Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Fun Club at Ysgol Maes y Felin

Ysgol Maes-y-felin, Pen-y-maes Road, Holywell, CH8 7EN

07871068462

The inspection visit took place on 02/12/2025

Service Information:

Operated by:	The Fun Club at Ysgol Maes y Felin
Care Type:	Children's Day Care
Registered places:	26
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 makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy, confident, and settled. They make choices, explore freely, and enjoy activities that support learning and independence. Staff are warm and caring. They build strong relationships with the children and encourage friendships. Staff create a safe, familiar environment where children feel secure, respected, and excited to play and learn.

Staff prioritise children's safety and wellbeing through clear policies, regular fire drills, and healthy routines. They support learning through play and encourage positive behaviour. Activities promote language, independence, and confidence in both English and Welsh. Staff know each child well and share progress with parents.

The setting is safe, welcoming, and child friendly. Children enjoy a spacious indoor area with varied activities and an inviting outdoor space featuring bikes, a mud kitchen, a trim trail and loose parts play. Resources are clean, age-appropriate, and easy to access, encouraging independence, curiosity, and learning in a secure environment.

Leaders provide a well-run, organised setting with strong management and clear expectations for staff. They support training, monitor quality, and maintain high standards of care. Parents are kept informed through the app, and staff feel supported and happy. Leaders work closely with the school and outside agencies to benefit children.

Findings:

Well-being — Good

Children's wellbeing and happiness is at the heart of the setting. They have good opportunities to make choices and have their voice heard. Children confidently make decisions about what they play with and move freely and happily between activities, which are of interest to them. They confidently access storage boxes and drawers, which enable them to freely choose resources. Children's opinions are respected, and they are given time and space to make effective decisions. For example, children are asked to name or point to a star on the window 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 happy, settled, and enjoy attending the setting. They are familiar with the routines which adds to their sense of safety and belonging. For example, children happily gather to wash their hands before lunch. Children form positive relationships with the consistent staff who they know well. They are confident communicating their wants and needs and will ask for help and support from staff when needed. For example, they fetch books, staff read stories to them, and they ask for help to build a tall tower. Children have a good sense of belonging as the building is used exclusively by them and is separate from the school. Their artwork is displayed on the walls, giving them a sense of pride. Children happily approached us to show their favourite toys, showing they feel secure and settled in their surroundings.

Children form positive emotional attachments with staff and interactions between them are consistent and warm. Children interact and communicate well in line with their ages and stages of development. They are beginning to develop friendships and show concern for others. For instance, a child enquired with staff as to why a child was looking sad. Children learn to respect the resources, using them appropriately and returning them when they have finished playing.

Children are interested and enjoy their play and learning activities. They concentrate for appropriate lengths of time for their age and stage of development. In the flying start and wrap around sessions children were improving their fine and gross motor skills playing on bikes and trikes and building robots in tuff trays. Children in the after school club actively decide to take part in adult led or freely chosen play and learning experiences. Children follow their own interests, have freedom to safely explore their environment and can choose to relax and have quiet times.

Children have plentiful opportunities to develop their independence skills. They independently access the toilet facilities and wash their hands. Children independently fetch tissues to blow their nose and put them in the bin. They feed themselves and support staff with tidying up by putting their own plates and cups in the sink. Children are learning to take responsibility for their

belongings, and at lunch time, the wrap around children are encouraged to fetch their own lunch boxes.

Care & Development — Good

Staff understand the importance of ensuring the safety and wellbeing of the children attending the setting. They implement policies and procedures to keep children safe and healthy. They understand the safeguarding policy and know the procedure to follow should they have concerns about a child. Staff have completed mandatory training including first aid, food hygiene and safeguarding. Children's attendance is recorded effectively, and medication, incident and accident forms are completed and signed by both staff and parents. Fire drills are conducted regularly so staff and children are aware of how to evacuate the premises if needed. Staff promote a healthy lifestyle through effective routines and snack choices. They promote good hygiene practices and encourage children to wash their hands at appropriate times, and to wipe their own noses effectively and hygienically to prevent cross contamination and the spread of germs.

Staff manage interactions and behaviour well. They have developed positive and warm relationships with children. Staff sit alongside the children whilst they play, offering guidance and encouragement or asking questions about their play. They are warm and caring towards the children, providing appropriate comfort and reassurance. For example, staff comfort children if they are upset by talking and engaging in their play. The positive interactions assist children in developing their speech and language skills and support their wellbeing and development.

Staff know the children well and are aware of their individual needs. They model positive communication to children and promote a positive, calm atmosphere with plenty of laughter and smiles. Staff provide a range of activities, resources and opportunities which are suitable for the ages and stages of development of the children attending. They engage and develop children's learning naturally through their play. For example, children learn to describe what's big and small, and learn to count whilst playing with dinosaurs. Staff observe children's progress and track their development and next steps which is shared with parents via an electronic app. They recognise, support and care for children with additional needs. Staff take appropriate action and make good use of the support services. Children's language and development is supported as staff ask them questions and promote their language skills in both English and Welsh. For example, children are encouraged to put their name next to how they are feeling on a chart, and their feelings are discussed in both Welsh and English. Incidental Welsh was heard within the setting and the staff promote the use of Welsh through singing, questioning, learning the days of the week and how to describe the weather.

Environment — Good

Leaders offer a secure, self-contained setting on the school site, which provides an open and well-ventilated play space. Leaders ensure the environment is safe, inviting and well maintained. They have a suitable system to manage access into the premises. For instance, visitors are signed in and are granted access by staff through the main entrance which is secure. The outdoor area is safely enclosed by fencing. The indoor area is one large room with various activities and resources which promote children's independence, curiosity, and learning. Examples include a construction area, small world area with loose parts and a role-playing area. Leaders review and complete a range of risks assessments. Routine safety checks for the building and certificates are up to date.

The environment is warm, welcoming and child friendly. A kitchen area within the setting enables staff to prepare snacks without having to leave the main area, and toilet and nappy changing areas provide continuous opportunities for children to be independent. Leaders have developed their outdoor environment to offer good areas of learning which promotes the children's independence and learning experiences. For example, the outdoor area at the back of the building is secure and offers space for children to experiment with loose parts play and a mud kitchen. There are many natural and age-appropriate resources for the children to access, however, there is a lack of authentic resources, and no free painting, water or sand play was available indoors or outdoors during the inspection. They ensure the setting's paperwork is stored confidentially.

Staff provide a broad range of resources that allow children variety and choice within the setting. Furniture, toys, and equipment are clean, of good quality and developmentally appropriate to children. We saw children enjoying a variety of resources including creating plastic robots, arts and crafts and building tall towers. Resources are stored at appropriate levels and children can access them and make their own choices. Outside, to the back of the building, is an inviting space where children can explore and learn about the world around them and develop a range of skills. This includes a canopied area, mud kitchen, bikes and trikes and a tuff tray with dinosaurs. We saw children thoroughly enjoying playing in the outdoor area with bikes and dinosaurs. To the front of the building is a trim trail, although this was not in use during the inspection. Leaders ensure children experience a range of diverse celebrations and festivals throughout the year, such as Diwali and Chinese New Year.

Leadership & Management — Good

Leaders are experienced and offer a consistently good service for parents and carers. Leadership and management of the setting is strong and successful. They have clear expectations of staff and effectively support them to do their best through offering consistently good and worthwhile training. Leaders are organised and ensure their records are easily accessible. The statement of purpose ensures a beneficial reflection of what the setting offers and provides parents / carers with consistently good information about the provision offered. Leaders regularly review their policies and procedures and ensure staff implement them successfully. There are valuable record keeping systems in place including children's contracts, external agency visits, children's attendance, and staff files. The records of attendance for staff and children show ratios are consistently met. Leaders inform Care Inspectorate Wales of many events as set out in regulations, providing relevant information within the required time periods.

Leaders understand the importance of reviewing and monitoring their setting. They review the quality of their care annually and seek the views of parents, children, and staff. The review offers a good evaluation of the impact of their service on children and identifies some broad areas for development such as enhancing their outdoor area. They create goals for the future running of the setting and review these regularly.

Leaders actively support staff to provide a good quality provision to both children and their families. There is a dedicated team of staff who work very well together and are enthusiastic, knowledgeable, and experienced. There is a robust recruitment process in place. Staff files are up to date, well organised and leaders undertake all relevant checks to ensure staff are suitable to work with children. Leaders support further training and the professional development of staff. They have a suitable system in place for monitoring when updates to mandatory training is required. Staff have regular supervisions and appraisals, and they express they feel supported at the setting and enjoy working there.

Leaders ensure the children are provided with a good and consistent level of care across all aspects of their service such as their flying start sessions, wrap around and after school club. The setting has a close working relationship with the school in which they operate, which aids transition and provides them with support. Leaders and staff develop strong relationships with parents who are kept informed about their child through the setting's app. Parents we spoke to told us their children are happy attending and described the staff as lovely and approachable. Partnerships with outside agencies such as flying start are good and benefit the setting and care the children receive.

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 environment and resources provided to support imaginative and meaningful play.

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