Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Playmates

Gwersyllt Community Primary School, Dodds Lane Gwersyllt, Wrexham, LL11 4NT

01978269520

The inspection visit took place on 13/04/2026

Service Information:

Operated by:	Playmates
Care Type:	Children's Day Care
Registered places:	60
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	Adequate
Environment	Adequate
Leadership & Management	Adequate

Summary:

Children have a voice and their ideas and needs are shared and responded to effectively by staff. They have choices about where and what they play with and enjoy taking part in freely chosen activities and routines. Children interact well and have appropriate opportunities to be independent.

Staff understand and implement appropriate policies and routines to keep children safe. They effectively support children to lead a healthy lifestyle through snack choices and physical activities. Staff are caring and understanding, promoting positive interactions well. They plan some suitable activities for children to support their play and learning.

Leaders complete appropriate assessments and checks to ensure the environment is safe. The spaces available for children to use are light, bright and suitably maintained. Outdoors areas are utilised appropriately, so children have a range of experiences. The environment is equipped with some suitable resources. However, there is limited variety and opportunities to access a range of

items to inspire curiosity and learning through play.

Leaders have worked hard to ensure they meet regulations. They are committed to self-evaluation and making positive improvements. Leaders have created a good team of staff who work well together. Information is shared appropriately with parents, and the setting has good links with the school.

Findings:

Well-being — Good

Children communicate confidently and share their ideas and interests with enthusiasm. They make choices about how they spend their time as they decide where and what to play with. Children choose from the range of snack choices and have some opportunities to decide if they wish to play indoors or outdoors. They are asked for ideas about how they spend their time. For example, staff asked what they would like to do next time it was holiday club.

Children are familiar with the environment which helps them feel settled and happy in their surroundings. They enjoy attending the setting, feeling safe in the care of staff with whom they have developed a positive relationship. This was evident as they greeted staff with excitement and enthusiasm when they entered the room. Children form meaningful friendships and enjoy playing alongside others. They are listened to and responded to appropriately by staff, helping them to feel valued.

Children show understanding towards others as they use the space and resources cooperatively. They follow the routines and respond well to simple instructions given to them by staff. For example, when they are asked to line up to go back indoors or asked to tidy up. Most older children interact with care and understanding. Older children often ensure the younger children are able to join in with games and have the space they need to play.

Most children engage well in their chosen activity and can follow their interests. Some enjoy playing alongside others. They play football or do a craft activity and self-direct their own play as they complete a jigsaw. There was laughter and smiles and some children sang as they played, showing enjoyment in what they were doing.

Children confidently use the facilities such as toilets as they are easily accessible. They are supported and given opportunities to be independent. For example, they can access their belongings themselves. Children have free access to a suitable number of resources, and they independently get items such as, the gym mats out, so they can play ball games together.

Care & Development — Adequate

A suitable number of staff have suitable safeguarding training to support them in ensuring they know the correct procedure to follow if they have concerns about a child. The procedure is clearly displayed at the setting so it can be referred to if needed. Staff implement effective routines, so children are kept safe. This includes supervising the children appropriately and completing regular fire drills, so everyone is aware of the emergency procedure. Staff deal with accidents and incidents appropriately and these are recorded and shared with parents.

Staff provide appropriate care, routines and activities to promote a healthy lifestyle. They offer healthy snack choices including fruits and breadsticks and only offer water to drink. They ensure children have access to drinks throughout the day, so they remain hydrated. Staff give children opportunities to be active indoors and outside. They ensure children have regular opportunities to get fresh air as they can access the outdoor space and if weather does not permit, they can take part in physical activities in the hall.

Staff are caring and good role models. They communicate appropriately with the children to help support their speech and language skills. Staff play alongside the children showing interest and enthusiasm in what they are doing, for example, when talking about the next correct puzzle piece. Staff provide social experiences for the children. This includes sitting, chatting with them at snack and talking with them when taking part in activities. Staff are consistent in their approach to managing behaviour. They use calm voices as they clearly explain why some behaviours are not appropriate, in words the children understand.

Staff get to know the children well, allowing them to plan some suitable opportunities for children that support their learning and individual needs. They provide a few suitable activities that allow children to follow their interests. Staff provide opportunities for children to be independent. For example, they support them to serve themselves snack. Staff talk about activities that are available to encourage children to make their own play choices and engage in them.

Environment

Adequate

Leaders complete regular checks to ensure the environment is safe. Risk assessments on the environment and places visited regularly are conducted effectively. Daily risk assessments are completed before children arrive to ensure no new hazards have arisen, especially as the room is also used by the school. Entrance to the setting is secure and controlled through the school's main reception. Registers are completed of staff and children so everyone can be accounted for. The outdoor areas are safe as they are surrounded by secure fencing and gates are kept locked, preventing children from leaving unsupervised.

The environment provides children with space to play and learn safely. Children have the use of a spacious room and the hall within the school. Both are suitably maintained, light and bright. The rooms are used by the school, but this does not impact on the care the children receive as they have sole use during operating times. There is access to outdoor areas that are utilised well when the weather permits. These include a large field, where children enjoy taking part in a range of different games and a yard, where we saw children having fun playing football. There is some of the children's work displayed, giving them a sense of belonging and pride. Easy access to suitable facilities including toilets and hand washing, allow children to be independent.

Leaders ensure they give children access to a few resources that inspire and support their learning. These are age appropriate and most are of a good quality. Some items are stored appropriately so they are accessible, kept clean and well maintained. There are a few areas of learning available for the children. These include a home corner, cosy area and craft activities. These are welcoming but limited and they are not sufficiently enhanced with extra resources to support children to become curious and imaginative learners. There is not always sufficient natural or authentic resources indoors that would further inspire children's play and learning. The outdoor areas are equipped with some resources that encourage children to be active. For example, they have access to balls and other play equipment.

Leadership & Management — Adequate

Leaders have worked hard to gain a good understanding of the setting and care they provide. They have reviewed policies and procedures to ensure they reflect current practice and legislation. Leaders ensure they are implemented well and updated when required. They have written a statement of purpose that gives parents and carers the information required for them to decide if it is the right care for their child. Leaders ensure appropriate records are kept on the children, so staff have the information they need.

Leaders are working hard to address the recommendations made during the previous inspection and have met the previous non compliances identified. They understand the importance of self-evaluating their setting and the care they provide and have completed their annual quality of care report. They consider what has gone well over the last year and identify meaningful areas for improvement. The opinions of parent's, carers and children are gathered and considered effectively as part of the process.

Leaders have begun to develop a robust recruitment procedure. They have reviewed staff files to ensure they include all the required information. Leaders provide appropriate training and checks are completed to evidence staff are suitable to care for children. Leaders have established a good team of staff, who work well together for the benefit of the children. They work closely to ensure continuity of care and that the setting runs smoothly. Leaders regularly talk with staff, so information is shared. There is a more formal supervision and appraisal process planned to ensure staff get an opportunity to share concerns and training needs.

Leaders and staff develop a positive relationship with parents and carers. They ensure they are kept updated on their child's day, experiences and development through discussion during pick up. The setting has good connections with the school as they operate from the same site. This allows resources, the environment and information to be shared effectively. It aids children's transition between the school and the setting as they are already familiar with the environment and some of the staff.

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 23 - Equipment	Ensure sufficient, suitable, and age appropriate play materials are available to promote children's cultural awareness and equal opportunities.
Standard 7 - Opportunities for play and learning	Ensure children have access to a range of experiences to support their play and learning and allow them to follow their interests.

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)
Consider the promotion and use of sustainable materials and recycling within the setting.

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