Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Mwd

Festri St. Lleian, Heol y Eglwys, Gorslas, Llanelli, SA14 7NF

07971394170

The inspection visit took place on 18/08/2026

Service Information:

Operated by:	Tanwen Randell-Davies
Care Type:	Children's Day Care
Registered places:	20
Main language(s):	Welsh
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

Summary:

Children are happy, comfortable and familiar with the routines of the club. They enjoy positive relationships with others and engage in activities that interest them. Children are developing appropriate independence skills and a growing sense of responsibility through daily routines.

Staff understand their responsibilities for promoting children's health and well-being. They build positive relationships with children and provide suitable opportunities for play. Staff have a good understanding of safeguarding procedures and their responsibility to keep children safe.

The leader has made improvements to provide a good choice of resources that meet children's needs and interests. They benefit from a safe, spacious environment indoors. However, improvements are needed to ensure children's safety when playing outside.

Leaders have made significant improvements since the previous inspection, including ensuring all

paperwork for children and staff are available to view. The leader provides a service consistent with the setting's statement of purpose and conditions of registration, and ensures robust recruitment procedures are followed, along with staff training.

Findings:

Well-being — Good

Children have good opportunities to make choices and direct their own play. They choose who to spend their time with and where they want to play. Children express themselves confidently and communicate their preferences through both their actions and conversations. There is a clear structure to morning and afternoon sessions, which helps children to engage purposefully. For example, some children choose to engage in activities set out for them such as board games, while others ask for additional resources such as bats and balls.

Children transition into the setting confidently and settle quickly into activities that interest them. They move confidently between food times, activities and free play. Children have positive relationships with staff and enjoy spending time with them. They feel valued because staff show a genuine interest in their experiences. For example, children enthusiastically shared news from home whilst staff responded warmly.

Most children interact positively with their friends and staff. They discuss activities confidently, share experiences and demonstrate appropriate social skills. For example, children played together settling their babies to sleep as they had school in the morning. Others took turns to play with a bat and ball, and explained to each other the importance of waiting for their turn. Children invited us into their play and confidently asked us questions and why we were here. Most children respond positively to guidance and occasionally a few required reminders to use resources appropriately and respectfully. They were reminded of the setting's expectations of behaviour and the importance of not disrupting others' activities. Most children show kindness and consideration towards one another, for example, when helping each other to open their lunchboxes and discussing what they had to eat today.

Most children enjoy their play and are actively engaged in activities. They sustain concentration and show enjoyment through smiling and laughing together. Some children enjoy creating imaginative role-play games, while others engage in drawing and colouring pictures or sit back and watch a movie with their friends. Children told us they enjoy going to the local park to play.

Children develop suitable independence skills through everyday routines. They confidently help themselves to food, drinks and resources, independently access their belongings when required and help to tidy up resources. For example, children access their own water bottles throughout sessions, confidently request to use the toilet area and help to manage routine tasks independently, helping children to take increasing responsibility for themselves and their daily needs.

Care & Development — Good

Staff have a good understanding of their responsibilities and follow relevant policies and procedures to promote children's well-being. For example, they support children's dietary needs appropriately and give children regular opportunities for physical activity and outdoor play. Staff follow good hygiene procedures when preparing for lunch time, sanitising the tables and asking children to wash their hands. Staff demonstrate a good awareness of safeguarding responsibilities and are fully aware of the setting's safeguarding policies and procedures, having completed the relevant safeguarding training appropriate to their job role. All staff have completed full paediatric first aid training. Staff record all accident logs and ensure these are signed by parents / carers.

Staff are caring and approachable. They develop positive relationships with children and create a friendly atmosphere by communicating respectfully. Staff encourage positive interactions and recognise children's achievements through praise, particularly when playing board games together. When staff remind children of expectations and provide guidance, it is done so calmly and respectfully, and as a result are effective in promoting positive interactions between children.

Staff provide a suitable range of play opportunities that reflect children's interests. They do not currently plan for specific activities and instead follow children's ideas and allow children to direct their own play, whilst supporting children to access both indoor and outdoor experiences. Staff are developing a clearer structure to sessions, which helps children remain engaged and provides more purposeful experiences both in the morning and afternoon session. Some staff join children in play and conversations, showing an interest in what they are doing. For example, staff help children to choose a dressing up outfit, helping them dress and discussing the scenario for the character they have become.

Environment — Adequate

Leaders ensure the setting is generally safe. Improvements have been made since the previous inspection, and children no longer move around the building unsupervised and are unable to access rooms away from the main play area. Leaders have developed a good system to ensure all documents are available and completed daily. These include visitors' logs, cleaning schedule and risk assessments. However, not all areas are risk assessed appropriately, and the outside play area pose a significant risk to children who sit on the wall or climb on to it to enter the graveyard to collect tennis balls. Outcomes for children require improvement because leaders do not have a sufficient understanding of their responsibilities to keep children safe when playing outdoors, and we expect the provider to make improvements. Fire safety arrangements are well established, and records evidence regular fire drills provide children with regular, weekly practice of procedures to follow in the event of an emergency. Daily cleaning rotas are in place to ensure the environment remains suitable for children.

The environment provides ample space for play and socialising indoors. The setting is well-ventilated and maintained appropriately. Leaders have made improvements to the organisation of resources and prepare table-top activities for children to access on arrival. The environment supports children to make choices and engage in activities that interest them, where they choose from defined play areas or ask staff for additional resources stored in cupboards. The outdoor area is limited and suitable for floor activities such as mark making with chalk.

Leaders provide a suitable range of resources that generally meet children's needs and interests. Children access construction, creative and physical equipment, many of which encourage cooperative play. There are a few open-ended resources, including sports equipment, to support children to create their own games and play experiences. Resources are generally in an appropriate condition and suitable for the ages of the children. Leaders recognise the interests of older children and are beginning to invest in additional resources to support their engagement.

Leadership & Management — Adequate

Leaders are continuing to develop their understanding of regulations and the National Minimum Standards (NMS). The statement of purpose contains up-to-date information, and a range of policies have been reviewed and updated to reflect current procedures. Leaders have made significant improvements to the way parents are able to book their children in to the setting. This prevents no more than the maximum capacity of children in attendance. However, leaders do not always ensure staff to child ratio is correct and registers showed some days where they were over by one child. Outcomes for children require improvement because leaders do not always ensure the conditions of registration are understood and applied in daily practice, and we expect the provider to make improvements.

Leaders complete annual quality of care reports and self-assessments of the service to identify changes and ongoing improvements within the setting. These documents reflect improvements made since the last inspection. They include feedback from parents, carers, children and staff.

Leaders collect appropriate information on children and manage day-to-day operations to support their experiences. Confidential records and information are organised and stored securely. Systems for managing staff have improved and all staff files are complete with all required documentation. These include supervision and appraisal records and staff training certificates.

Leaders ensure that communication and engagement systems with parents are good. This has been strengthened using an online system to book children into the setting. Information about their children is shared verbally with parents at the end of the session.

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 that adult to child ratio is adhered to at all times.	18/08/26
Outcomes for children are poor as they are at risk of harm due hazards outside not being effectively identified, managed and monitored consistently through purposeful risk assessments.	18/08/26

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)
	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)
The provider needs to secure the barrier between the path and the cemetery area.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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