Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Wick and District Playgroup

Wick & Monknash Village Hall, Church Street Wick, Cowbridge, CF71 7QE

07754896920

**The inspection visits for this service took place between 28/09/2026 and 02/10/2026**

## Service Information:

| | |
|---|---|
| Operated by: | Wick and District Playgroup |
| Care Type: | Children's Day Care |
| Registered places: | 28 |
| 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 makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service. |

## Ratings:

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

## Summary:

Children can make their own choices about their play and are well supported to do this. They are listened to and their views are fully considered. Children have opportunities to develop a wide range of skills. They enjoy the good range of play opportunities available to them.

Staff work very well together and are responsive to children's needs and preferences. They know the children well and have a good understanding of how to keep children safe and healthy. Staff consistently manage interactions in a very positive way. They know each child's needs and preferences and provide a wide range of interesting activities to encourage children to learn and develop.

Leaders ensure the environment is clean, bright and maintained to a good standard. They set up the environment daily and provide resources that are plentiful and of a good quality. Leaders have effective processes in place to maintain safety and promote children's well-being.

Leadership and management at the setting is strong. They safely recruit staff in line with the regulations and National Minimum Standards (NMS) and monitor that records are maintained effectively. Leaders monitor and review the setting well and this leads to continual improvements which enhance the experience of the children who attend. Leaders have developed good partnerships with parents, the school and the Flying Start service.

# Findings:

## Well-being — Good

Children can contribute their ideas and make decisions about activities, songs, stories and how they spend their time at the service. For example, they confidently pick an item from the box to sing about at circle time. Children move freely around a good range of activities, indoors and outdoors and their play is mostly self-directed. Children express themselves very well and staff always listen carefully, showing interest and responding positively. Children have a strong voice and communicate their needs and wishes confidently.

Children experience warm relationships with each other and staff. They arrive happily and greet others with smiles. Children's individual needs are fully acknowledged. For example, dietary requirements and likes and dislikes. Children clearly know and enjoy routines. They put their named wooden doll in the 'house' as they arrive to show they are present and go with staff to use the toilet and to wash their hands. Children feel a sense of belonging because they can put their drawings on a magnetic board using a magnet with their photo on ready to take home. One child had drawn their family in chalk and enjoyed talking to staff about it. Children feel very safe and happy.

Children co-operate and play together well. Many children say 'please' and 'thank you' without being prompted and they are learning to share resources successfully. For example, engaging in imaginative play together in the doctor's surgery and taking their 'babies' for a walk. Children sit at the table together for food and listen to each other's conversations. They smile proudly when praised for cooperative, kind behaviour and achieving personal goals and understand the 'no make it, no break it' rule in the construction area, saying sorry if they damaged another child's creation.

Children are active, curious learners and freely engage in activities inside and outside the playroom. They respond positively to praise and encouragement from staff, which boosts their self-esteem, feelings of achievement and builds their confidence. Children engage in their activities for a good length of time and are eager to talk about what they are doing. For example, building towers with magnetic tiles, counting and talking about what they were making with other children and staff. Children enjoy learning new words and easily repeat Welsh words and phrases. Children thoroughly enjoy their play and learning.

Children are successfully becoming independent learners and develop their self-help skills in line with their age and stage of development. They know where to put their coats and belongings as they arrive. Children pour themselves a drink from a jug and serve themselves from their packed lunch, trying to open packets and peel fruit before seeking support from staff. They are learning to use the toilet facilities independently, washing and drying their hands with adult supervision. They pick out toys without help and join in at tidy up time, putting resources into boxes.

## Care & Development — Good

Staff have a good knowledge of the setting's policies and procedures to keep children safe and healthy. They understand the clear safeguarding policy and confidently outlined the procedures for reporting concerns about children to an appropriate agency. Staff supervise children to eat their packed lunches and provides drinks if they want milk or water. They are well informed about any child with allergies, dietary or medication requirements and have procedures in place to ensure these are met. Staff operate good hygiene processes such as cleaning tables, washing hands and using protective aprons and gloves appropriately. They record accidents and incidents robustly on an electronic app and leaders have good oversight of this, identifying any trends or patterns that they need to deal with.

Staff work in line with the behaviour policy and have a positive and consistent approach. They are good role models, treating children with respect and valuing them as individuals. Staff listen attentively, and take interest in what children say, which promotes confidence and social skills. They put a strong focus on celebrating children's achievements to promote their self-esteem. Staff are calm and clear about what is expected and why. They use routine phrases and lower their tone of voice very successfully to gain children's attention and cooperation, so that children learn to self-regulate their behaviour.

Staff promote children's play, learning and all-round development well, providing interesting activities based on what they know children enjoy. They monitor and assess children's progress and plan developmentally appropriate activities, to ensure that all children can engage, have fun and learn. Staff encourage and facilitate children's learning well. They pick up on teachable moments as children play with their chosen activity. For example, they count magnetic tiles as they build them into towers and talk about colour spontaneously as they chalk on the floor outside. Staff display some bilingual signs which encourages children's recognition and use of the Welsh language. They use Welsh words and phrases as they play, and children understand and repeat these. Staff teach children about their community and local places that are meaningful to them, promoting a sense of belonging or 'Cynefin'. Staff promote children's knowledge of the world and different cultures through resources, activities and various celebrations.

## Environment — Good

Leaders ensure the community hall is safe and meets children's needs indoors and outdoors. They operate robust systems to keep the setting secure from unauthorised visitors. For example, they had recently had gates installed that provide better security when children play outdoors. Leaders have established a good range of policies that support staff to keep the environment and children safe and hygienic. They draw up suitable risk assessments which they share appropriately with staff. These include all areas of the setting and many activities, including walking to school and visits in the community. Leaders liaise with the community hall committee regarding the maintenance of gas, electric and fire systems, and leaders confirmed that these met regulations. Staff undertake regular fire drills which are well recorded.

Leaders ensure the premises is suitable, welcoming and promote children's play and learning. Staff set up the environment daily and pack away at the end of the session. Play areas are bright and airy with plenty of space for a good range of activities, as well as comfortable areas for children to relax. Staff have use of a kitchen area and toilets are off this area. They supervise children to access the toilet and provide child size seats and step ups so children can use the facilities independently. Staff clean tables within the playroom for children to sit and eat their packed lunch. Staff set up activities in the outside area to give them opportunities for messy play and promote their physical development such as balancing on beams. Children can easily access this area from the playroom and have free access for most of the session.

Leaders provide furniture and equipment that is age appropriate and child sized. They ensure there is a wide variety of very good quality resources to encourage children's curiosity and imagination and support their learning and development. Staff set up activities well and include some every day and recycled items, as well as natural materials. They use a wide range of good quality resources such as books and multicultural resources that reflect the wider society and promote equality. Staff ensure that play areas are well organised with resources within children's reach to promote choice and independence.

## Leadership & Management — Good

Leaders operate systems that ensure the day-to-day operation of the service is effective and runs smoothly. The statement of purpose provides clear information regarding what the setting provides, so that parents can make an informed decision about its suitability for their children. Leaders have developed a range of policies and procedures that are clear and well written. Leaders are in the process of transferring policies and record keeping to an electronic app. They are planning to further review and update policies to reflect any changes to procedures because of this development. Leaders have a good overview of records and monitor and review them effectively. Children's records are electronic and a sample viewed contained clear, comprehensive and up to date information. Leaders have several policies to support them to comply with data protection laws and have registered the setting with the Information Commissioner's Office.

Leaders have effective and useful self-evaluation procedures in place and consult with parents, children and other professionals as part of the process. Leaders use the views of service users and reflect on their service to complete a formal annual review of the quality of care and compile a report on that review. Staff continually evaluate activities to assess children's interests and make changes when necessary. There is a suitable complaints policy in place should parents want to make a complaint.

Leaders employ a small but consistent staff team who work very well together. They deploy staff effectively and according to their skills. Leaders are clear about their responsibilities regarding staffing and maintain staff: child ratios in line with the NMS. Leaders follow safe recruitment processes, and this is evidenced in staff records. Nearly all staff hold appropriate qualifications in childcare, paediatric first aid and safeguarding, as well as numerous other courses to support them to provide a high standard of care. Leaders keep existing training up to date and have plans in place for staff to complete additional training. Staff have good opportunities to discuss practice formal within one-to-one supervision meetings, as well as informal daily meetings. They receive an annual appraisal. Leaders told us that they meet on occasions with the registered person who provides support if needed.

Leaders and staff have very good relationships with parents and carers and with the community hall committee, which greatly benefits children. Staff talk to parents to get to know their child's needs, preferences and routines and these are recorded electronically. Leaders recognise the lasting benefit of parental involvement in their child's development. They welcome parents to attend family events such as play sessions and end of term graduation when their child leaves for school. Parents we spoke to were extremely happy with the service. Staff have good links with other professionals such as the Flying Start service, speech and language therapists and local authority.

# 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) |
|---|
| Continue to review and update policies to reflect use of an electronic app as a means of record keeping at the setting. |
| Monitor that the improvements made as a result of this inspection are embedded in practice. |

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