



Playworks Bryn Deri



Bryn Deri Cp School, Caer Graig Radyr, Cardiff, CF15 8RD



02920 864780

The inspection visits for this service took place between 03/12/2025 and 05/12/2025

Service Information:

Operated by:	Playworks Childcare Limited
Care Type:	Children's Day Care
Registered places:	80
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

Excellent



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children settle extremely well and have lots of fun. Their opinions and interests are highly valued. Children have exciting opportunities and make many choices about how to spend their time at the setting.

Staff promote positive interactions as they are good role models and implement effective behaviour management strategies. They support children to lead a healthy lifestyle through healthy food choices and being active. Staff know the children well and offer a good range of activities and resources to support their learning.

The environment is clean, welcoming and well organised to support children's play and learning. A good range of indoor and outdoor resources promote their all-round development.

People who run the setting are motivated and dedicated to delivering good quality childcare. They

provide consistent encouragement and support to staff. Policies and procedures are comprehensive and robust. Parents are very complimentary of the setting and speak highly of the staff and the care their children receive.

Findings:



Well-being

Excellent

Children speak and express themselves confidently. Their ideas and thoughts are listened to, which makes them feel safe and valued. Children have many interesting opportunities to make choices and decisions. They choose from a wide variety of exciting play experiences and are continually involved in activity planning. Children contribute ideas for activities and games during monthly meetings with staff. For example, they requested more baking activities and to make a den to read stories by torchlight, which staff enabled.

Children arrive eagerly and settle quickly to their chosen activity and play. They thoroughly enjoy being in the company of others and form positive friendships that help them to feel content. For example, children made up imaginary games together, pretending to be dinosaurs as they roared and chased each other around outdoors. Indoors we saw children role-playing mums and babies, showing care and concern for one another. Children know the staff and routines extremely well, giving them a sense of belonging and confidence to play and learn. They are eager to involve staff in their play. For example, a child and staff member played with teddy bears together, which developed into them retelling the story of Goldilocks.

Children thoroughly enjoy their play and learning. They benefit from a wide variety of age-appropriate play and learning resources both indoors and outside. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For example, a group of children used wooden blocks and worked together to vary the angle of a ramp, delighted as they watched different toy cars speed down. Children also benefit from a range of adult led activities, such as story time and planned craft activities. We saw children making bags of 'reindeer food' using oats, sprinkles and glitter, chatting excitedly about the Christmas holidays.

Children learn self-help skills and are encouraged to carry out tasks themselves, which promotes their self-esteem and sense of agency. They use the bathroom facilities independently and serve themselves snack. Children enjoy sociable snack and mealtimes and chat easily to their friends and staff. They have an excellent range of opportunities to develop their physical skills as they run around, play ball games and ride scooters outside. In addition, sports coaches regularly visit the setting and carry out a variety of fun sessions with children.



Staff understand and follow the setting's procedures effectively to keep children safe and healthy. They answer questions about safeguarding scenarios confidently and understand the correct procedures to follow if they have any concerns about a child. The designated safeguarding lead has a current safeguarding certificate and is knowledgeable of their duties. However, some staff's training has not been renewed within the required three-year period. Staff record any pre-existing injuries, accidents and incidents in sufficient detail and ensure these records are shared with and signed by parents.

Staff promote healthy lifestyles. They ensure children have access to their drink bottles throughout the session and provide a wide variety of healthy snacks, which offer children ample choice. Staff implement effective hygiene procedures. For instance, they ensure the tables are cleaned thoroughly with antibacterial spray between activities, and wear appropriate personal, protective equipment (PPE) when preparing food. Staff ensure children wash their hands as and when needed, reducing the risk of cross infection. Most staff have a current food hygiene training certificate.

Staff have positive relationships with children. They speak to children with warmth and affection. They are kind, provide comfort and reassurance when children need it and treat them with respect. Staff encourage positive interactions using effective strategies. They model positive interactions throughout the session and give clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when a couple of children were running indoors, staff reminded them of and explained the rule about walking indoors, to help keep them and their friends safe. Staff use praise often throughout the sessions to encourage children to interact and behave positively.

Staff know the children well and respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are collected prior to them starting. This helps staff to help children settle. Photographs and samples of children's work are collated to create attractive displays and books. Children and parents enjoy looking back on these, showing them how much they have progressed throughout the year. Staff communicate effectively with parents, providing verbal feedback when they collect children. We heard staff use some incidental Welsh to help promote children's Welsh heritage and use of the language.



Environment

Good

The environment provides a good space for children to play safely and securely. People who run the setting ensure they have robust safety procedures in place. For example, external doors and gates are kept locked and access is controlled. This ensures no unauthorised access or children being able to leave unsupervised. Visitors are asked to sign in and out of the setting and registers are kept of children's and staff attendance so everyone can be accounted for. People who run the setting complete regular risk assessments on the environment and places visited regularly so any possible hazards can be managed effectively. The risk assessments are easily accessible so staff can refer to them if needed. The building has the required current safety checks, including gas, electrical and fire tests. Regular fire drill practices ensure that staff and children are aware of how to evacuate the premises safely.

The setting runs from the school nursery building with use of additional space including the school yards and dining hall. All areas in use are bright and spacious with plenty of room for children to move freely. Children have areas available to store their belongings and use these independently. They have access to suitable separate bathroom facilities. There is ample storage room for resources, and the setting share some resources with the nursery, which is mutually beneficial to staff and children. Staff organise the play environment well, ensuring children can access toys and equipment independently. The outside play area directly off the nursery building is used often. It is large and secure with a variety of equipment, including balls, bikes, stilts, water play, play kitchen and tree swing. There is a sheltered outside area which the children use in poor weather conditions.

People who run the setting provide good quality, age-appropriate resources and equipment for children who attend the setting. Inside there is a selection of activities and resources including, arts and crafts, construction toys, and role play areas. We saw a few natural resources, real-life items and loose parts to promote children's curiosity, creativity and imagination. Children have access to child sized tables and chairs for arts and crafts, tabletop activities and to eat their meals on.



Leadership & Management

Good

People who run the setting work hard to provide a valuable service. There is a clear statement of purpose providing parents with accurate information about how the setting runs. Detailed and regularly reviewed policies and procedures aid the smooth running of the setting. The responsible individual keeps in regular contact and provides effective support to the person in charge of the setting and the team.

People who run the setting work well with CIW and update and send relevant documents as needed. There is a system for monitoring and reviewing the effectiveness of the setting. People who run the setting regularly gather feedback from children, parents and staff to help write an annual quality-of-care report. However, the report for 2025 doesn't fully reflect the previous 12 months practice and service.

People who run the setting keep an organised environment; documents are easily accessed and in good order. Staff files are of a good quality and evidence all relevant checks are carried out to ensure staff are suitable to work with children. Staff receive regular supervisions and annual appraisals, which enable them to identify their strengths and areas for development. People who run the setting hold beneficial monthly staff meetings. This ensures important information can be shared with the whole staff team, as well as offering an opportunity for staff to share ideas or concerns.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff receive good opportunities for training to promote their professional development, and the staff team are enthusiastic, motivated and enjoy their work. However, outcomes for children require improvement because several staff do not have current mandatory first aid training, and we expect the provider to make improvements.

Partnerships with parents and the school are strong. Parents provided us with positive feedback, praising the setting and staff and wide range of activities on offer. In addition, many thank you cards from families express a high level of satisfaction with the setting. For example, *"thank you for all you have done to help children to grow"*, and *"thank you so much for looking after them and bringing so much joy to their world's afterschool."*

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
The responsible individual had not ensured that at least one staff member caring for children had a current first aid qualification. Children may be at risk of harm if staff do not regularly update their first aid training and knowledge.	03/12/25

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 18 - Quality assurance	Ensure the annual quality of care report the report accurately reflects the previous 12 months practice and service.

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 staff renew their safeguarding and food hygiene training on time.
Provide further natural resources, real-life items and loose parts to promote children's curiosity, creativity and imagination.

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