Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bishopston Playscheme

Bishopston Primary School, Bishopston Road Bishopston, Swansea, SA3 3EN

01792232754

https://bishopstonplayscheme.wordpress.com

Date(s) of inspection visit(s): The inspection visit took place on 28/07/2025

Service Information:

Operated by:	Bishopston Play Association
Care Type:	Children's Day Care
Registered places:	150
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	Excellent
Care & Development	Excellent
Environment	Good
Leadership & Management	Adequate

Summary:

Children thoroughly enjoy their time at Bishopston Playscheme. They can fully follow their ideas and interests as well as follow their instincts. Children confidently move around the environment, exploring the resources available to them. They co-operate well and confidently make requests to staff when they need something. Children show enthusiasm in their play, moving between areas and influence their play fully. They have excellent opportunities to develop their independence skills.

Staff work effectively to keep children safe and to promote their well-being. They are fully aware of their responsibilities to safeguard children, consistently monitoring the children and the environment for potential risks. Staff interact positively when children engage with them and use questions and suggestions to support children in their understanding of their behaviour. Staff organise a broad range of play opportunities and support children to fully follow their interests.

The site is large, with most activities taking place outdoors on the school field. The layout effectively promotes children's independence and play opportunities, encouraging them to be active and take risks. The playscheme also has use of the school toilet facilities, two classrooms and a hall, where the large cube maze is set up.
Leaders are dedicated, committed and promote a positive ethos. They have a clear vision for the playscheme and have effective partnerships in place with the community. However, we found that the people who run the playscheme do not always have accurate records in place to show how many children are in attendance.

Findings:

Well-being — Excellent

Children are very confident communicators as their wants, moods and needs are considered. They have full freedom to explore their environment, the resources and to play as they wish. For example, they could use the inflatable balls to roll, climb, push, pull or sit on. Children have exciting opportunities to make choices and decisions about their play.

Children are settled and confidently move around the play environment. They clearly have a strong sense of belonging, forming friendships and confidently going to staff for support. For instance, children asked staff for help to them with the more difficult parts of their decorative pot. Children are very familiar with routines, listening to information shared by staff about the running of the session and waiting patiently before the start of the session.

There are some good interactions between children and adults and children co-operate well with each other. They greet familiar staff and friends and listen well to staff requests. Children support each other in their play and share resources with others. For instance, children organised a game of football and cheered each other to score or pass the ball. Children express empathy and are sensitive to the needs of others. For example, a younger child asked an older child how they had cooked the potatoes on the fire. The older child took time to explain to the younger child what they had done and stayed with them while they followed their instructions.

Children are enthusiastic and interested in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors and can choose to relax and have quiet times. For example, during facepainting children focused while painting their face and another child enthusiastically talked about the colours they were going to use. Children have considerable freedom to safely explore their indoor and outdoor environment and are self-motivated to initiate their own play and to influence their tasks fully.

Children consistently follow their own instincts, ideas and interests. They take part in activities resulting in a great feeling of achievement and high self-esteem. Children understand the rules of the setting and encourage others to follow them. For instance, while children were pushing each other in the hammocks, a younger child asked if they could go higher but the children explained they were unable to go higher. Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully. They also problem solve effectively, develop creatively, experiment and are imaginative. For example, while cooking dough a child looked disappointed as it wasn't cooking as quickly as they liked. They took it off the fire, tested it, look frustrated and then put it back onto the fire to continue cooking.

Care & Development — Excellent

Staff fully understand and consistently implement policies which encourage healthy lifestyles, physical activities, personal safety and well-being. They are aware of the areas they are responsible for and monitor these consistently. For example, in the maze room, staff consistently moved around the room, checking and moving the gymnastic mats and inspecting the inside of the maze at the end of each session. Staff intervene when needed and remind children of the expectations of the setting if they feel children are at risk. For instance, when a child was trying to make holes in a carboard box, they suggested the child could work from the outside to reduce the risk of an accident. They respond positively to children when asked questions or when requests are made. Staff assess risk appropriately and make good use of additional staff to support them in their role. For instance, the additional staff checked in regularly with staff monitoring the areas and they would make requests to them for more resources or for support. Staff have a thorough understanding of their responsibilities to protect children. They answer confidently about the process they would follow if they had any child protection concerns. Staff implement the settings policies fully.

Staff are aware of the process to follow if inappropriate behaviour occurs. They describe when they would intervene and explain they encourage children to solve issues themselves. Staff use positive behaviour management techniques to keep children safe. For example, a child was swinging and kicking a plastic buoy on a rope in the creative room. A staff member used gentle encouragement saying "*Do you think there is room to kick this around in here? Do you think you can find somewhere more suitable?*" When this didn't work the staff member pointed to the corridor and said, *"look at this area – I think this is a better place.*" The child followed the staff member and found another space outside. When engaged by children, staff interact with children positively, responding to their queries and requests.

Staff offer a very good range of open-ended play opportunities. For instance, physical, creative, imaginative and problem-solving opportunities. They allow ample opportunities for children to develop their independence, telling them to try for themselves first and many staff extending support when asked. For example, a child asked a staff member to help them with getting a black bag. The staff member showed and explained how to complete this task, encouraging the child to complete it himself when he made the same request later in the session. Staff understand and know the children well. They are familiar with their preferences and needs.

Environment — Good

Leaders ensure the setting is safe and suitable for the children, staff and adults. The playscheme operates from the school field, hall and two classrooms of the primary school. These areas provide ample space for a wide range of play opportunities. The areas are well maintained, and the environment is fit for purpose.

Children benefit from a rich variety of resources and play opportunities. The playscheme makes good use of both indoor and outdoor spaces to create an engaging and inviting environment. This promotes children's independence as children can choose the activities and areas which interest them. For example, large bouncy balls, fire pits, creative play activities, a cardboard maze, a slip 'n slide, dressing up clothes and face painting. Leaders ensure resources are of mostly good quality, replenishing cooking ingredients or craft resources as needed. This supports a play environment that is fun, stimulating and challenging.

Accident forms are completed appropriately, and daily safety checks of the site are carried out before the session begins to identify and remove hazards. Dynamic risk benefit assessments are in place; however, the written risk assessments are not updated to reflect changes in the procedures. Staff are allocated to specific areas of the playscheme to ensure activities are well supervised, with additional staff and trustees floating across the site to provide further support.

Overall, the playscheme provides a safe, well-organised and stimulating environment that promotes children's play and learning.

Leadership & Management — Adequate

Leaders have a clear vision for the playscheme and promote a positive ethos which benefits staff, children and families. The setting is welcoming, inclusive and provides engaging opportunities for children, with a particular strength being the open communication between staff, trustees and volunteers. Staff told us, Care Inspectorate Wales (CIW), they feel well supported and valued, and we observed a strong sense of teamwork during the inspection. Although the playscheme operates for only two weeks of the year, leaders have embedded a culture of reflective practice, with end-of-day reviews where staff share ideas on improvements that can be made to the running of the setting. Leaders carry out an annual quality of care review of the playscheme and produce an appropriate report.

Staff work positively to implement the settings policies and procedures, and many have worked at the setting for a number of years. Staff carry out internal training, to support them in their day to day work and leaders confirmed that staff have up-to-date paediatric first aid training. However, not all staff have completed the appropriate level of safeguarding training or hold suitable play work qualifications.

Leaders ensure registration forms are completed for all children and additionally gather medical information about individual children. Leaders ensure daily registers are kept for children, staff, trustees and volunteers. This is an open access playscheme and therefore children can come and go as they wish. However, during the inspection we identified concerns with record keeping. We found outcomes for children require improvement because registers indicate that the playscheme has been operating above their registered numbers and we expect the provider to make improvements.

Leaders provide opportunities for children with Additional Learning Needs, including staying for lunchtime sessions, which is a valuable addition for families. Leaders keep CIW up to date with changes at the playscheme and notify CIW of any events. They have a clear statement of purpose which gives parents suitable information about the setting and the opportunities available to the children. This is displayed clearly at the registration desk alongside other key information, and parents are able to access forms online through a useful website.

Daily safety checks and cleaning routines are in place. However, we found outcomes for children require improvement because there was no evidence of fire drills being completed and recorded, and we expect the provider to make improvements.

Leaders and staff foster positive relationships with parents and carers. We spoke to several parents during the inspection, who praised the playscheme highly. Comments included that the setting has "*lots going on*," provides opportunities to "*let kids be kids*," and creates space for "*old-fashioned play*." Leaders also maintain strong links with the school and wider community, which is a notable strength.

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
We found poor outcomes for children and staff due to the lack of fire drill practice.	28/07/25
Children are placed at risk as the leaders of the setting are not aware of the numbers of children in their care at all times. This can pose a risk for both children and adults in the event of an emergency or if a safeguarding concern is raised.	28/07/25

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 13 (Day Care) - Suitable Person	Ensure the required number of staff hold suitable qualifications and appropriate level of safeguarding training.

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)
Further develop risk assessments and ensure they are implemented in practice.

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