Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Child's Play at Penclawdd

Penclawdd Primary School, Penclawdd, Swansea, SA4 3FH

07511450688

www.childsplayswansea.co.uk

Date(s) of inspection visit(s):

24/06/2025, 01/07/2025

Service Information:

Operated by:	Child's Play At Ltd
Care Type:	Children's Day Care
Registered places:	17
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 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 communicate confidently as their wishes and requests are considered. They feel very happy and have good opportunities for their age and stage of development. Children are independent and do things for themselves confidently. They are enthusiastic and engaged in their play.

Staff understand the setting's policies and promote healthy lifestyles and the children's well-being. They manage risks well and understand their responsibilities to safeguard children. Staff are good role models and build the confidence and self-esteem of the children in their care. They monitor, observe, and share the children's activities and achievements.

People who run the setting implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain clear, effective risk assessments and have evidence of safety checks undertaken. People who run the setting provide appropriate resources and good opportunities for children to experiment and play within safe and stimulating areas.

People who run the setting have a clear statement of purpose, which outlines the provision on offer. They actively support and challenge everyone to do their best. People who run the setting follow safe and thorough recruitment processes to ensure there are sufficiently qualified and experienced staff for the age range of children cared for. They have developed positive relationships with partners.

Findings:

Well-being — Good

Children have a strong voice and know they will be listened to. They confidently make decisions about what they play with and move freely and happily between activities, which are of interest to them. For example, children confidently accessed storage boxes and drawers to choose resources. Their interests are valued and acted upon. Children know their views are respected. For example, during snack time children held up their food, when they want support and staff check with them what help is needed before giving assistance.

Children feel safe and happy. They are enthusiastic and enjoy socialising with others. They feel valued and settle well and quickly upon arrival. For example, when arriving at the setting, children quickly went to the play area of their choice or requested a specific resource to play. Children are familiar with the daily routine which provides them with many opportunities to experience different areas to play as well as regular outdoor play. They participate enthusiastically in the activities on offer or in their own play.

Children form positive emotional attachments with staff. Interactions between children and staff are consistent and warm, with many of them communicating confidently. They are very comfortable when chatting and enjoy playing with others. For example, one child filled up a backpack, put it on his back and asked his friend to go with him on his adventure. Children share ideas, work together, show patience, and have fun whilst taking part in activities such as building, making jewellery, and playing with sand. Children 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 are enthusiastic and interested in their play and learning. We heard lots of giggles and laughing as they played a ‘hopping frogs’ game. Children actively explore the resources and toys available to them as well as adapting things to suit their interests. For example, while playing ‘doctors,’ one child began using a chair and floor cushions as an ambulance. Children enjoy a good range of interesting opportunities indoors and outdoors. They have freedom to safely explore their environment and can choose to relax and have quiet times.

Children show interest and enjoy a range of stimulating play experiences on offer. For instance, they are able to use the gym to play with the balls or to climb the wall bars. Children are provided with positive opportunities to play, learn, and develop. For example, after making a boat from recyclable materials, a child requested water to check if it would float. Staff promptly got a jug of water for the child to test his boat. Children can accomplish things for themselves as they have many opportunities to develop their independence.

Care & Development — Good

Staff are experienced and understand the policies of the setting and implement them consistently. They promote healthy lifestyles, physical activities, safety, and the children's personal well-being. Staff manage risks continuously and effectively and are aware of their own safety and the children's safety. For example, they support and monitor children while they are climbing, asking them "*Are you confident coming down?*" Safeguarding is prioritised, and staff understand their responsibilities and duties to protect children. They are familiar with the setting's practices and respond confidently to safeguarding scenarios. Staff are knowledgeable about the setting's procedures. For example, the person in charge explained the procedures in relation to accidents, incidents, existing injuries and caring for children with allergies. The setting has documentation in place, including signatures from parents and carers. We saw staff encouraging children to wash their hands after using the toilet and clearly following good hygiene procedures throughout the setting.

Staff manage interactions and behaviour well. They are consistent with their approach and as a result, children co-operate and behave well. They encourage children to share and take turns. Staff sit alongside the children whilst they play, offering guidance and encouragement or asking questions about their play. Staff are familiar with the children in their care and there are positive bonds of affection. For instance, children confidently approach staff to ask for help, ask a question or make a request. Staff speak to the children affectionately, developing a positive rapport. For example, children go to staff for a cuddle or to ask them to join in with their play.

Staff know the children very well and are aware of their individual needs. They provide a range of activities, resources and opportunities which are suitable for the ages and stages of development of the children attending. Staff also consider the children's interests. They promote children's play by planning and providing good experiences. For example, in after school club they plan activities including cooking, using the gym, science activities and a film night; these are flexible should children want to do something else on the day. Staff undertake observation of children's development, recording their activities and achievements. They produce a learning journey for each child, which is shared with parents at the end of their time at the setting. Staff recognise, support and care for children with additional needs. They take appropriate action and make good use of the support services.

Environment — Good

People who run the setting provide effective measures and policies to ensure everyone is aware of their responsibilities regarding children's safety and welfare. They provide an environment which is secure and well maintained, both indoors and outdoors. The club is based in a school and the environment is safe and friendly. People who run the setting ensure the arrangements in place for tidying up and cleaning the club, reflect good hygiene practices. They maintain purposeful risk assessments as well as effective fire risk assessments that are reviewed annually. The setting has evidence of regular safety checks being undertaken. For example, there is evidence that the firefighting equipment, portable appliance testing and heating testing is undertaken. People who run the setting conduct regular fire drills and keep an accurate record of these. Daily premises and equipment health and safety checklists are carried out with any issues recorded and dealt with appropriately. The premises provide a good level of security, and the setting can only be accessed through a closed door, via the school's main entrance.

People who run the setting ensure the indoor area provides a good and open environment for playing as well as extending the children's skills. They adapt the main playroom to suit the needs of the children in their care. For instance, they use the small retractable divider to provide a quiet area for children to nap, if needed. The main playroom promotes children's independence as the staff prepare the area carefully so that children can have good experiences. For example, space to play creatively on the floor, as well as take part in role-play and practice fine motor skills. People who run the setting store the after-school club's equipment in a storage cupboard within the hall, where children can request resources. There are toilets close by for children to use as well as an enclosed outdoor area. For example, areas for playing on grass and a concrete yard. They can also utilise the gym area of the school to allow for indoor large physical play.

People who run the setting ensure there is a supply of good quality resources, appropriate for the development and interests of the children. Activities and toys are available in sufficient quantity to ensure children have an interesting choice. For instance, tabletop games, arts and crafts, small world play, and ball games. All toys and games are kept clean, in good order. There is also a good choice of resources for children to develop their awareness of recycling and sustainability. The facilities are accessible and well-maintained. Tables and furniture available for the children both indoors and outdoors are suitable and appropriate, along with places to relax at the end of the day.

Leadership & Management — Good

Leadership and management of the setting is good. The responsible individual and person in charge work positively to develop and promote good outcomes for children. There is a clear, up to date statement of purpose which reflects the service provided. This provides parents with the information they need to decide whether the service meets their and their child's needs. People who run the setting provide a variety of clear and purposeful policies which are reviewed annually and includes evidence showing when staff have read and understood any changes or updates to the policies. They ensure staff carry out these policies in practice. People who run the setting gather regulatory information about children including personal details, medical information, permissions, and any other needs.

People who run the setting actively implement self-evaluation. They seek the feedback of children, their parents/carers, staff, and other interested partners via questionnaires on an annual basis. People who run the setting produce a clear quality of care report which shares a summary of the responses, and the improvements they plan to make following the feedback they have received.

People who run the setting manage staff effectively and work hard to build a strong team and good partnerships. They carry our pre-employment checks and ensure staff are suitable to work with children. People who run the setting ensure a strong culture of continuous professional development exists within the setting. For example, staff attend safeguarding, first aid, anti-racism training and radicalisation and extremism training. Supervision and appraisal meetings are held regularly which allow staff opportunities to discuss their roles and highlight any issues. Staff told us they feel valued, the management team listens to their views, and they provide good support. They share their experiences of good practice with colleagues from the company's other settings, which has a positive impact on their role. This also has a beneficial impact on the experiences of children in their care. People who run the setting ensure child-staff ratios are maintained by keeping a central register of staff. However, staff do not consistently record their times of attendance on the signing in and out sheet.

People who run the setting have established good partnerships with parents and the school. They share regular information via digital and verbal feedback and send out regular newsletters. Parents told us staff and management are friendly and supportive, they know the children are in good hands and their children love going there. People who run the setting ensure when there are concerns about children there are clear and effective procedures and protocols in place for sharing information. Partnerships with parents, carers and other stakeholders are very good.

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)
	No NMS Recommendations were identified at this inspection

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)
Ensure consistent and accurate records evidencing staff and other adults present at the setting.

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