Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cool Cats Club

Ysgol Bryn Hedydd, 42 Spruce Avenue, Rhyl, LL18 3SU

01745 330079

The inspection visit took place on 09/04/2026

Service Information:

Operated by:	Cool Cats Club
Care Type:	Children's Day Care
Registered places:	60
Main language(s):	English
Flying Start service:	Yes
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Adequate

Summary:

All children are happy and have good opportunities to make choices and decisions about their play. They interact with each other well and are busy and active. Children enjoy what they do and settle quickly. They have good access to experiences which enable them to gain skills and develop their independence.

Staff successfully encourage healthy lifestyles and promote children's safety and well-being. They are well qualified in childcare and positive role models. Staff provide warm nurturing care and have a good understanding of children with Additional Learning Needs.

Leaders follow effective procedures to ensure the environment is safe for children. The setting is warm and welcoming with a few learning areas organised appropriately. Leaders ensure they provide children with an appropriate range of resources and activities. Staff are committed to using the outdoor area as much as possible as well as the local community and nearby parks. Leaders provide children with suitable furniture and resources that are in a clean and appropriate condition.

Leaders are reflective and run the setting adequately. The statement of purpose reflects the setting and leaders have good relationships with children and parents. Most staff have worked in the

setting for many years. Leaders have developed positive relationships with parents and carers. They share daily information with parents and provide children with suitable opportunities to learn from and be part of their local community by taking children on plenty of outings.

Findings:

Well-being — Good

Most children have good opportunities to make choices and decisions about their play and learning. They choose what they want to play with, which friends they want to play alongside and whether they want to play indoors or outside. Children's opinions are consistently taken into consideration during play experiences. For example, if children request to make a den, staff facilitate this and find plenty of blankets and clothes pegs for children to use. If a child wants plenty of space and sit by themselves, this is listened to and acted upon.

All children are happy and settle quickly. They have built positive relationships with staff which creates a trusting atmosphere where children feel safe and valued. Children happily invite staff into their play when doing activities such as working with dough and they welcome cuddles if they need reassurance. Children are familiar with the setting's routines. For example, they know to wash their hands before lunch and when coming back inside.

Children interact well, smile when greeting their friends and enjoy showing each other what they are doing. Nearly all are beginning to co-operate and are developing an understanding as to why sharing is important. A few help their friends during games on the consul. With a few gentle reminders, children listen to and follow instructions appropriately.

Most children are busy, active, learners and show good levels of engagement. They love to explore the outdoors especially on a scavenger hunt in the rain. They all came back inside wet but happy because they had found almost all the items on the list. They enjoy playing home in the den and enthusiastically make up their own games. Many children concentrate well, cutting shapes for dough and show resilience when a peg for the den is tricky to place. They have a great sense of humour and when a staff member leaves the room, they try out wearing her glasses, surprising her on her return. Children learn about living things as they take care of the seeds which are growing into plants.

Most children have access to experiences which enable them to gain skills and develop their independence. For example, children are encouraged to do things for themselves such as visiting the bathroom and helping to put equipment away ready for lunch.

Care & Development — Good

Staff successfully encourage healthy lifestyles and promote children's safety and well-being. For example, they provide children with healthy food and drink and offer plenty of opportunities to play outdoors and be active. Staff follow appropriate cleaning and hygiene routines. They complete accident and incident records appropriately and know the importance of sharing these with parents. Staff ensure there are enough staff working to meet the needs of the children and they complete children's and staff attendance records. Staff understand their responsibilities to report child protection concerns and are familiar with the setting's safeguarding policy. All staff have attended the required safeguarding training and policies and procedures are generally understood and followed by staff.

Staff implement the setting's behaviour policy consistently and effectively. Staff are highly skilled at de-escalating situations in a calm and supportive manner, demonstrating a clear understanding of children's emotional needs. For example, when children show signs of frustration, staff respond with sensitivity, they gently explain and provide children with regular praise for their efforts which fosters a positive and encouraging environment. Staff create a safe atmosphere where children can talk about their feelings and discuss how loved ones are now shining stars in the sky.

Staff are well qualified in childcare and positive role models. They provide warm care and support children effectively. Staff provide children with a range of activities that meet their interest levels, and they extend children's vocabulary talking about homes and families. Staff show a good understanding of when to stand back, promoting the development of children's self-help skills. They plan, observe and track children's progress successfully, following Flying Start formats. Staff have an appropriate understanding of children with Additional Learning Needs. They work closely with specialist services if they feel children require further support. This ensures children make good progress.

Environment — Good

Leaders follow effective procedures to ensure the environment is safe for children. For example, staff ensure the main entrance to the setting is kept locked and all visitors are authorised and recorded in the visitor book. The outdoor area is secure, with staff carrying out daily checks to ensure this area is safe before use. Leaders complete written risk assessments and review these frequently. The setting is clean and appropriately maintained.

Leaders ensure the setting is warm and welcoming. Walls are decorated in natural tones which helps create a peaceful space. A few learning areas are organised which facilitate children's play and learning. There is plenty of room for children to move around and a space for children to rest on cushions or take part in quieter activities such as looking at books. Most resources are stored in a way that is easy for children to access themselves which allows them to follow their own lead. Leaders ensure there are a suitable number of toilets, and wash basins and coat pegs are located at the children's height which encourages independence. However, there are too many templates and pre drawn shapes and very few examples of children's own work displayed, which limit their creativity.

Leaders ensure they provide children with a suitable range of resources and activities that encourage exploration and the development of other key skills. For example, staff use role-play materials to develop children's social and imaginative play. They are developing the use of open-ended resources with loose parts which encourage children to problem solve and invent their own play. Staff understand the benefits of outdoor learning and are committed to using the shared areas with the school as much as possible. They ensure it offers a variety of play opportunities. The hard surface area allows children to use ride-on toys, developing gross motor skills, balance and spatial awareness. The mud kitchen encourages imaginative play and language development, and the forest school and visits to the parks provide good opportunities for discovery and problem solving.

Leaders provide children with suitable furniture, toys and resources that are in a clean and mostly appropriate condition. However, nearly all these resources are plastic and there is insufficient range of different authentic real-life items which stimulate curiosity. Staff use regular outings in the local area to encourage children to make sense of the world around them. Visitors to the setting including a play bus and a 'Scaly Safari 'add another dimension to children's learning. A few culturally diverse resources are made available during specific cultural festivals or celebrations and leaders are working with Flying start to develop these.

Leadership & Management — Adequate

Leaders and the staff team are experienced. The statement of purpose reflects the setting and contains all the required information. Leaders ensure staff work towards a shared vision and roles and responsibilities are clearly defined. They understand the National Minimum Standards (NMS) and are familiar with their regulatory responsibilities.

Leaders complete their annual quality of care review appropriately, including gathering viewpoints from parents, children and staff. They use these to reflect on the setting's strengths and areas for development and set targets for future improvements which includes joining Tiny Tums and adding more natural resources. Leaders are refining and updating some of the paperwork such as recording nappy changes and extending the information in risk assessments. Recent acquisitions are pram 'buses' so younger children can go further afield without becoming tired. Leaders have beneficial links with a range of professionals and work well with the Flying Start Advisory team which helps support and develop their practice.

Leaders manage staff appropriately. They ensure staff are deployed effectively, ratios are generally higher than required by the National Minimum Standards and children's needs are met. Leaders follow safe recruitment procedures when appointing new staff. Staff enjoy their work and most have been working in the service for many years. Although leaders conduct appraisals and carry out supervision, these documents are intricate, so this has been done verbally. However, at the time of the inspection, leaders had designed a new and much easier format, and we were informed that leaders had completed nearly all staff appraisals within a couple of days. They encourage staff to attend mandatory training which helps them keep up to date with the latest policies, procedures and practices. However, although staff have previously attended paediatric first aid training, only one person holds a current 12 hour paediatric first aid certificate. We received written confirmation from the responsible individual that three more staff were booked onto the update training. She confirmed she would address this urgently, so all staff have up to date certificates.

Leaders have developed positive relationships with parents and carers. They share the children's targets with parents and keep them updated when they are reviewed. Parents are kept up to date through an app where they share daily information, meaning parents are happy with the care provided. Leaders provide children with suitable opportunities to learn from and be part of their local community by taking children on plenty of outings.

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.

CIW has no areas for improvement identified following this inspection.

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 10 - Healthcare	For all staff to update their first aid training.
Standard 5 - Records	To continue to develop and refine documentation so it continues to meet the National Minimum Standards.

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 limit the use of pre drawn shapes.
To reduce the amount of plastic toys and introduce more authentic resources.

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