Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Fun Time Club

Rofft Primary School, Wynnstay Lane Marford, Wrexham, LL12 8LA

07933201731

https://tempsrofft.co.uk/

Date(s) of inspection visit(s): The inspection visit took place on 24/09/2025

Service Information:

Operated by:	TEMPS
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 are happy and busy. They make choices knowing their decisions will be listened to and respected. Children are confident and enjoy their activities. They form close, warm relationships with staff and other children and have opportunities to develop their independence.

Staff follow policies and procedures to ensure children's health and safety are prioritised. They manage interactions with children positively and are good role models. Staff know the children well, listen to them and offer opportunities that promote their development, interests and curiosity.

The environment is well organised, spacious and well-equipped both inside and outside to meet the developmental needs of children. Outside play is very well supported with spacious, stimulating play opportunities for children to explore. Regular monitoring and daily checks are completed to keep children safe and identify any risks.

Leaders are very motivated and committed to making improvements and maintaining good standards within the setting. They have good oversight and staff are well supported. Leaders review their policies and procedures, and they maintain most records effectively. Partnerships with parents and outside agencies are positive, benefitting children.

Findings:

Well-being — Good

Children make choices confidently and communicate well with staff and each other. They know their opinions and interests are acted upon and respected by the staff that care for them. Children have good opportunities to make choices and decisions about what affects them such as when to have snack and which resources they would like to use. They move freely between different activities and choose whether to join in any adult led activities such as rolling different coloured hoops. Children show curiosity and engagement. For example, they were keen to know who we were and what we were doing, asking our names and sharing theirs in return.

Children are happy and comfortable at the setting. They settle quickly into routines, such as washing hands and sitting together to eat lunch. Children move independently and confidently around the environment knowing they can access their favourite toys and resources that interest them. This ensures children feel valued.

Children interact well with staff. They ask them for support or go to them if they need reassurance. For example, one child spent time sitting on a member of staff's knee while looking at photographs. Interactions between children are positive and they form close, happy relationships with their friends, making up games outside which create peals of laughter. They benefit from sociable mealtimes, chatting with their friends and staff about what they have brought for lunch and their homes and families. Children clearly enjoy their play and learning opportunities. They have great fun as they find the last of the tomatoes and show delight at the special harvest loaf. All children thoroughly love outdoor play and work constructively together, finding different ways of digging.

There are good opportunities to develop their independence. Children access the toilet facilities freely and wash their hands independently. They help to tidy up after play. Children confidently move around the learning areas, accessing resources to support their interests. They are encouraged to choose when to have their snack, promoting independence.

Care & Development — Good

Staff understand their roles and responsibility to keep children safe. They are appropriately qualified and supervise children well. Staff have a good understanding of the nature of potential safeguarding concerns, understand the safeguarding policy and their duty to report concerns to the appropriate agency. They are professional and implement the setting's procedures to a good standard. Staff keep written records of accidents and incidents involving children, and parents are informed. They implement good hygiene procedures to help keep children healthy and safe. Staff promote healthy eating habits during snack time and follow clear allergy procedures. Water is always available to ensure children remain hydrated. Staff ensure all children spend regular time outdoors each day, playing in the fresh air. The large open spaces, which are shared with the school, provide opportunities for children to explore their environment.

Staff build warm and nurturing relationships with the children. They manage children kindly and consistently, using positive reinforcement. Staff offer praise and encouragement to children in Welsh and English and act as good role and language models. They celebrate children's achievements and create a supportive environment. For example, children were praised when they successfully made it across the tricky assault course.

Staff know children and their individual needs well and provide opportunities for them to follow their own interests. They demonstrate a good understanding of children's progress and development and engage with parents to improve outcomes. However, this information is currently shared verbally, and no written records are maintained for individual children from the time they start at the setting.

Staff are flexible and adapt the care and behaviour strategies to meet individual needs Children with additional needs are well supported and staff work effectively with outside agencies to ensure the best outcomes for children.

Environment — Good

Leaders have systems and procedures in place to ensure the environment is safe and secure. Staff monitor entrances, which are locked, and a record of visitors is kept. Staff sign in and out of the building and registers of staff and children demonstrate who is caring for children and who is present in the building. Fire drills are regularly completed with children, so that everyone is confident of what to do in an emergency. Daily checklists are completed and cover all areas of the provision. However, formal risk assessments should also be undertaken to identify and address potential hazards.

Leaders ensure the environment offers a wide range of resources and facilities, particularly outdoors, to meet the needs of the children. There are a suitable number of children's toilets and nappy changing facilities, which promote privacy, dignity, and support growing independence. Suitable arrangements are in place to allow for confidential conversations if required. The indoor area is organised appropriately with interesting resources for play that promote children's curiosity and imagination. Children can easily and independently access activities and resources both inside and outdoors. The outdoor area is especially spacious and stimulating and an exciting place for children to play and explore. It includes two outdoor classrooms a large school field and assault course, the early years garden and the setting's garden.

Leaders ensure the quality of the furniture, resources, and toys is appropriate, of a good standard, and well maintained. They provide stimulating resources for all ages and stages of development. Resources are kept at children's level and easily accessible to them. The accessibility of outdoor resources enables children to follow their own interests during outdoor play and supports their learning about nature and the world around them, including seasonal changes and features such as the insect hotel.

Children's learning about other cultures and the wider world is encouraged through access to a few multicultural toys and books. Leaders communicate well with staff to identify resources that need to be replenished or areas that require development.

Leadership & Management — Good

Leaders are motivated, enthusiastic, knowledgeable and operate the service to a good standard. They have a clear vision for the setting and there are suitable policies and procedures in place. Leaders maintain an oversight of the service and ensure most record keeping is effective. Leaders ensure staff are suitably qualified and deployed appropriately to ensure a stimulating and safe learning environment is available to all children.

Self-evaluation is regularly undertaken and the feedback from parents, staff and children is used to identify strengths as well as areas for improvement within the setting. The club has recently introduced an app, however, many staff are still developing confidence in using it. As a result, paper copies of key documentation, such as accident and incident records, are also maintained. It is important that this dual system is monitored to ensure information is not missed and records remain complete and accessible.

Monitoring and oversight of the service is good as the Responsible Individuals (RIs) are clear and confident about their responsibilities. One of the RIs works in the setting and attends regularly, supporting the Person in Charge (PIC) and staff.
Leaders manage staff effectively and ensure the staff they employ are suitable and able to work in line with current childcare practices. At the time of the inspection the setting was welcoming new volunteers. The PIC is aware that appropriate documentation and files must be in place prior to volunteers starting, to ensure suitability.

Leaders ensure there are enough qualified staff to care for children and the adult to child ratios are maintained. Staff are suitably trained and qualified and hold a current Disclosure and Barring Service (DBS) certificate. Supervisions and appraisals are undertaken regularly. Staff feel listened to and valued and enjoy working with the children in the setting.

Leaders build beneficial partnerships and work co-operatively with outside agencies. They have a complaints policy and procedure in place to address any concerns, and record how these have been resolved. Feedback within their quality of care report identified that parents and children are highly satisfied with the service and the care provided. Staff are also able to provide feedback, and their observations and comments are positively responded to. Partnerships with parents, carers, outside agencies, and other stakeholders are good and benefit children's development.

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 24 - Safety	To undertake formal risk assessments to identify and address any potential hazards
Standard 3 - Assessment	To review planning and record observations of each child's progress and development from the time they start in the setting.

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