

**A report on
Flintshire Youth**

**Flintshire County Council
Ty Dewi Sant
St Davids Park
Ewloe
Flintshire
CH5 3FF**

Date of inspection: June 2026

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

This report is also available in Welsh

Context of provision

This inspection of youth work was carried out a few weeks before the inspection of local government education services in the authority. This enables the messages and evaluations from the youth work inspection to inform the inspection of wider local government education services, where relevant.

Flintshire County Council is situated in north-east Wales and has a population of about 155,000, including about 28,000 young people aged 11-25. Inspectors take account of a wide range of information about the local population when evaluating youth services. In Flintshire, 11.4% of 5- to 15-year-olds are from an ethnic minority group, 11.2% have additional learning needs (ALN), and 19% learners are eligible for free school meals. These figures are broadly in line with the Wales averages of 12.9%, 11.1% and 18.7%, respectively. Flintshire Youth Service is part of the local authority's Education and Youth directorate.

The service offers a range of targeted projects for young people, including Forest School, the Resilience project, Consent, Goliath and Athena, youth homelessness support, Nyth young parents' project and the Duke of Edinburgh Award.

In addition, the youth service provides school-based provision, transition youth clubs, open access youth clubs, and detached youth work on the streets across the local authority.

Overview

Flintshire Youth Service provides a wide range of valuable youth work opportunities that support young people's personal, social and educational development well. Many young people improve their confidence, self-esteem, resilience and well-being through their involvement in youth work. Young people benefit from positive relationships with youth workers, who know them well and provide trusted, non-judgemental support. This helps many young people feel safe, listened to and respected.

The service offers a broad and engaging range of provision, including open access youth work, targeted support, outdoor learning, Duke of Edinburgh opportunities, participation work, volunteering, youth voice, issue-based projects and specialist support for vulnerable young people. Young people develop useful life skills, gain qualifications, widen their experiences and, in many cases, become more confident to express their views and influence decisions. Projects such as Consent, Goliath and Athena help young people explore sensitive and important issues, including healthy relationships, misogyny, consent, identity and emotional well-being.

The service demonstrates a strong commitment to inclusion. Youth workers adapt provision well to support young people with a wide range of needs, including those with additional learning needs, neurodivergent young people, LGBTQ+ young people, care-experienced young people, young parents and those at risk of becoming not in education, employment or training (NEET). The Forest School provision is a particular strength. It provides a high-quality, inclusive outdoor learning environment where young people develop practical skills, confidence, resilience and accredited learning.

Young people have meaningful opportunities to participate in decision-making through the Youth Council, Young Flintshire, consultation work and volunteering. These opportunities help young people develop leadership, communication and citizenship skills. A few young people influence public documents and local priorities. However, awareness of the full range of provision is inconsistent among young people and partners. Inconsistent promotion of the youth service offer limits young people's and partners' awareness of the full range of opportunities available.

The Senior Manager has worked effectively with staff to establish a clear vision for the youth service that aligns well with education and corporate priorities. Senior leaders understand the contribution youth work makes to wider aims, including improving

attendance and attainment and reducing exclusions. The service benefits from strong partnership working with a wide range of partners.

Leaders have strengthened self-evaluation by moving from a process completed as part of the wider directorate arrangements to a more tailored approach for the youth service, involving staff, young people and wider partners. The quality of open access youth work is variable. In the strongest sessions, youth workers provide purposeful activities and respond well to young people's needs, but this is not consistent across all settings. Workforce development, support and quality assurance processes are not yet strong enough to ensure consistently high-quality open access provision.

Safeguarding arrangements are generally appropriate. Staff understand safeguarding procedures, contribute to multi-agency panels and help young people learn how to keep themselves safe. However, safeguarding training records are inaccurate and out of date, and staff are not consistently completing mandatory Prevent training.

What young people can expect from their youth service

- Supportive youth workers who listen to young people, know them well and help them feel safe, respected and included.
- A wide range of opportunities, including youth clubs, outdoor learning, Duke of Edinburgh, volunteering, youth voice, issue-based projects, residential experiences and targeted support.
- Help to build confidence, resilience, well-being, independence, leadership skills and practical life skills.
- Opportunities to have a say, influence decisions and take part in youth council, consultation and community action.
- Inclusive support for young people with different needs and backgrounds, including LGBTQ+ young people, young people with ALN, neurodiverse young people, young parents and those at risk of becoming NEET.
- Projects that help young people explore important issues such as healthy relationships, consent, identity, misogyny, mental health, citizenship and keeping safe.

What you may not get at your youth service

- The same quality of open access youth work in every setting, as practice is stronger in some youth clubs than others.
- Clear information about all the opportunities available, as awareness of the full youth service offer is not yet consistent among young people and partners.

Recommendations

We have made three recommendations to help the service continue to improve:

- R1 Ensure that Prevent training is completed by all staff and that mandatory safeguarding training is recorded accurately, kept up to date and monitored closely
- R2 Improve the consistency and quality of open access youth work provision, including through strengthening workforce development, support and quality assurance processes
- R3 Strengthen the promotion and marketing of the youth service offer to improve awareness and extend engagement with young people and partners

What happens next

The provider will draw up an action plan to address the recommendations from the inspection.

Main evaluation

How does youth work help young people achieve their potential?

Educative

Many young people taking part in youth work activities improve their confidence and self-esteem. Those who attend school-based youth work become less anxious, behave better and improve their attendance. They gain a better understanding of their feelings and emotions and improve their well-being. Young people learn essential information about substance abuse, LGBTQ+ issues, sexual health, and healthy relationships, which complements the work of schools by providing informal, trusted spaces where they can explore sensitive topics openly with youth workers. Vulnerable young people engage with youth workers on the Consent programme and explore issues such as period dignity and sexual behaviours. Young people also gain useful skills by co-developing training materials and activities for other young people.

Through participating in the open access Duke of Edinburgh (DofE) scheme young people meet socially and make new friends, whilst also training to take part in the awards. They

improve their fitness and resilience and gain practical skills such as map reading, cooking in the wild and how to keep themselves safe. Those taking part in the higher awards acquire leadership skills useful for employment and personal development. They widen their horizons through volunteering and gain the confidence to speak in public. Young people progress well through the awards, gaining qualifications at bronze, silver and gold levels. A few achieve the New Young Leader award which contributes University and College Admissions (UCAS) points for university application or towards an application to the armed forces. A few support other young people and volunteer in youth clubs. All are proud of what they have achieved. One young person described how she gained the confidence to travel to Thailand alone to take part in a diving course and another had gained part-time employment following her volunteering experience.

The young people, often facing disadvantage, who take part in Snow Camp gain skills, experience and qualifications that would not normally be open to them. They develop their fitness, resilience, self-reliance and leadership skills, which benefits their mental health. They demonstrate care and concern for their peers which is fostered within the recreational snow sports environment. They gain sector-related qualifications which contribute to their overall educational achievement.

Young people involved in the preventing homelessness provision learn essential housing information such as landlord responsibilities and available financial support whilst also learning to budget and cook. Through producing attractive and practical recipe booklets they also improve their numeracy and literacy skills and achieve useful qualifications.

Those who take part in the Forest School project gain a wide range of skills and knowledge about nature, conservation and land management. They enjoy access to the outdoor setting and thrive in a practical environment when they may have found traditional education settings challenging. Many achieve qualifications through the John Muir Award scheme.

Young people improve and extend their use of the Welsh language by taking part in a range of youth service activities and those of contracted partners. Young people use and develop Welsh through Welsh-medium provision, bilingual youth voice work, cultural activities and volunteering. In a few examples, young people use Welsh in practical contexts, such as coaching or youth work activity, which helps them build confidence and recognise the value of Welsh beyond formal education. These opportunities are not embedded consistently across the wider youth work offer.

Expressive

Young people in open access settings express themselves through art, craft and sports activities. They make key rings and Father's Day gifts using precise pyrography skills or produce attractive nail art. Others express themselves confidently in dance activities. Young people making friendship bracelets chat with one another and youth workers about the value of friendship.

In the Forest School project, young people use artistic ability to make attractive canvas bags with leaf prints, and rustic bunting. They develop innovative skills to build dens in the forest and express their appreciation of outdoor life.

LGBTQ+ young people express their identity confidently through colourful artwork.

Participative

Young people in open access provision are involved in deciding the programme of activities for the club on a three-monthly basis, and in a few cases participate in the running of the club.

Through taking part in Young Flintshire, young people develop their understanding of local and national democracy and civic responsibility. They gain in confidence and understand the responsibilities of representing their peers. Using the Children Commissioner's Monthly Matters, young people initiate discussion with the local authority and receive feedback on steps taken to address issues. These issues are mainly from a school context such as issues relating to uniform, toilets and vaping. The young people are enthusiastic and articulate. They become confident to speak in public and raise issues in formal settings such as in the council's education and youth scrutiny and oversight committee.

Through the young volunteers' project, young people learned about how to register and how to vote in the recent Senedd elections. They scrutinised the party manifestos and discussed issues with their peers. The young volunteers project helps young people make themselves aware of local community issues that affect them such as transport and street lighting. They study detail from consultations with young people, analyse data and feed back to the Youth Council, which in turn feeds back to Young Flintshire. They also scrutinise documents to make sure that they are written in language accessible to young people. Young people taking part in participation activities develop important abilities, including leadership skills that will help them as they mature into adulthood.

Inclusive

Young people who are neurodivergent or have additional learning needs (ALN) gain practical knowledge, resilience and build their self-esteem through a variety of outdoor activities. They gain independence to carry out practical and artistic tasks at the Forest Schools provision. Young people attending alternative education provision, who have not thrived in traditional education settings improve their behaviour and self-esteem through access to youth workers and youth work activities.

LGBTQ+ young people gain the confidence to express their identities and develop a sense of belonging through school-based clubs. Along with other young people they celebrate their community at yearly 'Just Be' Pride events supported by schools and youth workers.

Isolated young parents develop a support network, share issues and problems that affect them. They learn useful strategies and parenting skills by attending the NYTH project.

Young people attending transition clubs learn to negotiate the pathway from primary to secondary school. They improve their resilience and many are able to thrive within a large education institution.

Empowering

Young people develop the confidence, skills and independence to travel safely in the UK and abroad. Youth workers support them to plan journeys, manage risks and respond to unfamiliar situations, helping them become more self-reliant and resourceful. They are confident to speak about their interactions with the youth service and their wider adventures before other young people in schools and to large public audiences sharing their passion and pride in their achievements.

Young people taking part in the Consent, Goliath and Athena projects begin to explore, question and come to understand the implications of toxic views about masculinity and the role of women promoted on social media by online influencers. Young people develop a deeper understanding of their views, feelings and emotions through their interactions with youth workers, supported by thought-provoking drama productions and presentations.

Spotlight: Supporting young people to challenge harmful attitudes

Flintshire Youth Service responds insightfully to issues affecting young people's relationships, identity and well-being. Through the Consent, Goliath and Athena projects, youth workers help young people explore complex themes such as toxic masculinity,

feminism, consent, healthy relationships, LGBTQ+ issues, sexual health, mental health and online influence.

Youth workers design the programmes carefully so that young people can discuss sensitive issues honestly without feeling blamed or judged. The Consent project, delivered with partners explores sensitive issues through drama productions and presentations. The Goliath project combines discussion-based workshops with boxing or gym-based activity, giving young men a practical and engaging way to reflect on attitudes, behaviour and emotional wellbeing. The Athena project provides a supportive space for young women to explore self-esteem, confidence, relationships and identity.

The programmes help young people think critically about harmful online narratives and develop more respectful attitudes towards themselves and others. A few young people have changed their behaviour, improved attendance, reduced substance misuse or asked for further individual support as a result of the work.

Young people who attend the safe environment of LGBTQ+ clubs and activities become more confident to express themselves and be proud of their identities.

Many young people attending Flintshire Youth Service provision are empowered to understand themselves and the issues that affect them. They improve their confidence, well-being and self-esteem and widen their experiences. Many progress in education and employment, are supportive of their peers and play valuable roles in their communities.

What young people can expect from youth work provision

Most youth workers build strong, supportive relationships with young people, who benefit from highly positive and trusting relationships with youth workers. Across a range of settings, young people report feeling listened to, respected and supported. They value the consistency of youth workers and the non-judgemental support they receive, which contributes positively to their well-being and encourages sustained engagement. Youth workers know young people well and have a secure understanding of their backgrounds, circumstances and individual needs. Whilst these strengths are evident across the service, variations in practice and reporting between staff can lead to inconsistency in the quality of provision available to young people, particularly in open access youth clubs.

Youth workers are suitably qualified and trained, enabling them to respond confidently to young people's needs and maintain a safe and supportive environment. Their expertise contributes positively to the quality of youth work experiences and supports young people effectively. Youth workers demonstrate a strong commitment to inclusion by adapting

activities and approaches to meet individual needs. Their responsive practice enables young people with additional learning needs to participate successfully alongside their peers.

Youth workers have a secure understanding of safeguarding procedures and ensure that young people understand the limits of confidentiality. This helps create a culture where young people can seek support safely and confidently.

Young people have meaningful opportunities to influence decisions and shape provision. Through mechanisms such as the Young Volunteers' project, Youth Council and Young Flintshire, consultation activities and programme planning processes, they contribute to decisions about activities, priorities and service development. As a result, young people feel that their views are valued and that they can make a difference within their communities. The Youth Council provides an effective platform for participation. The Youth Service is proactive in widening participation opportunities to strengthen the representation of young people's voices further.

Youth workers plan provision thoughtfully and ensure that activities remain relevant to young people. Across a range of settings, young people contribute to planning and decision-making, helping to shape programmes and activities. Young people can identify examples where their views have influenced the experiences available to them.

Youth workers extend their reach beyond the youth club through outreach and detached work, strengthening engagement with young people who may not otherwise access provision. Youth workers are knowledgeable about local support services and provide appropriate signposting and referral pathways, helping young people access specialist support when required.

Youth workers help young people recognise, celebrate and build upon their achievements. Certificates, graduation events, accreditation opportunities and public celebrations of success contribute positively to young people's confidence and sense of accomplishment.

The service provides a varied range of youth work experiences that respond well to the diverse needs, interests and aspirations of young people. Provision includes universal youth work, targeted interventions, outdoor learning, participation opportunities, issue-based work, volunteering and leadership experiences. The service promotes Welsh language and culture appropriately through a range of activities and experiences.

Young people benefit from engaging and purposeful experiences that encourage exploration of issues relevant to their lives and communities. Activities and projects

address themes such as well-being, healthy relationships, misogyny, identity, community participation and citizenship, helping young people engage with contemporary issues in meaningful ways. The Consent, Goliath and Athena projects support young people to develop a deeper understanding of issues such as misogyny, gender equality, healthy relationships and respect. The projects provide valuable opportunities for young people to challenge stereotypes, reflect on social issues and consider the impact of their actions on others. As a result, many participants develop greater confidence, empathy and awareness of inclusive values, supporting their personal and social development.

The service provides young people with access to a broad range of opportunities beyond traditional youth club activities. These include local and international residential experiences, for example visits locally to the Urdd camp at Glanllyn and through Snow Camp to Andorra. In addition, outdoor learning, volunteering, DofE, campaigns, guest speakers and community projects broaden young people's horizons, to develop new skills and participate actively within their communities.

Transition arrangements are effective in supporting young people to access and engage with provision. Introductory activities and partnership working help young people build confidence and establish relationships in preparation for next steps.

The service offers a broad and engaging programme of youth work experiences that meet the needs and interests of young people well. Awareness of the full range of provision is inconsistent among young people and partners. Staff use a range of approaches to promote the service, including social media, contributions to lessons and assemblies in schools, newsletters and community roadshows. However, these approaches are not coordinated consistently across all areas of provision. As a result, young people and partners do not always have a clear enough understanding of the breadth of opportunities available, including targeted projects such as Forest School. Attendance is low in a few areas of provision, and inconsistent promotion limits the extent to which young people take up opportunities most relevant to their needs and interests. It also reduces opportunities for partners to signpost young people effectively.

Youth workers make effective use of available resources, facilities and specialist expertise to create positive youth work experiences. The Forest School is a high-quality resource that enhances the range of learning experiences available to young people. The woodland environment provides a unique and stimulating learning space that differs considerably from more traditional youth work settings.

Spotlight: Forest School – providing inclusive outdoor learning opportunities

Flintshire Youth Service's Forest School provides a distinctive and inclusive outdoor learning environment that supports young people with a wide range of needs and abilities. The well-developed woodland site offers a rich and engaging space where young people can participate in practical, hands-on activities that differ from more traditional learning environments.

The provision is led by skilled and experienced youth workers who adapt activities effectively to meet individual needs, including those of young people with additional learning needs and physical disabilities. Accessibility is enhanced using visual communication aids, British Sign Language resources and informal Welsh language opportunities throughout the site.

Young people develop a broad range of practical and personal skills through activities such as camp craft, woodwork, environmental projects and horticulture. As a result, they improve their communication, confidence, resilience, patience and perseverance while developing a greater understanding of sustainability and the natural environment.

The programme promotes progression and achievement through accredited learning, including the John Muir Award, and measures young people's distance travelled through case studies and individual progress reviews. Young people also have opportunities to take on leadership responsibilities through the Young Leaders programme, supporting their peers and developing valuable leadership skills.

The Forest School enriches the service's offer and provides meaningful opportunities for young people to learn, achieve and thrive in an inspiring outdoor setting.

The service demonstrates a strong commitment to equity and inclusion. Youth workers adapt provision effectively to meet individual needs and provide appropriate support for young people from a wide range of backgrounds and circumstances. Young people report that they enjoy attending, feel accepted and can participate fully in activities and experiences.

The service engages successfully with a diverse range of young people, including those who may be vulnerable. This includes care-experienced young people, young people with additional learning needs, neurodivergent young people and those experiencing anxiety, poor well-being or mental health challenges. Targeted provision such as the Resilience project for young people at risk of becoming not in education, employment or training (NEET) demonstrates the service's strong commitment to inclusion and early intervention.

Youth workers identify and respond well to barriers that may prevent participation. Practical support, targeted outreach, effective referral pathways and strong partnership working help engage young people who may otherwise be difficult to reach. Close collaboration with education, health, homelessness and support services enable needs to be identified early and support to be coordinated effectively.

The service responds well to identified needs and gaps in provision through the development of targeted programmes and bespoke opportunities. Initiatives such as the Resilience project, NYTH provision for young parents and LGBTQ+ sessions provide tailored support and valuable experiences for young people. Youth workers adapt activities effectively to ensure that young people with a wide range of abilities and needs can participate successfully. The use of visual communication aids and British Sign Language at Forest School further enhances accessibility and supports inclusive participation for diverse learners. This responsive approach promotes belonging, well-being and sustained engagement.

Vulnerable young people benefit from a wide range of progression opportunities, including volunteering, leadership roles, accredited learning, qualifications and community involvement. In many cases, participation in youth work acts as a catalyst for further personal, social and educational development.

Partnership working strengthens outcomes for vulnerable young people by providing access to additional support, learning opportunities and progression pathways. Collaborative approaches contribute positively to improvements in wellbeing, engagement, attendance and behaviour.

Leading and improving

The Senior Manager for Flintshire Youth Service has worked effectively with staff to establish a clear vision that aligns well with education and corporate priorities. Senior leaders provide strong strategic support and recognise the valuable contribution youth work makes to improving attendance, attainment and reducing exclusions. Elected members are broadly supportive of the youth service. The cabinet member champions the service with enthusiasm and understanding, while wider elected members are continuing to develop their knowledge of youth work and its impact.

Leaders are strengthening strategic processes, including self-evaluation, and these are beginning to provide a clearer foundation for identifying priorities and supporting

improvement across the service. Leaders plan provision thoughtfully, using a wide range of evidence to identify need and target resources effectively. Data such as Welsh Index of Mass Deprivation (WIMD) and findings from the School Health Research Network (SHRN), alongside local intelligence, is used well to shape responsive provision.

There is a strong and purposeful link between play and youth services. Transition clubs for young people aged 9 to 13 provide a valuable bridge into youth provision, supporting confidence and continuity of engagement. Staff use school referral information effectively to deliver targeted, person-centred support for young people at risk of becoming NEET.

Leaders are developing a range of approaches to promote the service, including school partnerships, social media and targeted sessions. These approaches help raise awareness of the support available, although promotion is not consistent across all areas of provision. Where youth workers have strong links with both schools and open access provision, attendance at youth clubs is higher. For example, attendance at Connah's Quay youth club is strong, supported by the youth worker's daytime role in the local school, which helps promote the club and build relationships with young people.

The service has established strong and effective partnerships that are valued by partners and enhance the breadth of opportunities available to young people. Partnerships are formalised through robust service level agreements which are monitored and reviewed. An example of this collaborative approach is the joint delivery of sports-based opportunities with Gwella, which extend the youth offer across the local authority.

The play service provides worthwhile pathways for young people into volunteering and employment. A few of the young people who initially engage through play schemes progress into paid roles as part-time youth workers. This supports a beneficial 'grow your own' approach, contributing positively to workforce development and sustainability.

Leaders have strengthened self-evaluation by moving from a process completed as part of the wider directorate arrangements to a more tailored approach for the youth service, involving staff, young people and wider partners. Staff contribute to self-evaluation through their individual service areas and through staff meetings. This is helping leaders to develop a broader understanding of strengths and areas for improvement across the service.

The self-evaluation links coherently to the service action plan. This provides clear lines of accountability for staff and helps ensure that identified priorities are followed through. Programmes are broadly reflective of young people's needs, and there is evidence that

young people are involved in planning and consultation. Leaders recognise the need for provision to remain flexible and responsive.

Leaders have identified variation in the quality of open access provision through their self-evaluation and monitoring activities. They recognise that while there is effective practice in open access provision, this is not consistent across all settings. Leaders are beginning to use examples of stronger practice to clarify expectations, support staff development and strengthen consistency across the service, although this work is at an early stage.

Leaders are beginning to strengthen their processes for identifying gaps in provision. They are also developing their approaches to measuring the impact of provision on young people so that these become more systematic and consistent across the service. This will help leaders build a clearer picture of young people's progress over time and the difference the service makes to their outcomes.

Safeguarding policies and procedures are in place, and the youth service follows the corporate safeguarding policy. Procedures are clearly outlined in the staff handbook, and all staff carry safeguarding information cards. These cards include designated safeguarding person and emergency contact details, which helps staff access key information quickly when needed.

Staff undertake appropriate safeguarding training. They also complete other mandatory training such as Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) and Prevent, although staff are not consistently completing the Prevent training. However, staff training records are inaccurate and out of date. This makes it difficult for leaders to monitor and assure themselves that all mandatory safeguarding training is complete.

The service has a robust process for monitoring and recording staff DBS checks. All DBS checks are renewed every three years, and all staff are currently up-to-date.

Youth workers contribute meaningfully to a range of multi-agency safeguarding panels, including the Missing, Exploited and Trafficked (MEG) group. This helps the service contribute to wider safeguarding work through a contextual safeguarding lens.

Staff are proactive in empowering young people to keep themselves safe. For example, they work with partners to deliver sessions that help young people understand how to stay safe when away from home, including how to navigate public transport. This work responds directly to young people's concerns from the Happy, Healthy, Safe survey, where young people identified that they did not always feel safe in their communities.

Leaders have developed a supportive culture for professional learning. Staff value the opportunities they have to access training and feel that managers listen to their requests for further development. The annual staff conference is appreciated by the workforce and provides a useful opportunity for staff to come together, share practice and learn collectively.

The Senior Manager has prioritised the development of leadership across the workforce. Staff are encouraged to access recognised leadership courses, and this is helping to empower them to work more autonomously and take on a greater share of responsibility. The Senior Manager has also taken a strategic approach to embedding trauma-informed practice across the service, with staff undertaking relevant training to support this work.

The service uses their management information system well to record participation and collect data about young people's engagement across provision. Leaders and staff are beginning to analyse this information to support evaluation and identify gaps in provision. Recording and monitoring processes are developing and are beginning to support more consistent data capture across the service. A very few staff have requested further support and training to ensure that information is recorded accurately and used effectively to support evaluation and improvement.

Staff benefit from regular supervision and support. Arrangements include team meetings, one-to-one meetings, onsite catchups, wellbeing discussions and opportunities to raise training needs. Staff across different areas of the service feel well supported by line managers and value the autonomy and support provided by the Senior Manager. Leaders also support one another well and seek advice from colleagues when needed, contributing to a culture of shared problem-solving.

Evidence base of the report

Before the inspection, inspectors:

- analyse the outcomes from the young people questionnaires and consider the views of young people, staff, and partners where appropriate through their questionnaire responses

During the inspection, inspectors normally:

- meet the principal youth officer/chief executive, board of trustees, senior and middle managers, individual youth work staff, and volunteers to evaluate the impact of the provider's work
- meet young people to discuss their provision, to listen to them and to gain their views about various aspects of their provider
- visit a broad sample of youth work sessions, including youth clubs, street based detached work and school-based activities across the provision, where appropriate
- observe and speak to young people during provision sessions
- look closely at the provider's self-evaluation processes
- scrutinise a wide range of provider documents, including information on learner participation and outcomes, staff meeting records, information on learners' well-being, including the safeguarding of young people, and records of staff training and professional learning

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most young people...*' or '*very few young people...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the provider and from the Estyn website (<http://www.estyn.gov.wales/>)

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Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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