Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Llyswen Cheeky Monkeys Out of School Club

Archdeacon Griffiths Primary School, Llyswen, Brecon, LD3 0YB

07919818253

https://m.facebook.com/profile.php?id=61552120942209

The inspection visit took place on 06/08/2026

Service Information:

Operated by:	Llyswen Cheeky Monkeys Club
Care Type:	Children's Day Care
Registered places:	40
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 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 enjoy their time at the holiday club and benefit from positive experiences that support their confidence, independence and well-being. They make choices, share their views, build friendships and engage well in play and learning.

Staff promote children's health, safety and well-being through warm interactions and effective daily practice. They know children well, respond to their needs, manage behaviour calmly and support learning through meaningful conversations and play.

Children benefit from a welcoming environment with accessible resources and well-organised indoor and outdoor spaces. These support choice, independence and a range of creative, imaginative and physical play experiences.

Leaders have a clear vision and maintain many systems that support the holiday club. Staff we spoke with feel supported and parents receive useful information. Leaders have mandatory policies in place. However, they do not always notify Care Inspectorate Wales (CIW) when making safeguarding referrals, and recruitment procedures do not always follow regulatory guidance.

Findings:

Well-being — Good

Children are confident communicators who make meaningful choices throughout the session. They decide where they want to play, moving freely around the main hall, and choose how to access available toys and resources. At snack time, children choose which fruit they would like on their fruit kebabs and select their preferred toast toppings. They express their wishes confidently and know adults will listen. For example, one child approached a member of staff to ask for sticky tape to complete their craft project.

Children are happy, settled and comfortable in the setting. They show a good sense of belonging and are familiar with daily routines. Children wash their hands before snacks and follow instructions appropriately when moving around the setting. They develop positive relationships with staff, who know them well and respond warmly to their needs. Interactions are relaxed and purposeful. Older children laughed with a member of staff when she joked, “you scared me then!”, and shared a light-hearted moment together, demonstrating positive bonds and mutual respect.

Children interact well with one another and demonstrate consideration for their peers. Older and younger children play alongside each other, building positive friendships across age groups. We observed younger children working together during a dance game. On completing the activity, one child excitedly said, “we did it!! Yay”, while another jumped and clapped in celebration. Children co-operate effectively, share resources willingly and show empathy towards others. Most children also showed respect for their environment and resources by helping to tidy away equipment before snack time.

Children are enthusiastic and engaged in their play and learning. They enjoy a good range of opportunities that reflect their interests and encourage active participation. Older children spent extended periods creating dens and adapting their ideas with support from staff, while others enjoyed table tennis, drawing and imaginative play. Children sustained concentration well during activities, including setting tables in the role-play area and serving food to their friends. We saw children fully engaged in physical play as they worked together to push a scooter up a hill before repeating the activity several times, clearly enjoying the challenge.

Children develop a good range of skills that support their independence and confidence. Younger children use scissors independently and confidently ask for additional materials when needed. They access drinks for themselves throughout the day, demonstrating growing self-help skills. Children follow their own ideas and interests and make decisions about their play.

Care & Development — Good

Staff keep children safe and healthy through effective day-to-day practice and a good understanding of their responsibilities. They follow clear routines that promote children's well-being and support positive health outcomes. For example, they encourage children to wash their hands before snacks and lunch, and staff clean tables before and after mealtimes to maintain good hygiene standards. Staff keep accurate records, including children's and staff attendance registers, which clearly record arrival and departure times. They respond appropriately to accidents and incidents however they do not currently record pre-existing injuries. During the inspection staff completed an accident record accurately and shared a copy with the child's family later. Staff demonstrate a good understanding of safeguarding procedures, confidently explaining the actions they would take if they had concerns about a child's welfare, including contacting appropriate agencies if required.

Staff manage interactions well and are positive role models. They encourage children to use good manners and show consideration for others. Staff set clear expectations and support children to understand routines and boundaries. For example, children are expected to help tidy away resources and sit at the table to eat their lunch and snacks. Staff address unwanted behaviour in a calm and purposeful manner. We observed a member of staff using humour to successfully redirect a group of children who were making dens in an unsuitable area. Staff build warm and trusting relationships with children and regularly praise their efforts. We heard comments such as "good dancing guys" as children enthusiastically joined in with music and movement activities. Staff know the children well and take an active interest in their lives, helping children feel valued and secure. For example, a member of staff noticed a child was being quieter than usual and asked what was wrong, demonstrating genuine care and awareness of individual children.

Staff promote children's play, learning and development effectively. They engage with children, offering encouragement, support and opportunities to extend learning through meaningful conversations. During a sea animal craft activity, a member of staff sat with children, helping them solve problems and encouraging them to think creatively by asking questions such as, "How can you make the tentacles longer?" Staff show interest in children's ideas and chat with them about their creations, including discussing what they would name their finished octopus models. Leaders plan activities that support children's interests and provide a beneficial range of experiences. We saw activity plans that included creative, physical and team-building opportunities, and children spoke positively about making fruit kebabs. During the inspection we did not hear staff speaking any Welsh.

Environment — Good

Leaders generally have effective arrangements to promote children's safety within the setting. They ensure external doors and gates are locked, creating a secure perimeter, and staff use walkie-talkies to communicate when supervising children outdoors. Leaders have completed risk assessments for the setting and for a range of activities, including football, gardening and den building. However, leaders had not completed a risk assessment for the wooded area used by children, and some areas of the environment were not fully maintained, with stacked furniture and a damaged gazebo remaining in spaces accessed by children. Leaders maintain important safety records, including public liability insurance, gas safety certification and electrical testing documentation. Fire alarm testing forms part of the school's weekly safety arrangements and leaders complete a fire drill with children during each holiday period.

Leaders provide children with a welcoming environment that supports choice, enjoyment and different styles of play. Staff organise the main hall purposefully, creating areas for role play, creative activities and table-top experiences. The space is bright and benefits from natural light, helping to create a pleasant area where children can play and socialise. Staff provide opportunities for older children to engage in activities such as pool, table tennis, den building and a quiet area, while younger children enjoy the home corner and toy kitchen equipment. Outdoors, staff provide opportunities for children to ride bikes and scooters on a tarmacked area, developing their balance and special awareness. Staff also use the large field for football and group games, and allow children to explore a small, wooded area where they can sit on logs and appreciate nature.

Leaders provide a good variety of age-appropriate furniture, materials and equipment. These resources are accessible to children and support imaginative, creative and active experiences throughout the day. Children choose what they want to use and engage confidently in activities that reflect their interests. As a result, the environment is largely child-centred and supports children's independence. However, during the inspection we found that sufficient toilet provision was not always readily available, with only two toilets routinely accessible for up to 40 children. Staff accessed alternative facilities within the school when younger children urgently needed to use the toilet.

Leadership & Management — Adequate

Leaders have a clear vision for the service and maintain most of the systems needed for the holiday club to run effectively. The statement of purpose accurately describes the service and gives parents and other interested parties relevant information. Leaders have mandatory policies and procedures in place to support daily practice. Staff we spoke with at inspection told us they feel valued and find leaders supportive and approachable when they need advice. This helps create a positive culture where staff are generally supported to meet children's needs. However, outcomes for children require improvement as leaders have not consistently fulfilled their regulatory responsibilities to notify Care Inspectorate Wales (CIW) when safeguarding referrals are made. We expect the provider to make improvements.

Leaders have some appropriate arrangements in place to review and monitor the quality of the service. They complete an annual quality of care review and seek the views of parents and children to help evaluate the experiences of those using the service. Leaders maintain communication systems that support the day-to-day running of the holiday club, including daily discussions and a messaging group used to share information and updates. These arrangements help leaders identify strengths and areas for development. However, leaders do not provide formal supervision, appraisals or recorded opportunities for staff to reflect on practice, learning or safeguarding matters. This limits how well they evidence staff contribution to service improvement and professional development.

Leaders manage many resources appropriately and maintain a clear and organised record of staff qualifications and training. Children's records contain the information required to support their care and attendance. Leaders collect most information for staff however; some staff do not have references in place prior to them starting their roles. Outcomes for children require improvement because leaders cannot fully demonstrate that safe recruitment procedures are consistently followed, and we expect the provider to act on this. Leaders have an induction policy; however, they do not formally record that staff have completed an induction when starting their role.

Leaders maintain positive communication with parents and share information through daily contact, emails and access to policies and procedures. These arrangements help keep families informed about the service and support continuity of care for children. Parents generally know what is happening within the holiday club and receive relevant information when required.

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
Children are potentially at risk because Care Inspectorate Wales (CIW) does not have sufficient oversight because leaders do not consistently notify CIW of safeguarding referrals.	06/08/26
Children are placed at potential risk of harm as the provider does not consistently implement a robust system of suitability checks for all staff employed at the holiday club.	06/08/26

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 24 - Safety	Remove avoidable hazards from areas used by children and complete risk assessments for all play areas, including the wooded area.
Standard 22 - Environment	Ensure enough toilets are always available for the number of children attending, as outlined in the National Minimum Standards.
Standard 13 (Day Care) - Suitable Person	Complete and record inductions with all staff during their first week of employment, and provide opportunity for staff to think about the quality of their practice and raise any safeguarding concerns whilst they are employed, as outlined in the National Minimum Standards.

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)
Record pre existing injuries.
Develop the use of the Welsh language.

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