Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bryn Coch Club

Ysgol Bryn Coch, Victoria Road, Mold, CH7 1EW

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The inspection visit took place on 04/02/2026

Service Information:

Operated by:	Bryn Coch Club
Care Type:	Children's Day Care
Registered places:	150
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	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Excellent

Summary:

Children's wellbeing is at the heart of the setting, and they communicate exceptionally well because staff respond meaningfully to them. Children settle extremely well, forming excellent relationships with staff and developing strong friendships that mean a lot to them. Children are inspired and motivated to interact and cooperate consistently well, being respectful towards others and the resources. Children have excellent opportunities to learn a range of skills and fully engage in interesting and stimulating activities.

Staff fully understand their responsibility to keep children safe and they successfully promote and encourage children to lead a healthy lifestyle. Staff are excellent role models with a calm and relaxing manner. They are consistent in their responses and interact with children with understanding, care and interest. Staff are committed and dedicated. They have a good knowledge of child development and implement this effectively to support the individual learning and development needs of all children.

Leaders ensure staff understand and manage risks and hazards effectively. Extensive risk assessments and daily checks are conducted to ensure hazards are managed effectively. The indoor and outdoor environments are creatively arranged and organised to provide excellent opportunities for children to extend their knowledge and development. Resources and activities actively encourage children to explore, engage, and develop their play and learning. The wide range of natural and recycled materials and authentic resources enhance the areas and inspire children's curiosity and learning.

Leaders are dedicated and the high level of leadership maintained ensures they are knowledgeable and effective in implementing and meeting regulations. Self-evaluation procedures are meaningful and ongoing, so they effectively and consistently drive improvement. Leaders manage the happy and dedicated staff exceptionally well. This results in extremely good teamwork and smooth running of the setting. Leaders and staff have a good relationship with parents/carers, outside agencies and the school which supports them in providing excellent care and tailored support when needed.

Findings:

Well-being — Excellent

Children's wellbeing is at the heart of the setting, and the care staff provide. They have extensive opportunities to express themselves and follow their interests. Children communicate exceptionally well because staff respond meaningfully to them. They enjoy a wide range of choices during play and move confidently between the different environments. For example, they move from one outdoor area to another to play football or choose to go from indoors to outdoors to play. At snack time, children choose what they would like to eat and ask for more when they feel hungry.

Children settle exceptionally well as they feel cared for and comfortable in the environment. Their needs and personalities are known and understood well by staff, helping children feel a sense of value. Children form excellent relationships with staff and develop strong friendships that mean a lot to them. Children have a clear understanding of the effective routines, which helps them to feel secure and know what is happening. For example, children attending after school know they can access the outdoors after they have had their snack.

Children are inspired and motivated to interact and cooperate consistently well with others. They show a clear understanding of and sensitivity to the feelings of others. For example, when a child finished in the tool area and knew another child wanted to use it, they sought them out and told them it was their turn. Children respect the environment and resources, regularly helping to tidy items away and using them appropriately. At certain times of the day, children of all ages mix successfully and show understanding and respect as they share space and resources.

Children have excellent opportunities to learn through their play. They fully engage in the interesting and stimulating activities available to them. Children flourish as they self-direct their own play. For example, there were lots of smiles and laughter as they had fun mixing their own powder paints. They added different amounts of water to make the paints into the texture they wanted and then painted on the Perspex outside. Children are enthusiastic to talk and share their experiences, showing they have a good sense of achievement and develop high self-esteem. For example, they were keen for us to sit in the audience to watch the play they were performing.

Children move freely and confidently around the environment, choosing where and what they want to play with. They are encouraged to help serve themselves and pour their own drinks at snack time. Children have access to exciting resources that help them develop a range of skills, including hand-eye coordination when using hammers and nails, and physical skills as they crawl, balance and climb on the fixed apparatus and use loose parts.

Care & Development — Excellent

Staff fully understand their responsibility to keep children safe and consistently implement effective policies and procedures. For example, staff are deployed effectively to ensure all children are supervised well in all areas. Nearly all staff understand the correct procedure to follow should they have any safeguarding concerns. Regular fire drills are conducted, so staff and the children are aware of the procedure to follow in an emergency. The setting conducts a regular lockdown procedure to further support them in ensuring children are safe.

Staff successfully promote and encourage children to lead a healthy lifestyle. They ensure food provided is nutritious and inviting such as pasta and cheese for afternoon snack. Physical activities and having fresh air are a regular and consistent element to the care provided. Staff provide continuous opportunities to access the outdoors, and children enjoy experiences such as playing football and being creative with the paints. Staff understand the benefits of allowing children to manage their own risks, when it is suitable to do so. For example, when using the loose parts to create their own obstacle course.

Staff are excellent role models for the children. They have a calm and relaxing manner with the children and effectively implement rules and routines that are appropriate for the ages and stages of development of the children attending. Staff are consistent in their responses and interact with children with understanding, care and interest. This helps children become respectful and confident communicators. Staff make experiences sociable as they sit together and play, talking about what they are doing. Staff consistently follow effective behaviour management strategies. For example, explaining to a child that there are other places to tidy up when they wanted to clean the same wheelbarrow as another child. They have routines in place to support children to know what is happening. For example, they are given timed warnings before routines such as tidy up time, and they get children's attention by having hands up when they want to share information with them. Nearly all children respond well as this was embedded in practice.

Staff are committed and dedicated to providing the best care possible. They have a good knowledge of child development and implement this effectively to support children. Staff have a good process in place to ensure they know the children well. They successfully record children's individual progress, which is then used effectively to identify activities and next steps in their learning. Staff offer excellent play and learning activities, consistently providing stimulating and inviting opportunities for children to access to enable them to develop and learn through their play. For example, hammers and nails, which the children used confidently, following the known rules to ensure they were safe. Staff have a holistic approach to the care and support they provide. They ensure all children have access to suitable activities and resources and effectively support the individual learning and development needs of all children. This includes those with Additional Learning Needs (ALN). Staff are effective in supporting children's knowledge of Welsh as they sing songs and use simple Welsh phrases incidentally during activities and routines.

Environment — Excellent

Leaders ensure staff understand and manage risks and hazards effectively. External doors are kept locked, and the outdoor area is surrounded by secure fencing. Leaders conduct extensive risk assessments on the environment to ensure it is safe and secure. These are reviewed regularly and updated when required. Daily checks are completed to identify any possible new hazards before the children arrive. This ensures all areas and equipment are safe for use. Registers of the children and records of any visitors are completed so everyone can be accounted for. Leaders ensure the environment is well maintained and there are effective cleaning routines in place to minimise any health risks to children.

The environment is creatively arranged, organised and used to ensure children flourish and are stimulated to play, explore and learn. It is welcoming and staff ensure all space is used creatively. The indoor environment has been developed exceptionally well, to create different areas for the children to freely access. The different areas of learning and use of different rooms provide children with a range of experiences and opportunities. For example, sensory room and rest room where children can relax in a quiet space. The environment successfully meets the needs of children and enables them to reach their full potential. The outdoor space is an exciting extension to the indoor learning environment and provides excellent opportunities for children to extend their knowledge and development. The different areas are creatively developed to give children a vast range of experiences that inspire and encourage them to play and learn. The environment has suitable toilet and handwashing facilities that encourage children to be independent, and the large kitchen area allows staff to prepare food.

Resources and activities actively encourage children to explore, engage, and develop their play and learning. Stimulating resources build on children's skills and enable them to follow their interests. For example, staff provide free access to chopsticks, noodles, red sand, and Chinese writing and symbols to support the Chinese New Year theme. Leaders and staff create imaginative and inviting learning areas using a wide range of natural and recycled materials. They enhance these areas with authentic resources that inspire children's curiosity and learning. For example, children freely access mud, water, real pots, pans, and jugs in the outdoor home corner and enjoy experimenting with them. The environment includes appropriate fixed apparatus and loose parts that inspire children to be physically active and manage their own risks. For example, children use wooden climbing equipment, tyres, ladders, and a large plastic tunnel.

Leadership & Management — Excellent

Leaders are dedicated to providing the best care possible. They have a clear vision for the setting and care they offer. A high level of leadership is maintained, and leaders are knowledgeable and effective in implementing and meeting regulations. Paperwork is extremely well organised and consistently updated to ensure it reflects current guidelines and regulations. All information is kept securely and is easy to access when required. Leaders are proactive in keeping up with best practice and relevant training. This includes successfully implementing new guidance and ideas that support the care and learning children receive. The statement of purpose reflects the current setting and gives parents/carers the information they need to decide if it is the right setting for their child.

Leaders have an effective procedure in place to self-evaluate the setting and care provided. The views of parents, children and staff are considered appropriately when reviewing the service. Leaders understand the importance of reviewing what has taken place and identifying improvements. The self-evaluations completed are meaningful and ongoing, so they effectively and consistently drive improvement. For example, it was identified to improve communication with parents and develop Welsh throughout. These have been implemented and are ongoing.

Leaders manage staff exceptionally well and this is a real strength of the setting. It leads to a team of happy and dedicated staff. They ensure all the required checks are in place to evidence their suitability to care for children and all required training has been completed. Regular appraisals and supervisions are conducted with staff, so information is shared effectively, and training needs are identified. Leaders have a regular check in with staff and ensure their roles and general routines they are responsible for are clear. This results in extremely good teamwork and smooth running of the setting. Leaders and staff regularly and effectively review the resources, purchasing new ones when required. This ensures they are supporting and encouraging children's play and learning effectively.

Leaders and staff have a good relationship with parents/carers. They keep them updated and informed about the setting and their child. Regular information and photos are shared throughout the day via an online system. The setting has positive partnerships with outside agencies, and this supports them in providing excellent care and tailored support when needed. The setting has extremely strong links with the school which helps them share resources, the environment and good practice, which benefits the children. They work closely with the school to provide consistent care and ensure a smooth transition. For example, staff had ensured the pictures used on children's pegs where they store their belongings were the same as those used in the school.

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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