frequent praise and reassurance such as, *"Well done, that's great! Oh wow, look at you!"*

Staff are exceptionally knowledgeable around children's development and show an outstanding commitment to providing an excellent range of play and learning opportunities for children which fully promote their rights. They confidently ensure children can access an inclusive play provision that enables them to develop independently whilst still receiving support from staff. Staff ensure the correct support is in place for each individual child before they start at the setting. They keep their individual plans up to date frequently as they undertake observational monitoring of the children. Staff monitor children's progress through using their own developmental tools which considers children's engagement, motivations and achievements. This ensures children are able to reach their full potential in all areas of their learning and development.

Environment — Excellent

Leaders have effective policies and procedures in place to ensure staff are aware of their responsibilities in relation to the safety and welfare of children. The environment is safe and secure as there is a high level of security and entry to the premises. This means children are able to move around the designated areas independently and safely. Leaders maintain the indoor and outdoor environment to an exceptionally high standard. They effectively organise consistent cleaning routines that reflect thorough hygiene practices. Leaders complete effective risk assessments that consider every aspect of the service in detail. They complete regular reviews and ensure staff implement them within the setting. Staff communicate the emergency procedures effectively with visitors to the setting. They maintain a daily register where all children, staff and visitors are signed in and out of the setting accurately.

Leaders ensure the premises are warm, welcoming and accessible to everyone. There is extensive play space for children to explore freely. They provide a unique service which changes and adapts according to the needs and abilities of the children during the session. This is a real strength of the service as they plan a safe, rich environment for all the children that attend any given session. They plan the environment meticulously to ensure children do not become overwhelmed by their surroundings as this can mean they become dysregulated. Leaders ensure the outdoor play space is an extension of the indoor environment and they allow children the freedom to create their own play spaces. For example, children choose how to use the summer house and terrace, deciding on a craft area or a sensory room depending on their mood and needs on the day.

Leaders ensure children are able to access an excellent range of developmentally appropriate furniture, resources and equipment both indoors and outdoors. They are committed to providing stimulating experiences and opportunities which allow children to be curious and explore through play. For example, staff support children to use large magnetic shapes to create their own structures based on their own ideas and interests. Leaders provide resources according to children's individual needs and therefore change each session. They include a range of messy play and craft resources, as well as soft play equipment, ball games such as basketball, and mats and beanbags provide quiet areas for rest and relaxation. Leaders ensure resources are stored at low level and are secure to ensure children can retrieve resources independently and safely.

Leadership & Management — Excellent

Leadership and management of the setting is inspiring. They have an innovative vision for the setting which they share creatively with staff, parents and carers. Leaders are efficient and extremely organised; they strive to provide consistent support to all the children in the setting. They are very knowledgeable about their regulatory responsibilities and work exceptionally well as a team. Staff communicate and collaborate effectively which has a positive impact on the children. Leaders maintain an up-to-date statement of purpose that reflects the setting accurately. This means parents and carers can be confident in the care their children receive. Leaders have a comprehensive set of policies and procedures which they ensure staff understand and embed within the setting.

Leaders successfully implement meaningful self-evaluation to create an excellent quality of care report. They actively seek feedback from parents, carers, staff and children and use their comments to inform their review. It is well written and highlights their strengths as well as identifying areas they would like to enhance and develop further. Leaders are extremely approachable and welcome any ideas or suggestions to improve their practice.

Leaders consistently set high expectations and are motivated to lead staff well and support them successfully. They follow excellent recruitment procedures to safeguard children and implement an effective induction procedure for all staff. Leaders foster a culture of continuous professional development by supporting and empowering their highly qualified and trained staff, who clearly have a passion for learning and growth. This ensures staff are energetic and confident in their roles and are therefore able to meet children's needs. Leaders ensure the team achieves success through effective staff appraisals and supervisions, which have a positive impact on staff well-being. They regularly exceed staffing ratios which allows them to provide children with the freedom to explore and develop whilst ensuring they are safe and appropriately supervised.

Leaders are developing partnerships with families within the community to ensure their communication is inclusive. They gather comprehensive information about each child before they start at the setting, which enables them to deliver high-quality care and tailor their support to meet each child's individual needs. Leaders have strong links with a wide range of professionals, the community and other stakeholders. There are clear procedures and protocols in place for sharing information which leaders follow consistently to ensure children benefit from the action taken. Leaders strive to work in partnership with external agencies in order to promote positive outcomes for children.

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

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