Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Llawen y Llys

Ysgol Y Llys, Princes Avenue, Prestatyn, LL19 8RP

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https://www.clwbllawenllys.co.uk/

The inspection visit took place on 07/07/2026

Service Information:

Operated by:	Clwb Llawen y Llys
Care Type:	Children's Day Care
Registered places:	40
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Good
Care & Development	Adequate
Environment	Poor
Leadership & Management	Adequate

Summary:

Children are happy, comfortable and familiar with the routines of the club. They enjoy positive relationships with others and engage in activities that interest them. Children are developing appropriate independence skills and a growing sense of responsibility through daily routines.

Many staff understand their responsibilities for promoting children's health and well-being. They build positive relationships with children and provide suitable opportunities for play. However, not all staff have an appropriate understanding of safeguarding procedures and their responsibility to keep children safe.

Resources generally meet children's needs and interests. They benefit from a safe, spacious environment. Leaders have improved arrangements for managing entrances and children have a suitable range of indoor and outdoor play spaces.

Leaders have made some improvements since the previous inspection, including developing session structures and improving their compliance with regulatory requirements. However, leaders do not provide a service consistent with the setting's statement of purpose and conditions of registration, and do not ensure robust recruitment procedures are followed, and this requires immediate action. Staff support arrangements remain inconsistent, and records are not stored securely, and we expect the provider to make improvements.

Findings:

Well-being — Good

Children have good opportunities to make choices and direct their own play. They choose who to spend their time with and where they want to play. Children express themselves confidently and communicate their preferences through both their actions and conversations. There is a clear structure to morning and afternoon sessions, which helps children to engage purposefully. For example, some children choose to engage in activities set out for them such as board games, while others ask for additional resources such as tennis balls and footballs.

Children transition into the setting confidently and settle quickly into activities that interest them. They move confidently between food times, activities and free play. Children have positive relationships with staff and enjoy spending time with them. They feel valued because staff show a genuine interest in their experiences. For example, children enthusiastically shared news from school and showed items brought from home, whilst staff responded warmly.

Most children interact positively with their friends and staff. They discuss activities confidently, share experiences and demonstrate appropriate social skills. For example, children worked together to build models using construction bricks, sharing resources and discussing how to improve their creations. A small number of children did not consistently respond positively to guidance and occasionally required reminders to use resources appropriately and respectfully. They were reminded of the setting's expectations of behaviour and the importance of not disrupting others' activities. Most children show kindness and consideration towards one another, for example, when helping each other to open new pots of dough and guessing what the dough smells like, as well as thanking each other for the help.

Most children enjoy their play and are actively engaged in activities. They sustain concentration and show enjoyment through smiling and laughing together. Some children enjoy creating imaginative role-play games, while others engage in card games, puzzles or computer games. Children told us they enjoy attending the setting so they can play with their friends, especially outdoors.

Children develop suitable independence skills through everyday routines. They confidently help themselves to food, drinks and resources, independently access their belongings when required and help to tidy up resources. For example, children access their own water bottles throughout sessions, confidently request additional food when they would like more and help to manage routine tasks independently, helping children to take increasing responsibility for themselves and their daily needs.

Care & Development — Adequate

Many staff have an appropriate understanding of their responsibilities and follow relevant policies and procedures to promote children's well-being. For example, they support children's dietary needs appropriately and give children regular opportunities for physical activity and outdoor play. However, staff do not always follow good hygiene procedures when preparing food for children, which increases risk of cross-contamination and the spread of infection. Many staff demonstrate a basic awareness of safeguarding responsibilities. However, not all staff are aware of the setting's safeguarding policies and procedures, and many staff and leaders have not completed the safeguarding training appropriate to their job role. Outcomes for children require improvement because not all staff and leaders have a sufficient understanding of their responsibilities to keep children safe, and we expect the provider to make improvements. Many staff have completed full paediatric first aid training. However, sufficient numbers of staff with this qualification are not always present to meet requirements at all times.

Staff are caring and approachable. They develop positive relationships with children and create a friendly atmosphere by communicating respectfully. Staff encourage positive interactions and recognise children's achievements through praise, particularly when playing board games together. When staff remind children of expectations and provide guidance, it is done so calmly and respectfully, though children do not always respond positively to staff direction or follow expectations consistently and therefore staff are not always effective in promoting positive interactions between children.

Staff provide a suitable range of play opportunities that reflect children's interests. They do not currently plan for specific activities and instead follow children's ideas and allow children to direct their own play, whilst supporting children to access both indoor and outdoor experiences. Staff are developing a clearer structure to sessions, which helps children remain engaged and provides more purposeful experiences both in the morning and afternoon session. Some staff join children in play and conversations, showing an interest in what they are doing. For example, staff help to coordinate a shopping list literacy game and celebrate children when they win, helping to build children's confidence and self-esteem.

Environment — Poor

Leaders ensure the setting is safe. Staff have clear roles and responsibilities to manage transitions, collection and drop-off times, helping to ensure children are always supervised appropriately. Improvements have been made since the previous inspection, and children no longer move around the building unsupervised. However, leaders do not have effective procedures to ensure records are maintained of all visitors to the setting. Leaders complete comprehensive risk assessments that cover all areas used by children, play equipment and activities. Fire safety arrangements are well established and records evidence regular fire drills provide children with regular practice of procedures to follow in the event of an emergency. Daily cleaning rotas are in place to ensure the environment remains suitable for children.

The environment provides ample space for play and socialising. The setting is bright, well-ventilated and maintained appropriately. Children's artwork is displayed throughout the environment, including creative projects, paintings and crafts, helping to promote a sense of belonging. Leaders have made a few improvements to the organisation of resources and prepare table-top activities for children to access on arrival. The environment supports children to make choices and engage in activities that interest them, where they choose from defined play areas or ask staff for additional resources stored in cupboards. The outdoor area is used well and provides opportunities for children to develop physical skills. Children enjoyed climbing, using swings and bars, playing football and practising throwing bean bag games with friends.

Leaders provide a suitable range of resources that generally meet children's needs and interests. Children access construction, creative and physical equipment, many of which encourage cooperative play. There are a few open-ended resources, including sports equipment, to support children to create their own games and play experiences. Resources are generally in an appropriate condition and suitable for the ages of the children. Leaders recognise the interests of older children and are beginning to invest in additional resources to support their engagement. However, opportunities for children to access resources that promote Welsh culture, local heritage and an understanding of different cultures, communities and equal opportunities are limited.

Leadership & Management — Adequate

Leaders are continuing to develop their understanding of regulations and the National Minimum Standards (NMS). The statement of purpose contains up-to-date information, and a range of policies have been reviewed and updated to reflect current procedures. However, leaders must accurately respond to complaints by following the procedures outlined in the complaints policy. Leaders have introduced some improvements since the previous inspection, including developing session structures and strengthening aspects of the paperwork. However, leaders continue to demonstrate an insufficient understanding of the conditions of registration and do not provide a service consistent with the statement of purpose in relation to the maximum capacity of children attending the setting. Outcomes for children are poor because leaders do not ensure the conditions of registration are understood and applied in daily practice, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

Leaders complete annual quality of care reports and self-assessments of the service to identify changes and ongoing improvements within the setting. These documents reflect improvements made since the last inspection, and staff told us that practices have improved. However, leaders have not addressed all areas identified at the previous inspection, which limits their ability to demonstrate effective quality assurance and sustained improvement across the service.

Leaders collect appropriate information on children and manage day-to-day operations to support their experiences. However, we found leaders were unable to demonstrate effective arrangements to secure personal information. Outcomes for children require improvement because confidential records and information are not stored securely, and we expect the provider to make improvements. Systems for managing staff are not sufficiently robust. During the inspection, some staff files were unavailable for inspection, whilst others were missing required documentation. Outcomes for children are poor because leaders do not effectively ensure robust recruitment procedures are followed or maintain the records required to demonstrate staff are suitable to work with children. We have therefore issued a priority action notice, and the provider must take immediate action to address this issue. Leaders also fail to implement effective arrangements to support and monitor staff performance, and on the day of inspection, we found leaders do not complete regular supervisions and appraisals. Outcomes for children require improvement because leaders do not give staff opportunities to formally discuss progress, performance and potential concerns, and we expect the provider to make improvements.

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
We found outcomes for children require improvement because not all records are accurately completed, consistently maintained or stored securely.	07/07/26
We found outcomes for children require improvement because not all staff have appropriate safeguarding training or a secure understanding of their responsibilities to promote children's health, safety and welfare.	07/07/26
Children may be at risk if the provider does not formally monitor and review staff performance on a regular basis. This could potentially impact the standard of service delivery and the care children receive.	29/01/26

Summary of areas for Priority Action	Date identified
We found poor outcomes for children because the responsible individual has not ensured all of the required information has been included in the staff employment files to ascertain the persons suitability in their role in caring for and safeguarding children and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.	07/07/26
We found poor outcomes for children because the Responsible Individual does not operate consistently in line with the setting's statement of purpose and conditions of registration as they consistently care for more than the maximum registered capacity of 40 children at any given time.	29/01/26

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 10 - Healthcare	Sufficient numbers of staff members must be full paediatric first aid trained to meet the requirements at all times.
Standard 10 - Healthcare	Enhance staff awareness of good hygiene practice to prevent the spread of infection.
Standard 24 - Safety	Develop effective procedures to ensure records are maintained of all visitors to the setting.
Standard 23 - Equipment	Further develop and extend resources that promote Welsh language, culture and local heritage, and reflect diversity and equal opportunities.
Standard 19 - Complaints	Develop effective practice to ensure all complaints are recorded confidentially and a written outcome produced within the timelines stated in the complaints policy.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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