



County Childcare Glan Llyn



Glan Llyn Primary School , Bessamer Drive , Newport , NP19 4BJ



07762874684

Date(s) of inspection visit(s):

03/06/2025, 04/06/2025

Service Information:

Operated by:	County Childcare Glan Llyn CYF
Care Type:	Children's Day Care
Registered places:	24
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 service provider is not meeting 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 make choices about their play and routines. They settle quickly, feel secure, and enjoy familiar routines that help them feel confident and at ease. Friendships are strong, and children show kindness, empathy, and cooperation during play and group activities. They are independent, take pride in helping with daily tasks, and enjoy taking responsibility.

Staff follow consistently good procedures to keep children safe and well cared for. They build strong, positive relationships with children, creating a warm and supportive atmosphere. Staff provide a wide range of worthwhile activities based on children's interests and needs, creating a purposeful and inclusive play environment.

The environment is safe, secure, and well maintained. The indoor and outdoor spaces are clean, welcoming, and thoughtfully arranged to support a wide range of activities and promote independence.

People who run the setting provide strong, purposeful leadership and manage the club effectively in line with regulations. Staff are well supported through clear recruitment processes, regular training and opportunities to reflect on their practice. Strong partnerships with parents and the school contribute to a consistent and valuable experience that supports children's wellbeing, development, and sense of belonging.

Findings:



Well-being

Good

Children's voices are strong and used well across the setting. They confidently share their ideas and make suggestions for activities. Staff listen carefully and respond positively, ensuring children feel heard and respected. For example, children ask for specific resources, and staff respond by bringing the resources to them. This purposeful approach helps children feel involved and valued. Children also contribute to decisions about snack choices and how to organise the play areas, which gives them a strong sense of ownership.

Children settle quickly and feel secure in the setting. They arrive happily and know the routines well. For example, they place their bags in the designated area and prepare for snack time without prompting. Children are relaxed and at ease, showing they feel safe and comfortable. Many children have attended the setting for several years and have built strong, trusting relationships with staff. This consistency supports their emotional wellbeing and creates a calm, welcoming atmosphere. New children are supported well by staff and their peers, helping them to settle in smoothly and feel part of the group from the start.

Children interact positively with staff and each other. They are kind, respectful, and considerate of others' needs. For example, older children help younger ones during group games, and friends support each other during activities. Children respond well to staff who model positive behaviour. They laugh, chat, and play together, creating a strong sense of community. These consistently good interactions help children build valuable social skills and lasting friendships. Children also show empathy and patience, often checking in on friends who may be feeling tired or upset.

Children are enthusiastic and engaged in their play. They choose freely from a wide range of worthwhile activities and resources. For example, some children focus on creative projects with building blocks while others enjoy imaginative play or outdoor games. Children concentrate well and show pride in their achievements, demonstrating a strong sense of purpose and enjoyment. They also enjoy revisiting favourite activities, which helps them build on previous learning and deepen their interests.

Children show good independence skills throughout the session. Nearly all children manage their belongings, access the toilets independently, and help with daily routines. Children help to set up at snack time and serve themselves food using knives to spread butter. They also take initiative in helping others, such as reminding friends of routines or offering to help carry items. This successful approach helps children develop useful life skills in a supportive and familiar environment.



Care & Development

Good

Staff keep children safe through consistently good practices. They follow clear procedures to manage allergies, medical needs, and accidents. Staff record incidents, medication, and attendance accurately and use these systems well. They complete safeguarding training and demonstrate a thorough understanding of their responsibilities. Staff know the signs of abuse and act quickly and appropriately if they have concerns. They promote hygiene effectively, encouraging children to wash their hands before eating and after outdoor play. Staff also ensure the environment is clean, tidy, and well maintained. They supervise children closely and manage transitions between activities safely. These purposeful routines help create a calm, safe, and secure setting where children feel protected and cared for.

Staff interact with children in a warm, positive, and skilful manner. They build strong relationships and respond to children's needs with care and understanding. Staff use praise and encouragement effectively, helping children feel confident and valued. They model respectful behaviour and support children to manage their emotions and behaviour well by following their behaviour management policy. Children respond positively and show kindness to others. Staff know the children well and adapt their approach to suit individual needs. For example, they offer quiet spaces for children who need time to rest or talk. Staff are patient and nurturing, creating a relaxed and inclusive environment. They take time to talk to children about their day and show genuine interest in their lives. This successful approach helps children feel secure, respected, and emotionally supported.

Staff provide a worthwhile range of activities that reflect children's interests. They ask children for feedback and include their ideas in planning. Staff use some incidental Welsh during the session; however, this could be developed. Staff know children well and adapt activities to suit individual needs and abilities. As a result, they support children with additional learning needs effectively.



Environment

Good

People who run the setting ensure the environment is safe, secure, and well maintained. Staff complete daily safety checks and visual risk assessments for all areas used by children. Risk assessments are detailed, purposeful, and reviewed regularly. Staff store confidential records securely in locked cupboards. The main entrance remains locked during the session, and visitors sign in at the school office and the club's register.

Staff supervise children closely and manage transitions between school and club safely. Fire drills are carried out regularly and at varied times to ensure all children take part. These consistently good practices help create a calm, safe, and reassuring environment where children feel protected and confident. People who run the setting ensure all routine safety checks are carried out for the building such as electrical safety, smoke alarm and fire safety equipment.

The club operates from a hall within the school, which is bright, clean, and welcoming. The space is arranged thoughtfully each day to support a range of activities, including quiet play, group games, and creative tasks. Children use appropriately sized tables and chairs, which provide a comfortable and practical space for play. The hall is maintained to a high standard. Children access toilets independently, which are located nearby and supervised appropriately. These facilities are clean, well-stocked, and promote good hygiene. The setting also has direct access from the hall to a large outdoor area. The outdoor space is used well and offers good opportunities for physical activity, exploration, and connection with nature.

The setting provides a wide range of worthwhile and age-appropriate resources. Children know what is available and confidently request items they want to use. Staff ensure resources are clean, safe, and in good condition. There are enough materials to support all children's interests and needs. There are some resources that reflect cultural diversity; however, this could be developed. Staff rotate resources to keep play experiences fresh and engaging. Children contribute to how the space is used, choosing where to play and what to play with. The environment is skilfully managed and used effectively to provide a positive and beneficial experience for all children.



Leadership & Management

Good

People who run the setting demonstrate strong and effective leadership. They have a clear vision and manage the setting with purpose and professionalism. They understand the National Minimum Standards and ensure the setting operates in line with regulations. The statement of purpose is detailed and provides useful information for parents. Policies and procedures are regularly reviewed and used well in daily practice. Staff and parents are familiar with these documents, which supports a consistent and safe approach to care. Records for children and staff are well organised and stored securely.

People who run the setting complete a quality of care review each year. They gather feedback from children, parents, staff and other professionals to inform this process. The review identifies strengths and sets realistic goals for improvement. This purposeful approach helps maintain a consistently good standard of care. The setting submits the required notifications and the Self-Assessment of Service Statement (SASS) to CIW on time.

People who run the setting ensure staff are suitable and well supported. They carry out all required checks before staff begin work. Staff files are complete and include details of current Disclosure and Barring Service (DBS) certificates. New staff receive a thorough induction and ongoing support. All staff complete mandatory training and have access to additional learning opportunities. Leaders carry out annual appraisals and supervision meetings. However, these are not always formalised. Staff feel valued and speak positively about the support they receive. There is a strong team spirit and shared commitment to providing high-quality care.

Partnerships with parents and the school are successful and beneficial. Parents speak highly of the setting and the care their children receive. They describe staff as approachable, friendly, and professional. The setting works closely with the school to ensure consistency in routines and expectations. This strong partnership supports children's wellbeing and helps them feel secure. People who run the setting show a strong commitment to continuous improvement and provide a valuable service to children and families.

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)
Develop the use of the Welsh language at the setting.
Develop resources that reflect cultural diversity to promote awareness.
Provide staff with regular formal opportunities to discuss their development.

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