Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rhos Methodist Playgroup

Scout HQ, Church Road Rhos On Sea, Colwyn Bay, LL28 4DJ

07403359439

The inspection visit took place on 16/04/2026

Service Information:

Operated by:	Rhos Methodist Playgroup
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	English
Flying Start service:	Yes
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	Good
Leadership & Management	Good

Summary:

Children are confident, settled and actively engaged in their play and learning. They make meaningful choices, interact positively with others and develop strong, trusting relationships with staff. Most children cooperate well and follow routines, developing a secure sense of belonging. They demonstrate growing independence in daily routines and self-care tasks.

Staff support children's safety, health and development well. They demonstrate a good understanding of their roles and supervise children effectively. Staff build positive relationships, promote well-being, and manage behaviour consistently. They plan and offer engaging experiences that reflect children's needs and support learning and development effectively.

Leaders provide a safe and clean environment. They implement effective systems to manage risks and keep children safe. Leaders organise the setting well to create clearly defined areas for play and learning. They provide suitable furniture and good-quality resources to support children's play

and experiences.

Leaders demonstrate a clear vision and meet most regulatory requirements. They use ongoing review processes to identify strengths and priorities for development. Leaders maintain positive communication with parents and work effectively with external professionals to support positive outcomes for children. However, systems for supporting staff are not sufficiently robust, which impacts on the consistency of care provided.

Findings:

Well-being — Good

Children have a strong voice and make meaningful decisions about their play and daily experiences. They choose their play freely, deciding what to do, where to play and who to play with, and staff respond promptly and warmly. For example, when a child asked to sing a specific song, staff responded by leading the singing and encouraging other children to join in.

Most children separate confidently from their parents and settle quickly. They form positive friendships and develop close, trusting relationships with staff, which helps them feel safe and relaxed. Children are confident in seeking reassurance and support from staff. For example, when a child hurt themselves on the yard, they approached a member of staff for comfort and were reassured by a cuddle. Children understand and follow daily routines, which supports their confidence and sense of security.

Children interact positively with each other and with staff. They engage enthusiastically in conversation during play, for example when discussing how to fill containers with water. Children share resources and include others in their play. They show kindness and consideration for others, such as offering turns when using bikes. Children work well together, especially during tidy-up time, where they help one another to carry equipment. They follow expectations for behaviour and show respect, patience and good manners. For example, at snack time, children wait calmly and take turns pouring milk from a jug into their cups, showing consideration for others.

Children enjoy their play and learning experiences. They make good use of the freedom to move around the setting, both indoors and outdoors, and follow their interests. Children engage in a range of purposeful activities, including sensory and exploratory play, such as searching for worms in the sand. They laugh and play happily together, demonstrating enjoyment and excitement. Most children join in with singing activities in both Welsh and English, using actions and movements.

Children develop appropriate independence skills. They place their belongings on a table when they arrive, showing a growing sense of responsibility for their own things. They wash their hands independently after going to the toilet and before snack time. Children take turns to clear up by collecting plates and returning them to the appropriate area, demonstrating growing independence and a willingness to help.

Care & Development — Good

Staff understand their responsibilities in keeping children safe and healthy. They are confident in the actions they would take if they have concerns regarding a child's welfare. Staff record accidents appropriately and ensure parents sign these records to confirm they have been informed of any incident. They carry out regular fire drills to support children to become familiar with how to evacuate the building safely in an emergency, and they maintain detailed records. Staff keep accurate registers that demonstrate appropriate staffing levels at all times. They work as a team to ensure effective supervision of children. Staff promote healthy lifestyles by providing regular opportunities for children to spend time outdoors. They provide healthy snacks, such as fruit, and offer milk and water to drink. Staff follow most hygiene procedures. They clean tables prior to snack time and make sure children wash their hands before eating. Staff who are involved in food preparation hold up-to-date food hygiene training and wear appropriate protective equipment when preparing and serving food. However, staff do not consistently adhere to the setting's nappy changing procedures with regard to hygiene practices, which may increase the risk of cross infection.

Staff develop warm relationships with children by treating them with care and respect. They speak to children gently and deliberately and use consistent and effective methods to promote positive behaviour, in line with the setting's policy. For example, they offer regular praise to support children's confidence, such as "*Well done, brilliant job*" and "*Diolch*" at tidy up time. Staff are observant and respond promptly to emerging issues by reassuring children or using distraction techniques, such as a bubble machine, to help them manage their emotions. They are positive role models as they listen attentively, explain things clearly and with care, and model good manners. This contributes to a positive atmosphere and ethos.

Staff demonstrate a good understanding of child development and respond well to children's individual needs. They record observations of children and use these to inform planning and identify next steps in learning and play. Staff provide a range of engaging activities, both indoors and outdoors, that reflect children's interests and extend their exploration and problem-solving skills. For example, when a child showed an interest in cars, staff planned a rolling activity to explore which car was fastest, encouraging children to investigate how different surfaces affect speed. Staff support children with additional needs effectively by working collaboratively with external professionals, following their advice and implementing appropriate strategies. They use incidental Welsh in daily interactions and sing Welsh songs with the children to support their early exposure to the Welsh language.

Environment — Good

Leaders provide a safe and clean environment where children can play independently. They ensure both the indoor and outdoor areas are secure and have effective systems in place to manage access to the premises. Leaders require visitors to sign in on arrival and sign out when leaving the premises. They implement appropriate processes to identify, monitor and manage risks. Leaders review and update risk assessments regularly to reflect changes and minimise potential hazards. They also complete daily checks of the indoor and outdoor environments and follow a structured cleaning schedule.

Leaders have effective systems in place to safely store, set up, and remove equipment and resources at the beginning and end of each session. The setting operates from a local Scouts building, which provides sufficient space for play and enables children to move freely between different areas. Leaders, supported by staff, organise the hall to create clearly defined areas, including an arts and crafts area, a table for developing fine motor skills through loose parts play, and a quiet space for reading and relaxation. Leaders provide a kitchen for the safe storage and preparation of snacks. They also offer a toilet area with handwashing facilities and a nappy changing table. The outdoor area provides additional space for children, and the door to this area is kept open to enable them to move freely between the indoor and outdoor environments. Leaders and staff prepare the outdoor area daily to offer opportunities for children to play, develop physical skills, and rest. They provide a range of play activities that support safe exploration, including a water play area with spray bottles, opportunities for climbing and jumping with the use of safety mats, and a shaded area created with netting. Leaders display children's work within the hall and on the outdoor fence, celebrating their achievements and contributing positively to the environment.

Leaders provide suitable furniture and a range of resources that meet the needs of children of different ages and stages of development. They ensure resources are of good quality and placed at a low level, enabling children to access them independently. They provide real-life resources, such as saucepans and cake trays, to support purposeful play and develop children's understanding of everyday experiences. Leaders told us they have resources intended to promote cultural awareness and diversity. However, these are not readily accessible to children, which limits their opportunities to explore and engage with a range of cultures through play. In addition, leaders do not provide Welsh language resources to support the development and use of the language within the setting.

Leadership & Management — Good

Leaders have a clear vision and meet most regulatory requirements. They took prompt action during the inspection to address matters relating to the statement of purpose, which now provides parents and carers with the information they need to make informed decisions about the care provided. Leaders have developed a range of policies that prioritise children's needs, and they review and update these regularly.

Leaders demonstrate a commitment to continuous improvement and positive outcomes for children. They gather the views of children and parents through questionnaires as part of the self-evaluation process. Leaders use this feedback to inform the annual quality of care review report, which outlines the setting's achievements and identifies priorities for further development, such as improvements to the outdoor area.

Leaders work alongside staff in caring for children, modelling high expectations and good practice. They encourage staff to access training to support their professional development, maintain effective practice and enhance the quality of care provided to children. Staff told us they are very happy and enjoy working at the setting, highlighting strong teamwork and the varied nature of their daily roles. Although there is a culture of daily informal communication, not all practitioners receive regular one-to-one supervision or formal annual appraisals. Many staff have completed mandatory training. However, one member of bank staff has completed safeguarding training that is not fully aligned with the requirements of their role, and a newly appointed member of staff has not completed paediatric first aid training within the required three-month timeframe. Outcomes for children require improvement because systems for supporting staff in their roles are not sufficiently robust, and we expect the provider to make improvements.

Leaders ensure communication with parents is effective and consistent. Leaders and staff speak with parents when they pick up their children and communicate through digital methods to support the effective sharing of information. Parents spoke highly of the setting, describing staff as approachable and reporting that their children enjoy attending and are settled and happy in their care. Leaders told us they work closely with the local school and other professionals to support children's needs and improve outcomes for children. They organise visits within the local community to provide enriching opportunities that support children's personal and social development and broaden their experiences beyond the setting.

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
Outcomes for children require improvement because practitioners do not receive regular one-to-one supervision, annual appraisals, or complete all required training, which limits the support they receive in their roles and impacts the quality of care provided to children.	16/04/26

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	Ensure all staff consistently follow the setting's nappy changing procedures.

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 a suitable range of resources, including Welsh language materials, to promote children's understanding of different cultures and diversity.

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