Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gold Stars After School Club

Ysgol Glan Morfa, Lewis Road, Cardiff, CF24 5EB

07849632193

The inspection visit took place on 16/06/2026

Service Information:

Operated by:	Gold Stars After School Club
Care Type:	Children's Day Care
Registered places:	40
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 provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy and settled and enjoy attending the club. They have formed positive relationships with staff and peers and are confident in making choices and voicing their needs. Children are engaged and enthusiastic in their play, benefiting from a good range of enjoyable opportunities.

Staff provide a nurturing and caring environment, which supports the children's play and development. They provide a range of learning opportunities, with a balance of child-initiated and adult-supported play. Staff promote positive interactions and are good role models, but have limited confidence with safeguarding procedures.

Leaders provide a safe and secure environment within the school premises. They ensure a range of good-quality resources are available to support children's interests and development. Leaders maintain a clean, organised and well-resourced environment, ensuring children can access a

variety of toys, activities and play experiences.

Leaders aim to provide a safe and enjoyable service. However, significant improvement is required in key areas. Following our inspection visit, leaders have begun to address the recommendations and non-compliances. Leaders value their staff and have good relationships with parents and carers who speak positively about the setting and the service they receive.

Findings:

Well-being — Good

Children have a good range of opportunities to make choices about how they spend their time at the setting. They choose freely from the activities and resources available to them and confidently request additional resources when required. For example, following some construction play, older children requested an indoor ball to play with in the hall. Children's voices are heard and valued and they enjoy sharing stories of their day. They readily express their wants and needs because staff acknowledge and respect what they have to say.

Children feel happy, valued and relaxed at the setting. They understand the routines to be followed and settle quickly into their play. For example, they register and place belongings in the small hall before accessing activities in the main hall. Children have warm, trusting relationships with staff and are happy to see them on arrival. They show confidence when approaching visitors independently and ask questions about our visit. When talking with children about what they like about the setting, they respond with *"I like playing construction and eating snack"* and *"they are the best teachers!".*

Children interact well. They use the space to play co-operatively and most can share and take turns. Children are eager to collaborate and involve their friends in their play. For example, we saw a small group of children work together to create a long paper snake that they were very proud of. Children of all ages play together, allowing them to build friendships with both older and younger peers. For example, we saw older children helping younger children to engage in a ball game, making sure everyone had a turn. Some children show care and consideration for their friends and treat one another with kindness. They interact well with staff members, listening to their instructions and following setting rules.

Children enjoy the good range of play opportunities on offer to them and engage happily in activities that interest them. They lead their own play but also enjoy inviting staff members to join them. For example, when at the creative table, children ask staff members to draw and colour with them. Children thoroughly enjoy opportunities for outdoor play. We saw them climbing and balancing on the climbing frame and playing football together on the sports court.

Children have some opportunities to build their independence by completing tasks on their own. They put their bags and coats away on arrival and help to clear away activities at tidy up time. Older children access the familiar school toilets independently whilst younger children are supported and supervised.

Care & Development — Adequate

Staff demonstrate some understanding of their responsibilities for keeping children safe. They follow simple procedures to support children's individual needs, but some lacked confidence in responding to safeguarding scenarios. Staff promote health and hygiene appropriately and ensure all children wash their hands after using the toilet and before eating. They wear Personal Protective Equipment to serve snack and wash their hands before handling food. Staff mostly complete accident forms accurately and this was seen in action during the inspection visit. However, a small sample of accident forms did not contain a parental acknowledgement signature and pre-existing injury forms are not currently logged. This is referred to further within the leadership and management theme. Staff keep registers of children's attendance, ensuring that their exact arrival and departure times are recorded. They provide a healthy tea with a wide range of items on offer. For example, we saw children choose from a variety of nutritious snacks.

Staff are good role models. They treat the children with warmth and kindness and are consistently calm and patient. Staff know the children very well and respond appropriately to their needs and interests. They manage behaviour in line with the setting's policy, using distraction, praise and gentle tones. Staff encourage turn-taking and co-operation amongst children. They ensure time spent at popular activities is balanced and use a rota system to allow equal access for all. Staff encourage positive interactions between children and we saw them consistently engage in the play and provision, modelling and supporting where necessary. They encourage whole-group activities, such as parachute games, which nearly all children participate in.

Staff know children and their likes and dislikes. They provide activities and provision in line with their age and stage of development. Children who need extra support or reassurance receive it from a key worker who knows their needs well. This provides consistent support for children with additional needs who supported and listened to. Staff ensure provision is rotated throughout the week to keep children interested. They listen to children's ideas and suggestions, for example, one child wanted to make a paper laptop so was promptly supported to do so. Nearly all staff are fluent Welsh language speakers so can meet the needs of the Welsh language children at the setting.

Environment — Good

Leaders run the setting from the school main hall. Leaders risk assess the space before the children, to ensure it is set up and safe in readiness for their arrival. Leaders carry out effective daily safety checks in the areas they use. For example, before letting the children play outside, the leaders check there are no hazards. They ensure the gates around the playground remain locked throughout the session, and staff supervise children in the sections they wish to play. They have risk assessments in place for the premises and activities. Leaders conduct fire drills on a regular basis, ensuring all children and staff know how to evacuate safely in an emergency. They also practise lockdown procedures, and one child was able to explain to us what that looks like in action. Leaders have a good relationship with the school maintenance manager who can report that all safety checks are carried out within the required time frames. However, the leaders do not have oversight of the safety certificates. The setting has access to a clean and well-maintained kitchen for preparing snacks where the fridge temperature is checked daily.

The setting is bright and airy and leaders ensure it is welcoming for children. They create zoned areas of play such as a creative, small world, technology and construction. Leaders set out tables and chairs that are a suitable size for all age groups. They allow children to comfortably engage in the table-based games and activities without overcrowding. The outdoor play area offers a range of opportunities for children to develop their physical skills. Toilet facilities are located in the corridor, outside the hall and are stocked with liquid soap and hand driers. An additional accessible toilet is available for nappy changing however, this is rarely required. After each session, staff tidy away and store all activities and resources. Leaders set up a portable information board at the start of each session to ensure key messages and updates are accessible to parents.

Leaders provide a good range of resources, which they store in a locked cupboard. Children are aware of the equipment available and ask for the items they would like to use. Leaders ensure that resources and equipment are well maintained, suitable for their purpose, and that there is enough for each age group of children attending.

Leadership & Management — Poor

Leaders are committed to providing an after-school provision that meets families' needs. However, there are areas that require development and improvement. Leaders have a written statement of purpose that is reflective of the service. They ensure their operational plan outlines the running of the club, including leaders, staff and routines. They have suitable policies and procedures in place however, some of these were not reflective of the most current legislation and guidance. Leaders ensure all children's records and permissions are complete and request that parents and carers update these annually. On arrival at the setting, children's registers indicated that the service would be operating outside of its registration conditions if all children attended. The responsible individual confirmed that this was an oversight and acted quickly to bring the number of children down to the maximum capacity. Staff sign in to the school building however; they do not sign in and out of their responsibilities at the setting. Outcomes for children require improvement because leaders do not maintain up to date records, including registers, pre-existing injury and accident forms. We expect the provider to make improvements.

Leaders carry out an annual quality of care review of the service that identifies priorities for development. The Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales.

Leaders ensure their team feel supported and work well together. During our visit, staff confirmed that they are happy and can approach leaders to discuss any issues or training needs. However, there was little evidence of staff supervisions and appraisals taking place and the majority of staff had not received appropriate safeguarding or paediatric first aid training. Outcomes for children require significant improvement because staff do not receive appropriate training, supervision and appraisal and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Leaders obtain verbal references for their staff from the Headteacher of the school. However, leaders do not carry out and evidence safe recruitment in line with regulatory expectations, one of which being two written references. Also, during our visit, not all staff had a Disclosure and Barring Service (DBS) certificate for their role at the setting. Following our inspection visit, leaders confirmed this was immediately addressed and all have the required certification. However, a system for ensuring that DBS checks are appropriate and current has not yet been embedded. Outcomes for children require improvement because leaders do not ensure that all suitability checks are fully complete for staff members at the setting. We expect the provider to make improvements.

Partnerships with parents are good. Parents spoken to during the visit were very complimentary about the care that their children receive. They all commented that their children enjoy attending, that staff were consistent and approachable and that they have suitable feedback. Leaders use a secure app to share photographs and information with parents and carers.

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 at risk of harm because the responsible individual does not always maintain up to date records.	16/06/26
Children are potentially at risk because the responsible individual does not ensure all suitability checks are complete prior to employment.	16/06/26

Summary of areas for Priority Action	Date identified
Outcomes for children are poor as staff are not in receipt of regular supervision, appraisals and have not undertaken mandatory training to provide them with suitable knowledge for their role.	16/06/26

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 robust systems are in place to effectively monitor and review all aspects of the setting.
Standard 24 - Safety	Ensure all safety certificates are readily available for leaders to have full oversight.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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