Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Brynteg Tigers Out of Hours School Club

Brynteg Primary School, Maesteg Brynteg, Wrexham, LL11 6NB

01978 756398

The inspection visit took place on 14/10/2025

Service Information:

Operated by:	Brynteg Tigers Out of Hours Club
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	English
Flying Start service:	Yes
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	Adequate

Summary:

Children are happy and settle well. They confidently make choices about their play and activities and feel listened to and valued. Children develop positive relationships and interact well with others. They are learning to be imaginative and creative and develop independence through meaningful and enjoyable play and learning.

Staff provide a caring and nurturing environment where children feel safe, valued and happy. Clear routines and effective practices promote children's health and well-being across the services offered. Staff communicate warmly and provide engaging activities that support children's confidence and individual progress.

The environment is safe, stimulating and well maintained. Regular risk assessments are completed for all indoor spaces and resources. Children benefit from stimulating toys and resources indoors and out, which support their learning and independence.

Leaders create a positive, supportive atmosphere. Staff work together, with parents and the community to support children's experiences and wellbeing. However, management systems including paperwork are not always effective.

Findings:

Well-being — Good

Children of all ages are supported by the services offered at this setting. They have free choice of activities and help themselves to toys and resources that interest them. Their opinions are respected, and they are given time and space to make effective decisions. For example, children are each asked to name or point to a visual card to choose which song they would like to sing, and staff praise their choices enthusiastically. This supports children to develop confidence and a sense of control over their day.

Children are settled and are quickly becoming familiar with the routines of the setting, providing security and comfort. For example, they eagerly wait for their name to be called during the goodbye song before collecting their belongings at home time. Children who find some transitions difficult are given warm reassurance and gentle explanations to help manage their emotions. These children are given additional time, verbal prompts and visual signals to prepare for changes, such as snack time or tidying up.

Children interact and communicate well in line with their ages and stages of development. They use gestures and facial expressions to support understanding and share their thoughts. Some children confidently explore alongside their friends, discussing what they are doing and involving others in their play. Others invite staff into their play to support activities, using them as partners in conversation or problem solving. For example, a group of children work with staff to complete a large dinosaur jigsaw and celebrate their achievement with pride.

Children clearly enjoy their play and learning. They benefit from a good range of stimulating, age-appropriate activities and learning resources in each room and outside. Children are learning how to develop their skills in different ways. For example, some mark-make with their hands in a large sand pit and others mark-make on paper with bingo dabbers, pencils and crayons in the craft area.

Children have opportunities to develop their independence skills and are learning to manage small tasks, such as tidying up and moving between activities with minimal support. They access their labelled water bottles when needed and use cutlery and open cups at mealtimes. Most children try to do things independently such as doing up coat zips, before approaching staff for support if needed.

Care & Development — Good

Staff are suitably qualified and keep children safe and healthy by consistently following clear procedures. They have up to date safeguarding training and there are robust procedures in place to safeguard children. Staff implement clear hygiene practices and promote good hygiene routines for children. For example, staff wear full Personal Protective Equipment (PPE) for food preparation and nappy changes and encourage children to wash their hands after outdoor play and before mealtimes. Mealtimes are relaxed and sociable, with children eating healthy and balanced meals and snacks. Allergy information is clear and up to date, and effective systems are in place to respond to individual dietary needs. Staff also communicate well to ensure ratios are maintained appropriately and children are always supervised. Registers are completed, and leaders have ensured these include staff and children's times in and out of the setting to ensure accountability of who is looking after the children and when. They work together to record children's daily routines, and accident and incident forms are completed appropriately. However, not all records are communicated and shared with parents.

Staff manage interactions well and communicate clear and gentle reminders of expectations and boundaries to children. Children are learning to show respect for their friends and resources, and staff celebrate this. For example, children tidy away their tower of foam blocks and smile at staff before they are given praise for their good tidying. Staff are positive role models and sit with children during play, encouraging conversation and responding carefully to what they say and do. Interactions are warm and nurturing, helping children to feel secure and confident to explore.

Staff know the children well and interpret what they are doing and the decisions they make to help plan experiences around their interests and developmental stages. Planning is very child-led and follows children's levels of engagement and natural teaching moments. Staff use communication assessments and daily observations to plan for children's next steps and develop their skills. For example, they identified that several children required support with using prepositions such as *on, in, under* and *behind*. Staff integrated recording equipment and pictures in the environment to support children's learning, which children enjoyed using. Staff also use Makaton, a form of hand signing, and visual cues to support communication and inclusion. For example, they use a sand timer and a stop sign to signal tidy-up time, which helps children transition from one activity to another. Staff are confident to support children with additional learning needs and their targets, and work well with families to provide good outcomes for children.

Environment — Good

Staff follow effective procedures to ensure the environment is safe and secure. They complete safety checks and maintain clear records of visitors and regular fire drills. Leaders carry out thorough risk assessments for all areas used by children, both indoors and out, as well as for trips in the community. They review and update these assessments regularly. On the day of inspection, a potential hazard to children was identified and leaders took immediate action to reduce the risk and improve outcomes. Staff understand the difference between acceptable and unacceptable risk for the age groups and abilities of children across services offered at the setting.

The setting is welcoming, child friendly and thoughtfully designed. Children's work and photographs brighten the walls and create a sense of belonging. Furniture is used to divide spaces well to offer different learning and play areas. Resources are stored at children's height which promotes and encourages independence. The room for the youngest children is peaceful yet stimulating, with low lighting, scent diffusers and bird sounds creating a sensory rich experience. Children enjoy playing with authentic materials that encourage creativity and curiosity. For example, children in the home corner use real cleaning equipment and spice pots to role play tidying and cooking. Older children have very recently moved to a different room and are settling into their new environment. Children attend weekly forest school sessions on the school site, where they explore nature and develop confidence and physical skills. The room used for after-school club feels bright, colourful and is inviting for all ages. Each room includes easy access to toilets and sinks, along with cosy, quiet areas where children can relax comfortably.

Staff recognise the value of natural resources and loose parts play which has been adopted well for the youngest children. They are beginning to adapt similar resources to impact positively on all children throughout the setting. They provide a balanced mix of purposeful furniture and recycled materials, such as tree stumps and pallets, for different activities. Resources are well maintained, and opportunities are differentiated for the children's ages and development stages. Staff use varied toys, books and activities to promote diversity and inclusion. For example, different play foods such as croissants and noodles are used to facilitate conversations around traditions of different cultures. Leaders regularly review how children engage with resources and make thoughtful adjustments to improve learning and play opportunities.

Leadership & Management — Adequate

Leaders are enthusiastic and committed to developing their understanding of the National Minimum Standards and regulatory requirements in order to drive improvements at the setting. They have created a warm, positive atmosphere where staff feel supported and valued and relationships with children are strong. Leaders explain that administrative requirements have been challenging. Following some amendments, the statement of purpose now accurately reflects the setting well and contains key operational information. There are a wide range of policies and procedures in place, and leaders have made positive changes across the setting. However, management systems are not always effective. Policies and paperwork are not regularly reviewed and do not always clearly reflect all the different services offered at the setting as some are currently duplicated and information is inconsistently organised and unclear. Leaders explained they were unaware of their responsibility to notify CIW of significant events or changes to the setting. However, since the inspection, they have developed their confidence in keeping CIW updated with developments and improvements. Leaders ensure paperwork is stored securely; however, they are not registered with the Information Commissioner's Office (ICO). They recognise the need to strengthen systems so that compliance and regulatory requirements are understood and consistently implemented across the team.

Leaders identify what is working well and have plans for further improvements to make positive changes. They complete the annual quality-of-care review appropriately and gather viewpoints from staff, parents and children to inform decisions.

Leaders work closely with staff to support them. Staff are happy and work hard to fulfil their roles and responsibilities and are given opportunities for professional development. However, we found that leaders do not complete regular supervisions and appraisals. Outcomes for children require improvement because staff are not given opportunities to formally discuss progress or concerns, and we expect the provider to make improvements. On the day of inspection, we found that not all staff files were complete with all relevant information, and leaders were unsure of the need to keep staff files for individuals who routinely cover breaks. Outcomes for children require improvement because safe recruitment procedures are not always followed, and we expect the provider to make improvements.

Leaders value strong partnerships and work closely with school staff and external professionals. They maintain positive relationships with the community and regularly invite parents to stay-and play sessions and forest school activities. Parents are complimentary about the way in which information is shared and say that their children are happy and well cared for at the setting. They say leaders and staff *"go above and beyond"* and *"communication is fantastic"*.

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
Outcomes for children require improvement as the provider did not have all required evidence to evidence that suitability checks are in place prior to the employment of staff.	14/10/25
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.	14/10/25

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 5 - Records	Staff must ensure all accident and incident forms are signed and shared with parents.
Standard 21 - Notifications of significant events	The registered person must ensure that CIW are informed of all changes or significant events at the setting.

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)
Paperwork should be reviewed and streamlined to reflect all services offered at the setting.
The setting should register with Information Commissioner's Office (ICO).

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.