Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb yr Enfys

Ysgol Griffith Jones, St. Clears, Carmarthen, SA33 4BT

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Date(s) of inspection visit(s):

08/04/2025

Service Information:

Operated by:	Clwb yr Enfys Limited
Care Type:	Children's Day Care
Registered places:	48
Main language(s):	Welsh and English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

Summary:

Children are happy, settled and enjoy their time at the setting. They make choices freely and have warm relationships with staff. Children behave and interact well with their peers of all ages. They value and enjoy the range of indoor and outdoor activities available to them. Children are happy and independent in leading their play.

Staff promote children's wellbeing and encourage healthy lifestyles. They manage risks and understand their responsibilities to safeguard children. They are good role models and build the confidence and self-esteem of children in their care.

The environment is secure, clean, and welcoming. There is ample space for children to play. The resources available provide children with good opportunities for learning and recreation. The leader and staff ensure all health and safety requirements set out in the National Minimum Standards are implemented.

The leader is committed to providing a service that children enjoy. They have a range of policies and procedures to support the running of the club. However, some aspects of leadership and management do not meet the Regulations and National Minimum Standards for Regulated Childcare. Following the visit, the leader has engaged positively with CIW and is acting swiftly on improvements needed.

Findings:

Well-being — Good

Children have a strong voice and make decisions about how to spend their time in the club, directing their own play confidently. They move freely around the environment choosing where and with what they would like to play. Children choose their snack from a list of choices. They are confident to communicate their needs and opinions, as they know staff will listen and respond. For example, we saw children asking staff for help to access arts and crafts materials.

Children are happy, relaxed, and feel safe at the club. They settle quickly upon arrival and are familiar with the club's daily routines. For example, they take their belongings to the designated area before proceeding to choose activities and areas to play. They develop secure and warm relationships with staff. This supports children to confidently make choices and participate positively in their play.

Children of all ages play together, so they benefit from forming friendships with both older and younger children. They play happily alongside each other or together and share resources well. For example, we saw children assisting one another to complete a puzzle, *'This goes here.'* Children took pride in telling us what they like to do at the club, *'I enjoy playing and chilling.'* They listen well to instructions and are keen and interested in what they and their friends are doing. One child told us '*It's fantastic and fun.'*

Children have wide range of play opportunities, and they move happily around both base rooms and the outdoor area. They spend time on activities that interest them and use resources creatively. We saw children of all ages create role play activities. Two children used the fancy dress costumes to imitate a wizard and a pirate. Older children pretended to be in wrestling matches whilst the young children created a hotel with the tyres outdoors. We saw younger children enjoy completing puzzles with staff support. Children value the opportunities for active play outdoors. For example, children enthusiastically use the yard to play football.

Children are engaged in their play. Through spending time on activities that interest them, they develop their confidence and creativity, for example developing their scissor skills. Staff encourage children to do as much for themselves as possible. They work together to tidy up resources and ensure they are all returned to the correct place. Children access toilets and wash their hands independently. Almost all children access anti-bacterial gel before eating snack. Children chat together and show politeness through saying *'please'* and *'thank you'* during snack time.

Care & Development — Good

Staff implement procedures to meet children's needs and ensure their safety and well-being. They provide opportunities for children to be active and get fresh air, with continuous access to the outdoor play area. Staff have a good understanding of their safeguarding responsibilities and have completed training. Staff demonstrate good infection control through regular handwashing, wiping tables and wearing aprons to prepare food. Those responsible for preparing food have undertaken food hygiene training and allergies are managed through suitable procedures. Staff provide children with a vast choice of healthy snacks including wraps, sandwiches, crackers and yogurt.

Staff act as good role models and respond sensitively to children's individual needs. They interact positively and are good role models, helping children's confidence to grow. Staff are sensitive to the wishes and needs of individual children. They are mindful of the age and stage of development of children when managing behaviour issues and they encourage co-operation and compromise. For example, we observed staff diffusing a disagreement by talking sensitively and calmly with the children, ensuring they are fully aware of one another's feelings. Staff frequently praise positive actions, which increases children's self-esteem and self-confidence. For example, encouraging and praising a child as they mastered a puzzle, *'da iawn ti.'*

Nearly all staff work as teaching assistants at the school where the club is located, and they know all children well. They have good knowledge of play-based learning. The current planning for the club is informal and staff speak with the children at the beginning of the session to identify what they would like to play with. Staff support children's choice of play, engaging thoughtfully when requested to. For example, we heard a child ask for support during a colouring activity and the staff member sat and interacted with the child, providing options of different coloured pens. They understand that some children may wish to sit and relax and chat with friends after their school day. Staff use Welsh throughout the session

Environment — Good

The leader ensures the environment is safe for children as appropriate policies and procedures have been implemented. There is a locked front door and the doors leading to the room has a fob entry system. Visitors to the service are required to sign in and out at the school's main office as well as the club itself. During the visit, a new high boundary fence was being erected outdoors. There are suitable risk assessments in place and staff complete effective daily safety checks for areas used by children. Fire drills are conducted regularly, however current records do not include the numbers of children and staff present. Following the visit, the provider confirmed a new record is in place to include numbers present. The leader ensures all routine safety checks are carried out for the building such as annual gas safety check, electrical safety test and PAT testing. We were provided proof of smoke alarm testing following the visit. The setting has access to a new, clean and well-maintained kitchen for preparing snacks.

The premises provide effective indoor and outdoor spaces for children to play. The club has a dedicated area within the school and an area for children's personal belongings to be stored and accessed independently. Bathrooms are located nearby and are well stocked with soap and paper towels to promote an infection free environment.

The leader provides good quality, age-appropriate resources and equipment for children. Inside the building, there is a purposeful selection of resources and play materials including building resources, craft materials, puzzles, toys, board games, role play areas and costumes. All toys and resources are well-maintained. Children are aware of the resources stored out of their reach and were heard asking for those, for example coloured paper and pictures to colour. They have access to tables and chairs for arts and crafts activities and for eating their snack. Outside, children have access to physical play through resources including a large, grassed area, yard area with football goals, skipping ropes, tennis rackets, hoops and balls. The leader ensures resources are clean and of good quality. They told us they carry out deep cleaning of resources and toys on a regular basis, as part of their ongoing practice.

Leadership & Management — Adequate

The leader ensures the statement of purpose includes information required by regulations and the National Minimum Standards. They have suitable policies and procedures in place, however review dates are not noted on these. Children's files contained most of the required information, however permissions were not in place for all children. Following the visit, the leader confirmed this had been rectified. The leader ensures a register is kept of all children and staff, however clarity in relation to adult to child ratios are not evident. We discussed adult to child ratio requirements with the provider during the visit and the ratios observed during the visit met requirements.

The leader carries out an annual quality of care review of the service. The Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales (CIW).

The leader carries out formal appraisals with all staff members, and we viewed records evidencing this. Staff told us informal supervision meetings are carried out. However, these are not recorded. This is an area for improvement, and we expect the provider to take action. Staff told us they feel well supported and can raise any issues or concerns with the leader.

Staff files were available to view at the inspection, however these did not include all the required suitability documentation. Following the visit, we were provided with documentation for most staff members, however staff members files viewed during the visit were not current staff members. This is an area for improvement, and we expect the provider to take action.

The leader told us a sufficient number of staff members hold the relevant care and playwork qualifications, however we were not provided with evidence of all staff members qualifications. During the visit, the leader informed us of staff changes, however they were not aware of the requirement to inform CIW. Following the visit, the leader notified CIW of staff changes.

The leader has a current disclosure and barring certificate (DBS) and confirmed all staff members also have valid certificates. They do not ensure a suitable number of staff have the correct paediatric first aid training as per National Minimum Standards (NMS). The leader ensures staff members access the appropriate safeguarding training as outlined in the NMS. However, the leader has not completed all training required. Following the visit, they confirmed they have booked on to the required training and assured us this will be addressed shortly. The leader provides a suitable system of reporting accidents and incidents.

Partnerships with parents are good. Parents spoken to were very complimentary about the care their children receive, *'My child is really happy here and doesn't want to leave when I collect.'* They all commented their children enjoy attending, staff are very approachable, and they have suitable feedback on what they've done during their time at club.

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 provider must ensure all suitability checks and documentation is in place for all staff members employed at the setting.	08/04/25
The provider must ensure opportunities are made available to all staff members for one to one supervisions. Failure to do so could have a negative impact as staff may not be provided opportunities to share concerns or training requirements with the leader.	08/04/25

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 10 - Healthcare	Ensure the correct number of staff qualified in first aid are on duty for the number of children attending the setting.
Standard 5 - Records	Ensure all children's records are fully completed by parents/carers.

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 registers evidence the age category of children to evidence adult to child ratio.
Ensure policies and procedures evidence review.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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