Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Hwyl @ St Mary's

St. Marys Catholic Primary School, Ffordd Llewelyn, Flint, CH6 5JZ

01352733231

https://www.stmarysflint.wales/clwbhwyl/

The inspection visit took place on 14/04/2026

Service Information:

Operated by:	Clwb Hwyl @ St Mary's
Care Type:	Children's Day Care
Registered places:	16
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	Good

Summary:

Children are happy, settled and confident. They make independent choices and enjoy a range of activities. They follow routines and feel secure. Children cooperate well and have developed positive relationships with staff. They enjoy play and explore with interest. Children's independence is developing through daily routines, including managing belongings, hygiene and preparing snacks.

Staff keep children safe and healthy. They follow safeguarding procedures and manage risks. Records are clear and up to date and they demonstrate good hygiene practices. Staff build warm relationships and model respect. They understand children's needs and behaviour. Children are well supported, including those with additional needs. Activities reflect children's interests and support their development and engagement.

Leaders ensure a safe and secure environment. Access to the setting is controlled and risk assessments are in place. The setting is clean, welcoming and child friendly. Indoor and outdoor spaces are well used. Resources are varied, safe and well maintained. The facilities available meet children's needs and support their play, development and wellbeing.

Leadership is effective, with experienced staff who are committed to high-quality care and continuous improvement. Leaders understand regulations and maintain robust policies. They use feedback to drive development. Staff feel supported through supervision and training. Strong partnerships with parents and the school ensure consistent, well-coordinated care and positive experiences for children.

Findings:

Well-being — Good

Children are happy and settled at the setting. They are confident in making decisions about how to spend their time, moving freely between activities and following their interests. For example, some children choose to play netball while others take part in football. Children are confident choosing how to spend their time which effectively supports their confidence and sense of control over their play.

Children settle quickly into familiar routines that support their well-being. For example, some children remove their shoes and store them appropriately, demonstrating they feel relaxed and secure. There is a warm, sociable atmosphere where children talk openly with staff about their day. They confidently approach staff for help or to share their ideas. Children value their time at the setting, telling us they enjoy attending, playing with their friends and the activities available.

Children are treated with respect, and their individual needs are recognised. They interact and communicate well, showing respect for one another, staff and resources. Children take turns, cooperate during games and include others in their play. Many children confidently involve staff in their play, for example, during a group activity using a parachute. Children enjoy sociable snack times, chatting happily with their friends and staff. They form friendships in line with their age and stage of development, often playing together or alongside each other. Children engaged in imaginative play for sustained periods, including flying helicopters and trying not to fall in lava. Children express their wishes and ideas confidently and ask for support with tasks if needed.

Most children are happy in their play and enjoy the variety of activities and resources available. They are aware of what is on offer and confidently request specific items, such as games, in a polite manner. Children show curiosity and explore both indoor and outdoor play opportunities, including physical activities such as climbing and football. Most children concentrate for appropriate lengths of time and enjoy completing activities at their own pace, following their own interests.

Children are given opportunities to develop their independence skills through daily routines. They take responsibility for their belongings, use toilet facilities independently and practise good hand hygiene. At snack time, children prepare their own food, use knives to spread butter, wash their own plates and tidy up, demonstrating growing confidence in practical life skills.

Care & Development — Good

Staff understand their responsibilities to keep children safe and healthy. They are aware of the correct procedures to follow should they have any safeguarding concerns about a child. Staff ensure all children have access to outdoor play areas throughout their time at the club. This supports children's physical well-being and provides regular access to fresh air. Staff encourage children to take appropriate risks under close supervision, for example, when climbing on the climbing frame. Leaders have addressed the Priority Action Notice issued at the previous inspection relating to the keeping of relevant records to support the safety and well-being of children. For example, there are suitable systems in place to manage and record accidents and incidents which are signed by staff and parents. Staff record the times they and children attend the club, ensuring arrival and departure times are recorded. Staff are aware of their responsibilities with regard to allergies and health conditions and manage these effectively through appropriate procedures. Staff ensure children are aware of how to evacuate the building safely in an emergency by ensuring regular fire drills are held and detailed records are kept. They follow effective hygiene procedures, including regular handwashing and cleaning tables before and after snack time. Staff prompt children to get a clean plate when one drops on the floor.

Staff have developed strong and positive relationships with the children. They know the children well and understand their individual needs. Staff are consistently warm, patient and kind in their interactions with the children. Their responsive and nurturing approach means children feel safe, comfortable and relaxed and this sets the tone for interactions between them. Staff are experienced and have a good understanding of children's development, varying needs and how these can impact on behaviour. They treat children and each other with respect and are positive role models. Staff consistently implement effective positive behaviour management strategies.

Staff naturally adjust the care and behaviour strategies they use to suit each child. Children with additional learning needs are well supported. Staff promote children's development by planning and providing good play experiences based on their ideas, likes and dislikes. For example, a loom band club was created as children expressed interest in the activity. Staff provide children with a variety of opportunities to play with an appropriate range of activities. They are flexible and adapt plans to reflect children's choices and interests on the day. They engage with children in their play and children enjoy their company. For example, we saw staff playing card games with the children.

Environment — Good

Leaders follow effective safety procedures to ensure the environment is safe and secure. Children arrive at the club internally through the school and external doors are kept locked. Visitors are granted indoor access to the building by school staff through the main entrance which is secure. All visitors to the site are required to sign in on arrival and are met by the club or school staff. The outdoor area is surrounded by fencing and access gates to the site are secure. Leaders ensure effective risk assessments are in place for the setting and are reviewed regularly. They ensure there are appropriate cleaning routines in place and insurance certificates are valid. Safety checks including gas and electricity testing are completed within the appropriate timescales. Toilet facilities are shared with the school, which are suitable, clean and appropriately sized for children.

The environment is suitable, welcoming and child friendly. The club has access to a shared classroom, an outside area directly from the classroom and a large school yard at the opposite side of the school. Indoors, children have access to various toys including some electronic resources and craft materials. They also have access to comfortable areas to relax in such as tents, bean bags, sofa and soft toys. There is a storage cupboard within the classroom for the club's resources which staff bring out during the session. A sheltered outdoor area adjacent to the classroom is currently being developed to enhance the space available to children when outdoor play is not suitable. Outdoors, children have access to a very large area with a range of attractive and interesting play spaces. There are a wide range of facilities and resources such as an adventure trail, large yard and field, and a sheltered area. These support children's developmental and well-being needs such as physical exercise, imaginative play and skill development. Children use these spaces creatively, for example, when making imaginative games up on the adventure trail. There is a designated area for children to store their personal items which creates a sense of belonging. Children's toilets are age appropriate, easily accessible and provide for children's privacy and dignity.

Resources are clean, safe, of good quality and appropriate for the various age groups that attend. Activities and toys are available in sufficient quantity to ensure children have an interesting choice. Inside the building, there is a purposeful selection of resources and play materials including dolls, cars, craft materials, board games and sensory toys such as a blow up ball. Furniture and equipment are sized appropriately, and all toys and resources are well-maintained.

Leadership & Management — Good

Leadership and management of the setting is good. Staff are experienced and passionate about the care they offer. They are keen to raise standards and provide an effective service to children and their families. Leaders demonstrate a sound understanding of the Regulations and National Minimum Standards under which they are required to operate. They provide parents with a detailed statement of purpose, which clearly outlines how the club operates. They have a wide range of detailed policies and procedures, which are reviewed regularly. Leaders have effective record keeping systems in place which support the efficient management of the setting, including children's contracts and staff files.

Leaders follow robust systems when evaluating the club. They consistently self-evaluate, and seek feedback from parents, staff and children. All information is used purposefully within the Quality-of-Care report to identify priorities for improvement and enhance opportunities for children. Examples include investing in indoor resources such as jigsaws and puzzles and developing the outdoor area, for example by providing more den-building equipment. They complete and submit the Self-Assessment of Service Statement (SASS) when requested to Care Inspectorate Wales (CIW) and they notify CIW of events and changes to their club as required.

Leaders value their staff. There is a positive ethos, and they work closely together to ensure the best possible experiences for children. The staff files we looked at were up to date and demonstrated that leaders undertake relevant checks to ensure staff are suitable to work with children. They conduct regular supervisions and appraisals to support staff in their professional development and training requirements. Staff members we spoke to told us they feel supported by management and are happy working at the setting. Leaders ensure they maintain suitable ratios of staff to children to meet children's individual needs.

Leaders and staff ensure children are provided with a good and consistent level of care. They develop strong relationships with parents who are kept informed about their child through the setting's app, as well as face-to-face conversations. Parents we spoke to told us their children are happy and enjoy attending the setting. They described the staff as nice and good at communicating with them. The setting has a very close working relationship with the school in which they operate and, as many of the staff also work in the school, this ensures there is a consistent approach to the care provided. The club also benefits from the school's extensive facilities, which enhances the experiences available to children

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 7 - Opportunities for play and learning	To further enhance the quality and range of indoor toys, resources and the environment to ensure children can enjoy engaging, age appropriate and meaningful play when outdoor play is not possible.

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