Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Plant Brynaman Kids Club

Bowling Pavilion
Maes Elwyn Park
Brynceunant
Upper Brynaman
SA18 1AH

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/02/2025

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About Clwb Plant Brynaman Kids Club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Clwb Plant Brynaman Kids Club
Registered places	24
Language of the service	Both
Previous Care Inspectorate Wales inspection	This is a post registration inspection
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

Well-being	**Good**
Care and Development	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

For further information on ratings, please see the end of this report

Summary

Children express their needs and make choices about their play. They feel safe, happy and have fun. Children get on well with their friends and adults around them, developing a strong sense of belonging. They express enjoyment in their activities and confidently explore their environment.

Staff work positively to keep children safe and healthy. They are good role models and are consistent in their approach. Staff plan interesting activities and respond to children's individual needs well.

Leaders ensure that the setting is clean, welcoming and well resourced. They offer a wide range of toys and resources to keep children's interests. Children can explore the environment freely and have opportunities to play outside regularly. Leaders ensure there are appropriate furniture and equipment to support children's independence.

There is strong leadership which works positively to develop the setting. They are enthusiastic and want to do their best for the children in their care. They ensure that they keep the required records and have developed positive partnerships.

Well-being Good

Children are confident communicators as their wants, moods and needs are considered at the setting. They confidently share their views and news with staff or make requests which are acted upon. For example, one child asked a staff member to sit with them at lunch time and the staff member moved their chair to sit next to them. Children have some opportunities to make choices and decisions about their play. They choose where they want to play, what resources to engage with and how they spend their time.

Children are safe, happy and relaxed. They have a strong sense of belonging, settling quickly into their chosen play or activity. Children are very familiar with the routine of the setting. For instance, when children arrive from school, they immediately place their bags and coats away and wash their hands. Children have a clear sense of belonging and they go to staff for reassurance and support.

Interactions between children and adults are consistently good. Children share their feelings, ideas and play with staff. For example, children invited staff to join their ‘party’. Children co-operate well for their age and stage of development. They greet each other as they arrive from school and share toys and resources with each other. Children show concern towards each other and the staff. For instance, one child saw a mark on a staff member’s hand and enquired what had happened and if she was ok.

Children are enthusiastic and interested in their play and learning. For example, children cheered as they went outside to play and excitedly went shopping in order to get things for their ‘party’. They enjoy a good range of interesting opportunities and can choose to relax and have quiet times. Children have freedom to safely explore their indoor environment.

Children have many opportunities to initiate their own play and to influence their tasks and activities because there is a good balance of child and adult-led activities. They can choose to play in the main playroom, have quiet times on the sofa or sit in the ‘hafan’ sensory tent. Children are engaged in their play, exploring toys and sharing their views, experiences and opinions. For instance, a child admired the younger children’s creative work and excitedly told staff they had been doing work about the Welsh dragon in school. Children have some opportunities to develop their independence including when arriving at the setting, during snack time and their personal hygiene routines.

Care and Development — Adequate

Staff understand and implement policies and procedures suitably to promote healthy lifestyles, physical activities, personal safety and well-being. They identify and manage risks regularly. For example, they count the number of children when leaving and returning to the setting and ensure the gates are secure before going outside. They communicate suitably with others to support and manage children's wellbeing and health. For instance, staff communicate clearly with each other and have developed a system to pass on information for children who also attend school. Staff follow appropriate cleaning and hygiene practices and encourage children to practice appropriate hygiene as well. Staff have a good understanding of their responsibilities to protect children. They confidently discussed the steps they would take if they had any concerns about a child's welfare or safety.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They use a calm voice and lower themselves to the children's level to engage with them. They remind children of the club rules, use praise and encouragement and highlight the behaviour they want to see. For example, they remind children to use indoor voices and praise children for using good manners. Staff are consistently responsive; they listen and respect children's views. They show a genuine interest in the children's news and respond to their questions or requests. The interactions are positive demonstrating warmth and kindness, and staff act as good role models. Staff are sensitive to the needs and experiences of individual children and use this knowledge to support children's well-being. For instance, they encouraged a child, who was feeling overwhelmed, to take a deep breath and to spend some time in the 'hafan' sensory tent until they were feeling better.

Staff are committed to providing a broad range of play and learning activities. They offer children opportunities to explore and develop their language, creative, imaginative and understanding of the wider world. Staff offer children opportunities to follow their own interests as well as adult led activities and use open and closed questions to promote their learning. However, at times, there is too much time spent on adult led activities. Staff contribute to planning which focuses on outcomes for children and supports their next steps. Staff recognise when children may have additional needs. They take appropriate action to support and provide for children with additional needs. Staff provide some opportunities for developing independence. However, there were some missed opportunities. Staff promote the Welsh language and culture throughout the setting consistently, whilst ensuring that they also explore other cultures and traditions with the children.

Environment — Adequate

Leaders ensure that the environment is generally safe, secure, and reasonably well maintained. They have a visitors' book in place and ensure the doors are locked at all times. Leaders have a range of satisfactory, basic risk assessments in place. For example, they have outdoor and indoor risk assessments, a toys and activities risk assessment and school run risk assessment. However, not all risk assessments identify all risks and have not been dated for review. Leaders ensure that safety checks are carried out. However, during the inspection visit the Portable Appliance Testing (PAT) had not been recently completed. Since the visit, the responsible individual has confirmed that they have booked for someone to carry out the PAT testing. Leaders have a fire drill procedure and lockdown procedure. However, there was no evidence that fire drills had been carried out at suitable intervals. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders ensure the environment has good indoor play space for children to move freely. Children can access a large playroom, with space to play on the floor, at tables or within role play areas, as well as a smaller room. Leaders organise the environment well so that it provides a good range of play opportunities suitable for nearly all the age ranges cared for. There is low level storage and shelves to enable children to independently access toys and resources. Display boards show topics explored and children's work supporting children's feeling of belonging. For instance, we saw children's work on Chinese New Year, St David's and Valentine's Day. Leaders offer a large, suitable outdoor area which supports children's physical development, and they ensure the outdoor play space is regularly used.

Leaders ensure that many children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment. There are sufficient resources to keep the children's interest. For example, there are creative, imaginative, construction, physical and small world resources and toys. Leaders provide some good resources to promote children's curiosity about the wider society, promoting equality, and learning about cultural awareness. There are suitable bathroom facilities to enable children to develop their personal hygiene independence skills.

Leadership and Management — Adequate

Leaders work positively to develop the setting. They maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. Leaders ensure that Care Inspectorate Wales are updated with the most recent statement of purpose. They respond positively to information to improve the setting. Leaders have a range of policies in place which are generally implemented by staff. However, some documents need to be updated, and not all have a date showing when it was last reviewed. Leaders collect and record regulation information about the children in their care. For example, they have records of contracts, personal information, individual needs, accidents and incidents. Evidence shows that records are shared with parents and signatures collected where necessary.

Leaders regularly review quality of care. They gather feedback from parents and staff and seek children's views through verbal feedback. They produce an appropriate quality of care report which reflects on what they do well. Leaders have good, consistent processes when dealing with any concerns and implement improvements in a timely manner.

Leaders follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required and ensure staff are appropriate to work with children. Staff are suitably qualified and complete regular training. For instance, they have undergone training on diabetes management and insulin infusion; supporting speech and language development in the early years; and Playwork qualifications. However, on the day of the inspection visit, not all staff had renewed their first aid and safeguarding qualification. Since the inspection visit, the responsible individual has provided evidence that all staff have renewed their first aid qualification, and they are in the process of completing their full safeguarding training. Appropriate supervisions are carried out with staff. However, this is not done consistently with all staff and there was no evidence of annual appraisals. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. There are appropriate procedures in place to cover staff absence. Leaders ensure they don't go over the maximum registered numbers. However, on the day of the inspection visit, it wasn't clear which staff were working with which children. This was immediately rectified, and records now show clearly who is working with which group of children. Staff told us they enjoy their work, feel very well supported and have regular meetings with management.

Leaders ensure that all communication and engagement systems with parents are appropriate. They keep parents well informed, sharing information via digital messages or when they collect children from the setting. Leaders have good links with a range of professionals, the community and other stakeholders. They respond positively to information and advice given to improve children's well-being and identified needs.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
38	The responsible individual must ensure that fire drills are practiced at suitable intervals and a record	New

	is kept.	
29	Ensure all staff receive regular supervision and appraisal.	New

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 20 - Child protection	Ensure that all staff have accessed safeguarding training relevant to their work role.

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.

Best Practice
Recommendation(s)
Ensure there is more balance between child and adult led activities.
Provide more opportunities for children to develop their independence skills.
Ensure that all documents are updated regularly and a record of the review is kept.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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