Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Monkeys@High Cross Breakfast & After School Club Ltd

High Cross Primary School, High Cross Drive Rogerstone, Newport, NP10 9AB

07546580031

The inspection visits for this service took place between 08/09/2026 and 09/09/2026

Service Information:

Operated by:	Monkeys@High Cross Breakfast & After School Club Ltd
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	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	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Excellent

Summary:

Children are very happy, settle quickly and thrive at the setting. The children have warm relationships with staff who know them extremely well. They have excellent opportunities to develop their skills, and they thoroughly enjoy their play. All children engage in activities of their choosing and are free to develop their play independently or in collaboration with their peers and staff. They are listened to, and their views are taken into account.

Staff are well qualified, professional and have a very good understanding of how to keep children safe and healthy. They are extremely responsive and respect the children in their care and the decisions they make. Staff are very warm and have an exceptionally good understanding of children's individual needs, and this helps to ensure that those needs are well met.

Children benefit from a very well-developed environment. It is clean, spacious and well organised. Staff follow robust procedures to ensure the environment is safe and suitable. An ample range of

toys and equipment both indoors and outdoors promote children's play very well, providing lots of varied opportunities for activities of their choosing. Resources are of a very good quality, including many natural resources, and provided in suitable quantities. Resources are stored at low level enabling children to access them independently and determine their own play.

Leadership and management of the service is strong. Leadership is highly effective and pro-active, and this ensures a reliable, very high-quality service for children and parents. Leaders are committed to improving outcomes for children, reflecting on practice and planning for improvements to the service. They support staff very well, providing good development opportunities to keep their skills and knowledge up to date. Parents are very complimentary and speak highly of the staff and the care their children receive.

Findings:

Well-being — Excellent

Children have lots of choices, and a strong voice in this setting. They move freely around their play space, making choices and decisions about what they want to engage with from an excellent variety of enjoyable resources. We saw children delight in their play with construction and crafts. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest. Children's likes and interests influence the activities and resources that are provided. We saw lots of lovely conversations going on between children and staff; it is clear children know their communication is valued. They join in enthusiastically and confidently with activities because they know staff will respect and pay attention to them.

Children feel safe, happy and valued at the setting. They enjoy playing with friends and are developing very warm relationships with staff and peers. Children are comfortable in the familiar routines and activities of the setting. They are confident to explore the play space, bringing out resources as they wish. Children are happy and very well engaged throughout. They value the support given them by staff. A child managed to cross the monkey bars and called to a member of staff asking if she saw. She replied happily she was watching and approached them to give them a big high five, and the child beamed. Many children told us they love attending the setting.

Children play co-operatively, take turns and share. They interact well with staff and other children, developing a sense of right and wrong, and of themselves. They demonstrate a good understanding of what is expected of them whilst they are at the setting. Children interact respectfully with staff and respond well to their requests and any guidance on their behaviour. They are very polite and considerate; when a member of staff asked a child if they would like anymore snack, they replied, "No, thank you very much".

Children are active, curious and excited by the play-based activities on offer to them. They are happy and confident to move between activities freely but also sustain interest in activities of their choosing. The arts and crafts table was in use throughout our visit and we saw the children working together to share ideas of how to decorate their creations. The children love to be outdoors, and football and the climbing frame is well loved. We also saw two children working together to make a small cart, and the one child held on to the other for support as they had a go rolling along on it.

Children develop a wide range of skills as they play. We saw lovely conversations about science and the world around us through the process of the children making playdough with a member of staff. They have many opportunities to become independent by the nature of the environment and play ethos. They serve themselves at mealtimes and are very happy to be independent in the setting and enjoy the freedom of choice allowed them.

Care & Development — Excellent

Children benefit from very skilled and experienced staff who are committed to making a positive difference to children's experiences. Staff have an excellent understanding of their responsibility to keep children safe and healthy. They follow clear hygiene practices such as cleaning tables before and after snack times. Food and drinks are healthy and nutritious, provided in good portions, and children enjoy their food and their mealtimes. They also have a good opportunity to serve themselves, developing many independence and fine motor skills. Staff provide children access to physical exercise and time outdoors for play is included every day, often as free-flow between indoors and outdoors. There are procedures for recording the administering of medication, accidents, incidents and existing injuries. Leaders monitor these records monthly to identify any trends in accidents sustained, and ways to minimise the risk of these happening again are recorded and acted upon. Staff speak confidently about safeguarding procedures and know that leaders will be responsive to any concerns they raise. Leaders ensure staff receive up to date training in child protection, Prevent (anti-radicalisation) and paediatric first aid, as well as training to assist them in their roles.

Staff work exceptionally well together to support and promote children's social behaviour. They are very good and positive role models for children in their care, treating each other and the children with respect and kindness. Staff take time to give clear instructions and explain what is expected, or what is about to happen. They also respect the children by giving them time once they have said something to them. A child began climbing a small tree and a member of staff kindly but clearly reminded them that to be safe they need both hands on a branch to hold on, not just one. Staff are adept at gently supporting children to follow club rules. A child left a game they had been playing. A member of staff enquired kindly who had been playing with it. When they identified themselves, the staff asked what we need to do when we move on from our toys. The child replied to put them away. They came back to put it away and asked the member of staff if they could do it together, and she replied that's a nice idea, and they did. They are very encouraging of children's effort and praise this. Staff have a very calm manner when managing behaviour, striking an excellent balance between playful and clear.

Staff provide a nurturing environment in which children's play and well-being are very well promoted. All staff have a relaxed, happy and caring nature when interacting with the children. They are very warm and understanding. They are keen to ensure they are good facilitators of play and development. They are genuinely playful and enthusiastic with the children. All staff spoke passionately about their desire to improve outcomes for the children. They are unwaveringly considerate of the children's enjoyment and conscious to give them options and choices. Staff engage excellently with small groups of children during play, meaning children can interact with them and staff can sensitively support play and understanding, when appropriate. Incidental Welsh language is included in the provision, as well as Welsh language storybooks and documentation.

Environment — Excellent

The environment is safe and very well maintained. Children remain in the baseroom for snack until the school site is secure, after which they are allowed to move freely between the outdoors and indoors. Staff are vigilant and supervise children well at all times. They keep children safe because leaders regularly review risk assessments for all areas of the setting. Staff complete comprehensive daily safety checks of the environment to identify and eliminate risks to children's safety. Registers of children's attendance contain the necessary information and are completed in a timely manner. Staff attendance times are also recorded. Leaders have a system in place to ensure safety certificates for the building are up to date, including electrical testing and fire safety checks. Staff and children practice fire drills regularly and these are recorded.

Leaders and staff ensure regular cleaning of toys and equipment is undertaken, and resources are of excellent quality. The setting has suitable furniture and resources to support children's independence, such as age-appropriate tables and chairs. There are a suitable number of children's toilets and wash hand basins, which are clean and fresh.

Leaders and staff ensure the premises provide a rich and stimulating environment for children to play and learn. It is well maintained and in good decorative order. The environment is calming, welcoming and child friendly. The indoor play space is very homely and cosy. There is a lounge area with sofas and soft furnishings creating a welcoming feel as well as somewhere for children to rest and relax if they need to after a long day. A full-sized dining table and chairs is available for mealtimes and activities, as well as a smaller table and chairs for younger children, and a space for free play. Leaders provide a very good range of resources, including real life items, natural items and books. Children can access all resources freely because they are stored at children's height, allowing them to extend and develop their play as they wish. Staff confirmed there were further resources to cover a wide range of play opportunities for all age groups stored elsewhere which children can ask for and which staff also rotate into the room over time. We saw children freely exploring the resources available on many occasions, easily finding what they wanted to play with.

Children benefit from a large, enclosed outside area. They have access to the school field, two playgrounds, a Forest School area, climbing frames, and a large, covered area for all-weather play. During the inspection, all children had the chance to play outside as they wished as they are able to move freely between indoors and outdoors throughout the session. They particularly enjoyed the freedom of playing outdoors after their day in school. We saw many children taking great joy in simply engaging in free, unstructured play with their friends, running around, climbing, and laughing with their friends.

Leadership & Management — Excellent

Leaders are skilled and highly experienced and manage the setting to a very high standard. They ensure a clear vision for the setting, reflected in the statement of purpose. There are clear policies and procedures which reflect the current practice, and leaders have a robust system to ensure they are reviewed regularly, are up to date, and staff are familiarised with any changes. Staff work consistently in line with these to support the smooth running of the setting. Operational records contain the necessary information and records of children's information are complete. Leaders employ an appropriate number of well qualified and experienced staff to care for the children. They have high expectations of staff and support and challenge them to do their best.

Children and parents benefit from a setting which is strongly committed to improving outcomes for children and families. Leaders compose a thorough quality of care report detailing what the setting does well and an action plan of what they want to improve. They undertake this review annually as required, and take into account the views of children, parents, staff and external agencies. Practitioners are encouraged to be reflective; each week they discuss what has gone well, what children have enjoyed, how interactions have been managed and anything that can be improved upon or brought forward and developed the following week. Leaders work hard to ensure they deliver high-quality care.

Leaders are exceptionally effective in overseeing staff, managing their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. Staff are very well organised, and the resulting relaxed care environment has a positive impact on the children's mood and their interactions. Staff confirmed they enjoy working at the setting and feel passionately about the service they provide for children and families. Leaders undertake robust recruitment procedures, ensuring that suitable staff are employed to work with children. They ensure mandatory training is kept up to date and staff benefit from extensive opportunities for additional development training. They receive regular supervisions and appraisals to reflect on their practice. Staff told us they feel very well supported by leaders, and that their work and contribution is valued.

Positive relationships with the community are valued at this setting. Staff told us the partnerships they have built with parents are very important to the team and they are keen to ensure parents feel they can approach them at any time. Parents are very complimentary about the setting and are confident to leave their children there. Leaders ensure parents have all the information they need to make an informed choice about using this service, and a communication app helps to ensure this on an ongoing basis.

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)
	No NMS Recommendations were identified at this inspection

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