Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Playworks Penygawsi

Penygwasi Primary School, Llys Derwen Llantrisant, Pontyclun, CF72 8PZ

02920 864780

The inspection visit took place on 07/10/2026

Service Information:

Operated by:	Playworks Childcare Limited
Care Type:	Children's Day Care
Registered places:	30
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	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have a strong voice and consistently make decisions and choices about what they want to do and how they want to spend their time at the setting. They engage in play-based activities that enhance their experiences and provide many opportunities for them to learn and grow.

Staff are knowledgeable and promote children's health and well-being successfully. They ensure safeguarding underpins all practice. Staff consistently show kindness and care which means children feel valued and have a strong sense of belonging. They provide a child-led setting through following children's interests and planning effectively.

Leaders provide a warm and nurturing environment where children can play and learn safely. There is a range of play spaces and plenty of resources to support children's learning and development. Leaders ensure the resources are of excellent quality, clean and well organised.

Leaders have a clear vision for the service, which they communicate effectively to staff, parents, carers and outside agencies. They demonstrate a commitment to continuous improvement and create a supportive, inclusive environment. Leaders maintain successful links within the community, and they work closely with parents who are happy with the care their children receive.

Findings:

Well-being — Good

Children confidently communicate their thoughts, interests and opinions because they know staff will value their contributions and listen to what they have to say. They have opportunities to make choices and decisions about their play. For example, some children choose to engage in a craft activity, whilst others enjoy playing games together. Children happily explore the indoor and outdoor environments safely, and they choose the activities that interest them.

Children are happy, settled and very comfortable in the environment. They arrive with enthusiasm and are clearly familiar with the setting's routines. This helps children to feel safe and confident about what is coming next. For example, children know what happens after certain activities such as outdoor play. Children show enjoyment throughout the session as they constantly laugh, chat and giggle with one another and staff.

Children are developing their social skills as they learn to play with each other. They are growing lovely friendships and show consideration towards one another. For example, when two children were playing together and saw another child sitting down, they asked the child, *"Do you want to come and play with us?"* This clearly meant a lot to the other child who immediately got up to play with them. Children have a strong sense of belonging and feel valued as staff acknowledge their efforts and celebrate them through praise and encouragement. For example, children were delighted when they were offered a sticker for helping to tidy up. They clearly felt very proud of themselves.

Children show curiosity in their play and learning. They enjoy exploring the range of activities and experiences available to them. Children have opportunities to initiate their own play, and they make their own choices and develop their own ideas. For example, some children spent an extended period of time in the role play and cosy corner area. They created different roles for one another in various scenarios, and they enjoyed sharing the tasks out between themselves.

Children have ample opportunities to develop their independence skills throughout the setting. For example, they take responsibility for their lunch bags and put them away when they have finished eating. Children retrieve resources and equipment independently and make their own choices about how they want to use them in their play. They are developing their creativity and problem-solving skills through exploring and experimenting with different resources. For example, some children choose to move between the different areas of the setting, selecting different resources and incorporating them into their play in a variety of ways.

Care & Development — Good

Staff follow the setting's policies and procedures and take efficient steps to keep children safe and healthy. They move around the setting, interacting with children and offering support when appropriate. Staff promote physical activity, healthy lifestyles and children's well-being. For example, there is a wide range of outdoor resources which encourage children to take part in active play. Staff understand their responsibilities to safeguard children and are familiar with the relevant procedures to follow if they have any concerns. They record staff and children's attendance, and they complete accident and pre-existing injury forms diligently. Staff share the relevant information with parents and carers when necessary. They implement effective hygiene procedures and encourage children to wash their hands regularly. Staff confidently identify any potential hazards and help minimise risks to children through effective risk assessments. They review them regularly and take action if necessary.

Staff build positive and caring relationships with children through warm and nurturing interactions. They clearly have lots of fun together as the interactions between staff and children are amusing and humorous. Staff follow the setting's behaviour management policy, using praise, encouragement and reassurance to support children's behaviour. They explain instructions clearly to help children understand the expectations. This allows children to develop healthy relationships with adults and one another. As a result, children's behaviour is very good. Staff are positive role models and show respect for children by listening to their thoughts and opinions. They encourage children to share, take turns and consider others, offering praise such as *"That's amazing! Well done! I'm so proud of you!"* This positive approach helps children to develop their confidence and self-esteem.

Staff provide a range of opportunities for children to explore, experiment and develop their independence within the setting. They encourage children to follow their own interests and support them to take an active role in their learning and development. Staff have a sound understanding of child development and they recognise how this can influence children's behaviour. They provide a relaxed and welcoming environment where children can choose between quieter activities and more energetic play. Staff recognise children's individual needs and abilities and offer opportunities for them to explore their interests and curiosity. They monitor children's progress and capture aspects of their learning and development. During the inspection visit, children were keen to share what they had been doing and talked confidently about their favourite activities and experiences at the setting. They spoke with enthusiasm and showed a sense of pride in their achievements.

Environment — Good

Leaders have comprehensive policies and procedures in place to ensure everyone understands their responsibilities for safeguarding children and promoting their safety and welfare. They provide a safe, secure and well-maintained environment, both indoors and outdoors. Leaders carry out regular fire drills to make sure children know what to do in case they need to evacuate the premises in an emergency. They carry out the service for the fire equipment frequently and keep the relevant records up to date. Leaders are confident the environment is safe and suitable for the children as they complete the building safety checks annually. They ensure children have access to suitable toilet and handwashing facilities, which promote independence, privacy and good hygiene practices. Staff understand their responsibilities in maintaining a safe environment and support children to develop an awareness of keeping themselves and others safe.

Leaders ensure both the indoor and outdoor environments promote children's independence and enable them to freely explore and make their own choices. The indoor environment is welcoming, light and spacious. Leaders offer well organised play spaces, which support different areas of learning such as role play, sensory, creative and a reading area. They display signage and boards, and they also celebrate children's artwork, which means children feel valued and have positive self-esteem. The outdoor environment is an extension of the indoor environment. It offers an area which is enclosed and partly sheltered, allowing children to play outside regardless of the weather. The outdoor area provides ample space for children to move around freely.

Leaders provide an extensive range of high-quality resources which are safe, age appropriate and offer plenty of opportunities for children to explore, play and learn naturally. Resources are well organised and plentiful which prevents disagreements and ensures children have a choice. Leaders provide low level storage which means children can access resources independently. They ensure furniture and equipment are suitable and supports children to participate safely and confidently in activities. They prepare a range of natural and stimulating resources which they set out in tuff trays. For example, there is a tuff tray set up with autumnal materials and resources to support imaginative play. Staff use resources appropriately to extend children's experiences, to respond to their interests, and to engage and motivate them.

Leadership & Management — Good

Leaders have a clear vision for the service, which they communicate effectively to staff, parents, carers and outside agencies. They ensure staff understand their roles and responsibilities and work collaboratively as a team. Staff speak positively about one another and demonstrate a commitment to their work. Leaders demonstrate their commitment to providing a good-quality service and recognise the important of learning and development opportunities for both staff and children. They have a clear statement of purpose that accurately reflects the service they provide. This enables parents and carers to make informed decisions about the care of their child. Leaders ensure staff implement the relevant policies and procedures throughout the setting, and they maintain the required information relating to children and staff. Leaders record children's preferences and ensure the appropriate parental permissions are in place.

Leaders recognise the importance of self-evaluation and use this to identify areas for improvement. They have good systems in place to inform their quality of care review and they seek feedback from parents, carers, staff, children and other professionals. Leaders are approachable and receptive to suggestions that may improve the service. For example, following feedback, they updated the daily routines, further developed children's scrapbooks and purchased additional equipment to encourage children to participate in a group game. In addition, they now hold children's meetings where children are able to share their ideas for activities, themes, food and equipment.

Leaders follow sufficient recruitment procedures to help safeguard children and ensure staff have the necessary qualifications and experience for their roles. They support staff to understand their responsibilities and reflect on their practice through regular supervisions and appraisals. Leaders have very good systems in place to ensure they complete necessary checks within the appropriate timescales. They lead the team well and maintain high expectations in regard to the quality of care staff deliver. Staff feel supported in their roles and are confident to seek advice and guidance when they feel it is necessary. Leaders deploy staff effectively and ensure they maintain the required staffing ratios, which ensures children receive the appropriate care and support.

Leaders are developing positive partnerships with parents, carers and other professionals. Parents speak positively about the care their children receive and describe their experiences of the service favourably. Leaders implement effective communication systems to support the sharing of information with families, and leaders maintain close links within the local community. They work with the local authority, other relevant agencies and the school to support children's individual needs. These partnerships help promote continuity of care and support children as they move between settings, contributing to positive experiences and outcomes for children.

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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