Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cefn Mawr Playgroup

The Activity Centre , Plas Kynaston Lane , Cefn Mawr , Wrexham , LL14 3AT

07591995141

The inspection visit took place on 07/10/2026

Service Information:

Operated by:	Cefn Mawr Playgroup
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	Welsh and 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	Adequate
Environment	Adequate
Leadership & Management	Adequate

Summary:

Most children move confidently around the setting, making independent choices and communicating their needs appropriately. They form secure relationships with staff and their friends, helping them feel valued and settled. Children engage appropriately in a range of play experiences, developing social, physical, creative and independence skills. Suitable learning opportunities support their progress and overall development.

Staff understand their safeguarding responsibilities and follow appropriate procedures to help keep children safe. They promote children's health through good hygiene practices, nutritious snacks and current first aid training. Staff build warm, nurturing relationships and support positive behaviour. They know children well, provide suitable activities and support individual needs effectively.

Leaders generally maintain a safe and secure environment through daily checks and risk

assessments. The environment is calm, well-resourced and promotes belonging, play and development, with some access to a stimulating outdoor spaces and a few authentic resources.

Leaders understand some of their responsibilities and have policies and procedures in place to support the service. They reflect on practice, complete self-evaluation and seek parents' views to help improve provision. Leaders generally manage staff appropriately and maintain positive partnerships with parents and other agencies.

Findings:

Well-being — Good

Most children move confidently around the setting and independently choose where they want to play. They freely move between the two indoor spaces to access different areas of learning. Children communicate confidently, asking for additional snacks and requesting toys or resources that are not readily available. They share their thoughts, ideas and experiences with others, and staff respond effectively, valuing and extending children's contributions.

Most children settle well and remain relaxed in the care of staff. They communicate freely and staff listen attentively, helping children feel valued and respected. For example, when a child asks for a leaf, a staff member accompanies them to find one. Children develop positive relationships with staff and confidently seek comfort and support, knowing they will receive responsive care. They form friendships, which enrich their play experiences and help them feel secure and settled within the setting.

Children learn to be polite and cooperate with others through appropriate support and guidance from staff. They are learning to communicate effectively for their age and stage of development; this helps them to develop confidence to ask questions and freely share their experiences. Children demonstrate increasing awareness of the needs of others and are beginning to understand sharing and turn taking, for example waiting for a toy that another child is using. They treat resources with care, use them appropriately, and help to tidy up when encouraged by staff.

Children engage appropriately in a range of play opportunities. They explore different areas of the setting and independently access a variety of resources. For example, children investigate the properties of sand as they fill, empty and pour between different containers. They enthusiastically explore the outdoor environment, riding trikes and developing their physical skills as they climb, balance and take appropriate risks. Children enjoy being active when they have opportunities to access the outdoors. They benefit from fresh air and the varied play experiences available outdoors.

Children develop some independence through daily opportunities to manage their own needs, such as feeding themselves and washing their hands. They gain some skills as they engage in play and follow their individual interests. Children express their creativity as they use scissors and a variety of materials in the craft area, and they use their imagination effectively as they design and construct models in the construction area. Children have access to a suitable range of activities and experiences that support their learning and development, helping them make appropriate progress.

Care & Development — Adequate

Staff understand their responsibility to keep children safe and follow the correct procedures when they have safeguarding concerns. They generally implement effective routines and practices that promote children's safety. Staff complete children's and staff attendance registers so that everyone can be accounted for in an emergency. However, the attendance records are difficult to navigate, which makes it challenging to clearly demonstrate that required staffing ratios are consistently maintained. Staff carry out regular fire drills, ensuring that children and staff know how to respond in an emergency.

Staff promote healthy lifestyles by providing children with some opportunities to access fresh air and take part in physical activity during outdoor play, but this is limited. They support children's health and well-being by offering nutritious snacks, including a variety of fruits and yoghurt. Staff follow effective hygiene practices, such as encouraging regular handwashing, which helps prevent the spread of infection. They maintain current first aid training, enabling them to respond appropriately to accidents and medical incidents. Staff record incidents accurately and share relevant information with parents, helping to ensure children's ongoing health and safety.

Nearly all staff interact with children in a caring and nurturing manner, which helps children feel valued and secure. They show compassion and understanding by joining in with children's play, talking about their experiences and recognising their individual interests. For example, staff sing with children as they build in the construction area, which encourages engagement and enjoyment in play. Many staff use effective behaviour management strategies to help children understand expectations and develop an awareness of routines. For example, they give children a five-minute warning before tidying up for snack time, which helps children prepare for transitions. Many staff promote children's social development by engaging them in meaningful conversations throughout their play. As a result, some children respond positively and enjoy frequent, positive interactions with staff.

Most staff contribute to planning a suitable range of activities and resources, which provides children with varied play and learning opportunities. They take account of children’s interests when planning experiences, helping to maintain children’s engagement and enjoyment. Staff know the children well and tailor care and support to meet most children’s individual needs. They identify children with Additional Learning Needs (ALN) effectively and implement appropriate strategies to ensure they receive suitable support. This includes assessing individual circumstances and adapting routines, which helps children manage transitions throughout the session. Many staff support learning through play and encourage children to develop independence skills, such as putting on their coats before going outdoors and washing their hands independently. However, staff do not always maximise opportunities to further develop children’s social and independence skills. For example, during snack time, they do not consistently encourage children to pour their own

drinks, select from available options or serve themselves fruit. As a result, children do not always have sufficient opportunities to practise and develop these skills.

Environment — Adequate

Leaders maintain a generally safe and secure environment by carrying out daily checks of the premises to identify and address new hazards. They complete risk assessments that identify potential risks and set out measures to manage them. However, leaders do not include review dates on risk assessments, which means they cannot clearly demonstrate that they evaluate them regularly. During the inspection, we identified hazards that pose a potential risk to children. As a result, outcomes for children require improvement, and the provider must take action to address these issues and strengthen children's safety.

Leaders provide an indoor environment that consists of two adjoining rooms decorated in calm colours, which helps create a peaceful atmosphere for children. They display photographs of children's families and examples of children's artwork on noticeboards, which helps children feel valued and promotes a sense of belonging. Leaders ensure children have access to quiet areas where they can rest and relax, as well as spaces that encourage active play. They provide separate toilet facilities and storage for children's belongings, which supports children's independence. Leaders provide access to a large outdoor play space that offers a wide range of opportunities for play and learning. However, staff do not fully utilise this environment, which limits the time children spend in this engaging space. As a result, children have fewer opportunities to develop a range of skills, build on their natural curiosity and benefit from extended outdoor play experiences.

Leaders provide children with access to age-appropriate furniture, toys and equipment both indoors and outdoors. They maintain most resources and equipment to a good standard, ensuring they remain in suitable condition. Leaders and staff create areas of learning that support children's play and development. These include opportunities for children to explore natural materials through activities such as sand play and to engage in creative experiences using recyclable materials, including empty boxes in the craft area. Staff enhance the environment with authentic resources, including real jugs, utensils and flowers in the home corner, as well as an activity wall featuring switches, locks and handles. These resources help children develop practical life skills and support imaginative play. The outdoor area provides an inviting and stimulating environment that encourages children to develop a range of skills and take managed risks. Children enjoy accessing resources such as a climbing wall, wooden cable reels and planks of wood, which support climbing, balancing and physical development. A varied range of ride-on toys further promotes children's coordination, confidence and physical skills.

Leadership & Management — Adequate

Leaders understand some of their responsibilities in meeting the regulations and National Minimum Standards (NMS). They develop appropriate policies and procedures for staff to implement and follow, which supports the day-to-day operation of the service. Leaders ensure there are sufficient staff to care for the children. However, they do not identify a Person in Charge for the session when the appointed Persons in Charge is absent, which means they do not fully meet regulatory requirements.

Leaders reflect appropriately on the practice and care they offer. They complete a self-assessment of the setting and identify some areas for improvement. They actively seek and consider the views of parents, enabling them to contribute to decisions about potential improvements to the service.

Leaders generally manage staff appropriately and foster a positive working environment, which helps staff remain happy, motivated and committed to their roles. They carry out some required suitability checks and ensure staff complete mandatory training, helping to support children's safety and well-being. However, leaders do not maintain all required information within staff files, which means they cannot fully demonstrate compliance with requirements. Leaders complete some supervision and appraisal arrangements. However, they do not always provide effective opportunities to communicate with staff, identify training needs or support professional development. As a result, improvements are required, and the provider must take action to strengthen the management, oversight and support of staff.

Leaders and staff build positive relationships with parents and carers, which helps create a strong partnership in supporting children's care and development. They keep parents informed about the setting and their child's progress through regular discussions at collection times and through electronic communication. Leaders establish effective partnerships with external agencies, enabling them to provide appropriate care and targeted support for children when needed. They work closely with Flying Start, which gives the setting access to additional support that benefits children's development and well-being. Leaders maintain good links with the local school, which helps children experience a smoother transition when they move on to the next stage of their education.

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
The Responsible Individual has not ensured risk assessments are reviewed and updated regularly or that all hazards are identified and managed effectively.	07/10/26
The Responsible Individual has not ensured staff files contain all the required information to evidence their suitability to care for children.	07/10/26

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 7 - Opportunities for play and learning	To utilise the outdoor space more to give children a range of experiences and opportunities to play and learn.
Standard 15 - Staffing ratios	To ensure there is a nominated Person in Charge at all times.
Standard 13 (Day Care) - Suitable Person	To ensure all staff receive regular and meaningful supervisions and appraisals to support them in their role.

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)
To ensure registers clearly show which children are in attendance and staff who are caring for them.
To further encourage independence at snack time to support children's learning and development.

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