Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Enfys at Ysgol Glan Gele

Glangele Infant School, Ffordd Y Morfa, Abergele, LL22 7NU

07957869099

The inspection visit took place on 13/01/2026

Service Information:

Operated by:	Clwb Enfys Ltd
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
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	Adequate
Environment	Good
Leadership & Management	Adequate

Summary:

Children are happy, confident, and able to make choices in their play. They form friendships, follow routines, and show empathy. Children enjoy a range of activities that support independence, communication, and physical development, with staff offering comfort and responsive interactions when needed.

Staff follow safeguarding procedures and maintain appropriate records. They promote hygiene and some healthy routines effectively. Interactions are positive, though some opportunities are missed. Activities support learning but don't consistently reflect children's interests and are not always effectively tailored to children's individual needs.

Leaders and staff maintain a safe, clean, and well-organised environment. Risk assessments and daily checks ensure hazards are managed well. Indoor and outdoor spaces are inviting, well-resourced, and support children's independence and learning, with accessible materials and

some natural resources available. Outdoor areas are sometimes used to enhance play and physical development.

Leaders keep paperwork organised and update key documents. Staff are supportive and work well together, with induction and regular supervision and appraisals in place. There is a suitable manager in place, however, the appointed person in charge is not on site regularly as required. Relationships with parents and the school are positive.

Findings:

Well-being — Good

Children have a voice and know they can make some decisions about the experiences they take part in. They happily move around the environment, freely accessing the areas of learning and resources and choosing what they want to play with. Children communicate freely, knowing staff will listen and respond to them appropriately and with interest. For example, when showing a member of staff a book to indicate they wanted to read it. They sat together and shared the story. Children generally have their needs met and opportunities to follow their routines. They have a range of foods to choose from during snack time and an opportunity to help themselves to more if they wish.

Children are happy and settle comfortably. They generally separate well from their parents and show enjoyment at being at the setting. Children who need a little more support to settle receive the comfort needed to help them feel relaxed in their surroundings. Children develop friendships, helping them feel relaxed. For example, they enjoy choosing who to sit next to at snack time and enjoy seeking out who they wish to play with. Children develop a sense of belonging as they are familiar with the staff and environment, helping support their independence and confidence.

Children interact well. All age ranges learn to play alongside each other in a respectful and kind way, learning to share and use space and resources appropriately. For example, when sitting together to complete a puzzle, taking turns to try and find the correct piece. Children generally respect the resources, using them appropriately and beginning to learn to return them when they have finished. Children understand and follow the routines. For example, they know to go and wash hands before snack and line up when it is time to go inside. Children show understanding and empathy towards others including showing concern and trying to help when others become upset.

Children enjoy the activities and opportunities available to them. They express themselves and use what is available to follow their interests and use their imagination. For example, children enjoyed playing a board game together and talked about how they have played it when they have been at the setting before. Children show their enjoyment as they invite us into their play and happily talk about what they are doing. For example, approaching us to show us the picture they had drawn, telling us what it was and who they had drawn it for.

Children have some good opportunities to develop a range of skills including independence. During snack time children have a chance to serve themselves and some pour their own drinks. Most resources are freely available so children can access them independently. Children who are able can use facilities such as the toilets independently and access their belongings if needed. Children have a few opportunities to take measured risks and develop their physical skills. For example,

when climbing on the fixed play equipment.

Care & Development — Adequate

Staff have a clear understanding about their role in keeping children safe and follow the settings policies and procedures. Staff know the procedure they should follow if they have concerns about a child and have up to date safeguarding training. Fire drills are practised so most staff and children are aware of the routine to follow if they need to evacuate the premises. However, as they rely on the school to practise the drills some staff and children are not in attendance when these are taking place. Staff keep appropriate records of any existing injuries on the children. They record accidents and incidents appropriately and these are shared with parents.

Effective routines are completed by staff to help them promote a healthy lifestyle, keep the environment clean and prevent the spread of germs. Tables are cleaned prior to them being used for snack and children are encouraged to wash their hands throughout the session. Healthy food choices such as fruit are made available for snack with a choice of milk or water to drink. Staff give some children opportunities to be active, get fresh air and develop their physical skills through accessing the outdoors. For example, children attending after school enjoy using the hoops outside. However, this is not consistent and there is limited use of the outdoor space and children cannot freely choose to play outside.

Staff are caring and communicate warmly with children. Most are good role models and interact well with the children. However, some opportunities to effectively interact with children are missed due to staff being engaged in other routines such as cleaning. Staff are beginning to develop their understanding of the importance of positive behaviour management strategies to support children to share and take turns. For example, they sit alongside the children and model taking turns in an activity. Staff use praise effectively to celebrate children's achievements including giving stickers to those who help to tidy up, which children are very proud to receive.

Staff provide some suitable activities for children to support their play and learning. They plan experiences related to topics and enhance areas of learning to give children a range of experiences. For example, children enjoyed using the foam and pretending it was snow and using wood pieces to build a campfire indoors. However, staff do not consistently consider children's interests and use these effectively in planning to ensure they link to children's learning and development. They provide age-appropriate resources but do not always model how to use these areas of learning and resources to ensure children have the best opportunities to develop and learn. Staff have some appropriate systems in place to track children's learning. However, this is not embedded or completed for all children. Staff generally understand the needs of children and get to know their likes and dislikes. They support children through play and interactions to enable them to have support to ensure their needs are met. However, staff were not always fully aware of tailored care that would help them support children with Additional Learning Needs (ALN). Strategies and appropriate support is not always shared and implemented effectively. Staff consider and plan Welsh and multicultural opportunities, such as, celebrating festivals including

Diwali and St Davids day. However, very little Welsh is used consistently with all children.

Environment — Good

Leaders and staff ensure the environment is safe and secure by implementing effective procedures and routines. Attendance registers of staff and children are completed, and visitors are recorded so everyone can be accounted for. Staff are aware of the setting's health and safety procedures and implement them well. Routines are completed daily so the environment is kept clean. Leaders complete and update risk assessments to manage any potential hazards. Daily checks to the environment are completed before the children arrive so staff can be assured no new hazards have arisen. Leaders provide indoor and outdoor environments that are safe for children. For example, they ensure external gates are kept locked and safety gates are used appropriately to prevent children accessing areas unsupervised, such as the kitchen.

Leaders provide an environment that is well decorated and maintained. This creates an atmosphere where children and visitors feel welcome. The space is light, bright and the attractive displays of children's work helps to give them a sense of pride and belonging. The environment provides suitable space and facilities for children. This includes a large open playroom with ample room for children to play and move around safely. All spaces are equipped with quality and suitably sized furniture so that children are comfortable and can have some independence. Suitable toilets and handwashing facilities allow older children to access them independently. There is an inviting outdoor area that is sometimes utilised effectively. There is more outdoor space available during school holidays when children can access large yards and fields on the school grounds to support their play and learning experiences.

Leaders have developed rooms that are equipped with an appropriate range of activities and resources that are suitable to support children's learning. They ensure children have access to some natural, recycled and authentic resources to effectively enhance the environment and experiences. For example, there are cardboard tubes available in the construction area and junk modelling opportunities in the craft area. Resources are organised well on low level shelving, so they are easily accessible to children. Leaders provide some equipment to support children's physical development. For example, there is fixed equipment outside for children to use for climbing and sliding. They also have space to run and use equipment such as hoops and balls.

Leadership & Management — Adequate

Leaders ensure paperwork is well organised and information is kept up to date. Some policies and procedures reflect current practice and are implemented well by staff. Changes were needed to some policies was updated during the inspection. The statement of purpose now includes all the information parents need to make an informed decision if the setting provides the right care for them and their child. The Responsible Individual has appointed a suitable person in charge, but they need to ensure this person plays an active role in the day to day running of the setting.

The views of parents, children and staff are collected and support the setting in evaluating the care provided. Questionnaires are sent out annually and the results are reviewed and considered when improvements are planned. Leaders successfully review what has gone well throughout the year, which helps them to plan for the future. Leaders complete an annual quality of care review to ensure they are meeting regulations.

The setting has a good team of staff who work well together. They are managed well and those we spoke with said they felt happy and supported in their role and enjoy being part of the team. Leaders confirmed and evidenced that they gather all the required information needed on staff to show they have the necessary qualifications and training and are suitable to care for children. Leaders complete regular supervisions and appraisals with staff. Leaders confirmed they had opportunities to take part in supervisions and appraisals too, allowing them to share information and feel supported in their role. Induction procedures ensure staff understand their roles and responsibilities and are fully aware of the expectations of the setting. Leaders are in place to manage the day to day running of the setting. However, the nominated Person in Charge is not present at the setting regularly as required by the National Minimum Standards (NMS)

Good relationships are developed with parents. Staff share children's achievements and experiences verbally with parents when they are collected. This allows information including food intake and nappy changes to be shared. Information on the children's day and experiences are also shared electronically. This includes pictures of the children taking part in different activities. Leaders and staff have a good relationship with the school as they operate from their premises. This supports and aids children's transition and allows information and the environment to be shared. The setting has taken children on walks around the local area but do not regularly take children on visit to places of interest or invite people in to enhance experiences or sense of belonging in the community.

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 setting had the potential of not being managed appropriately as the appointed Person in Charge was not at the setting to oversee the day to day running.	13/01/26

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 7 - Opportunities for play and learning	To Utilise outdoors so children have more variety of experiences.
Standard 7 - Opportunities for play and learning	To improve planning so it effectively considers the interests of children and links to their learning and development.
Standard 7 - Opportunities for play and learning	To have a more robust and embedded tracking system so the progress of children is recorded and used effectively to support development.
Standard 4 - Meeting individual needs	To ensure strategies are shared effectively to enable staff to provide tailored support for all children.

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)
To ensure fire drills are completed separately from the school so all children and staff have an opportunity to take part.
To ensure tasks and routines do not take staff away from supervising and interacting with the children.
To ensure staff model how to use the areas of learning and resources more effectively to support children's play and learning experiences.

To introduce more Welsh language and cultural experiences.
To create more links with community to support children’s learning and experiences.

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