Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rascals ASC

Raglan Primary School, Chepstow Road Raglan, Usk, NP15 2EN

07922862826

The inspection visit took place on 02/07/2026

Service Information:

Operated by:	Rascals After School Club
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	English
Flying Start service:	No
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	Adequate

Summary:

Children are confident, happy and settled at the setting. They make choices about how they play and the activities they take part in. Children form positive friendships, interact well with their peers and staff, and enjoy a range of worthwhile opportunities that support their interests, independence and confidence.

Staff promote children's safety, health and well-being effectively. They implement good hygiene practices, follow clear procedures and maintain relevant training to support children's needs. Staff build warm relationships with children, listen to them and respond positively to their ideas. They provide valuable opportunities for children to develop socially, emotionally and physically.

Leaders provide a safe, secure and welcoming environment for children. They manage risks appropriately and maintain suitable safety arrangements, including regular fire drills and risk assessments. Leaders organise the indoor and outdoor spaces effectively, enabling children to access a broad range of good quality resources that support creative, imaginative and active play.

Leaders have made significant progress since the last inspection, including strengthening arrangements for managing allergies safely. They maintain most required records needed to run the setting effectively. Leaders gather feedback from parents and children and use this to plan further improvements. They have addressed previous areas for improvement and worked positively with Care Inspectorate Wales (CIW).

Findings:

Well-being — Good

Children are confident communicators who express their views, preferences and ideas freely. They are supported to make choices throughout the session and understand that adults listen to them. For example, they choose what they would like for breakfast and confidently ask for more when they want it. They independently select resources, helping themselves to paper and pens from the craft cupboard and moving freely between indoor and outdoor areas. Children speak confidently about their experiences and happily tell visitors what they enjoy doing at the setting.

Children are happy, settled and have a strong sense of belonging. They arrive confidently, follow familiar routines and quickly engage with friends and activities. We observed warm, meaningful interactions, with children choosing to spend time chatting with staff and sharing personal experiences. Children clearly enjoy being at the setting and seek out conversations with both staff and their peers. These positive attachments help children feel secure and confident in their environment.

Children interact well with one another and demonstrate kindness, co-operation and respect. They celebrate each other's achievements, with one child telling a friend, "*good score*!" after finishing a game. They willingly include others in their play and work together successfully. For example, two children collaborated to build a wooden train track, finding the correct pieces together before proudly declaring, *"yes, it's all done now!"* Children also respect their environment by returning scooters to the storage area when they have finished using them. These positive interactions support children to develop empathy and social skills.

Children are enthusiastic, engaged and interested in their play. They confidently follow their own interests and remain focused on activities for sustained periods. For example, children spent time creating a model vehicle and proudly stated, *"I'm so proud of my truck!"* Children also enjoy imaginative group experiences, including pretending to perform music in a play tent while friends listened and joined in. These worthwhile opportunities help children experience enjoyment, achievement and a strong sense of purpose in their play.

Children develop a good range of skills which support their independence, confidence and learning. They manage familiar routines well by putting away belongings, helping themselves to drinks and resources. They make confident choices about how they spend their time.

Care & Development — Good

Staff promote children's health, safety and well-being effectively. They ensure children wash their hands before eating and clean tables before and after mealtimes to support good hygiene practices. Staff provide healthy snack choices, offering children a selection of wraps and fruit. They record accidents and incidents appropriately and share information with parents or the school when required. They maintain attendance records that clearly identify which children are present at the after-school club, however they do not record what time children arrive at the setting in the morning for breakfast club. Most staff understand their safeguarding responsibilities and know who to contact if concerns arise. However, not all staff were clear about who they should contact if they needed to make a referral themselves.

Staff create a positive and welcoming atmosphere where children feel valued and respected. They model polite behaviour consistently and encourage children to use good manners during everyday interactions. Most staff join in children's play and conversations naturally, showing a genuine interest in what they are doing. They support children calmly when difficulties occur and help them manage their emotions. When a child became upset after another child switched off a computer game, a member of staff reassured them. Staff listen carefully to children, respond positively to their ideas and provide the reassurance they need to feel secure. As a result, children develop confidence, build friendships and interact well with others.

Staff know the children well and build warm, caring relationships with them. They greet children individually, show an interest in their personalities and adapt interactions to suit their needs. For example, when one child greeted a member of staff by meowing, she playfully meowed back, helping the child feel acknowledged and included. Staff engage purposefully in children's play and use conversations to extend learning and encourage communication. We heard a member of staff ask a child, *"what's inside your train then?",* prompting the child to talk proudly about their creation. Staff also use snack times to chat with children about their experiences and encourage meaningful conversations. They provide opportunities for children to enjoy regular physical play, and children told us they use scooters, skateboards and other outdoor equipment every day. Through these worthwhile experiences, staff support children's social, emotional and physical development and help them grow in confidence while following their own interests

Environment — Good

Leaders ensure children play in an environment that is safe, secure and well maintained. They implement effective security measures, including keeping school and setting doors locked and requiring visitors to sign in on arrival. Leaders identify and manage risks appropriately through detailed risk assessments, including an assessment for serving food to reduce risks for children with allergies. They ensure staff understand and follow daily safety routines when setting up the provision. Leaders maintain good fire safety arrangements by keeping a fire risk assessment and policy in place and conducting regular fire drills. They maintain key safety documentation, including public liability insurance and gas safety certification.

Leaders organise the environment effectively to meet children's needs. They work well within a shared school space and transform the room each day into a welcoming environment where children can play, relax and socialise. Staff arrange tables and resources to provide purposeful activity areas, including spaces for board games, craft activities, bead art and bracelet making. Leaders ensure children have access to suitable furniture that is appropriately sized and easy to use independently. They provide access to suitable toilet and handwashing facilities and make good use of both indoor and outdoor areas. This enables children to move freely and choose how they spend their time. Leaders provide different outdoor experiences throughout the sessions and ensure children can access a wide range of activities that support active and imaginative play.

Leaders provide a good range of resources and equipment that support the interests and needs of children across different age groups. They store resources carefully, making effective use of a large storage area to keep toys and activities accessible, safe and in good condition. Leaders ensure children can choose from a broad variety of meaningful play opportunities, including craft materials, board games, role-play resources and outdoor equipment. They enhance children's outdoor experiences by offering different resources at different times of the day, such as scooters, skateboards and pogo sticks in the morning, and cricket equipment, tents and role-play resources later in the day. Leaders also provide books, dolls and other multicultural resources that help children learn about the wider world.

Leadership & Management — Adequate

Leaders have taken significant steps to address issues from the last inspection, including actions to strengthen the safe management of allergies. They review policies and procedures regularly and make them available to staff and parents. Leaders have improved practice in several key areas since the previous inspection. For example, leaders share risk assessments and allergen information with parents and check the suitability of food items before they are offered to children. Leaders have made positive progress and demonstrate a commitment to meeting their responsibilities.

Leaders review the quality of the service and gather feedback from children, parents and staff to help identify improvements. They complete the quality-of-care review in line with expectations and submit the Self-Assessment of Service Statement within required timescales. Leaders actively seek the views of families and use feedback to inform future developments.

Leaders maintain a stable and experienced team, who told us they feel valued in their roles. They hold team meetings at intervals throughout the year and have taken action to improve supervision arrangements since the last inspection. However, these are still becoming embedded into everyday practice. Leaders ensure staff keep essential training up to date, including paediatric first aid and anaphylaxis training, enabling them to respond effectively to children's needs. However, they do not currently have a formal induction process for new staff.

Leaders develop positive relationships with parents and communicate with them regularly. They share important information regarding accidents and incidents with parents however staff do not currently record pre-existing injuries when children arrive at breakfast club. Leaders work particularly closely with parents of children who have specific health needs and involve them in planning and reviewing arrangements to keep children safe. Leaders encourage parents to contribute feedback about the service, with responses highlighting the approachable nature of staff and the positive experiences children receive. Parents speak positively about the service and value the welcoming approach of staff. They told us children enjoy attending the setting and benefit from the good range of activities and experiences available to them.

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)
Standard 5 - Records	Accurately record the times when children arrive at breakfast club.
Standard 13 (Day Care) - Suitable Person	Embed a system for providing staff with regular supervisions and appraisals.
Standard 13 (Day Care) - Suitable Person	Formalise inductions for new staff members.
Standard 20 - Safeguarding	Ensure all staff know who to contact if they need to make a safeguarding referral themselves.

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)
Record pre-existing injuries and audit these alongside accidents and incidents to detect any emerging patterns.

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