Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Oakleigh House School Out of Hours

Oakleigh House School, 38 Penlan Crescent Uplands, Swansea, SA2 0RL

01792298537

www.oakleighhouseschool.co.uk

Date(s) of inspection visit(s):

29/05/2025

Service Information:

Operated by:	Cognita
Care Type:	Children's Day Care
Registered places:	50
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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy and comfortable at the setting. They have positive bonds of affection with staff and are developing friendships. Children are actively engaged and interested in their play and learning. They enjoy a good range of opportunities indoors and outdoors and can choose to relax and have quiet times. Children are developing their independence skills appropriately.

Staff work positively to promote children's safety, wellbeing and play. They provide a nurturing and caring environment, which supports the children's play and development. Staff fully understand and meet the children's individual needs.

Children are cared for in a safe, clean and bright environment. Staff have identified unnecessary risks to children and as far as possible, eliminated them. Children have access to furniture, equipment, toys, and materials that are appropriate and suitable for their needs. Resources are of a suitable design and condition and are well maintained.

People who run the setting are committed to ensure the service is managed effectively. They actively support and challenge everyone to do their best. The people who run the setting follow safe and thorough recruitment processes to ensure there are sufficient qualified and experienced staff for the range of children cared for. People who run the setting strive to provide a very good quality service to children and families.

Findings:

Well-being — Good

Children make their own decisions about how they spend their time at the club and can direct their own play. They can choose whether to join in with the planned activities or follow their own interests. For example, children could create some sand art with staff or request paper to draw their own pictures following instructions. Children can move around freely indoors and have opportunities to access the outdoor area with staff.

Children feel safe, happy and valued at the setting. We saw children laughing and smiling as they played. They develop warm relationships with other children and staff, in line with their age and stage of development. For instance, children enthusiastically talked to staff about their news and were confident to talk with us, asking who we were and what we were doing. Children are comfortable in the familiar routines and activities of the setting. They were eager to involve the staff and showed pride in their work when they showed the staff member the pictures they had created. They smiled when they received praise for their efforts.

Interactions between children and staff are very good. Children are polite, thoughtful, and chat openly with each other and the staff. Older children helped the younger children to set out some of the activities and played along with them. Children are learning to co-operate, take turns and share, in line with their age and abilities. It was evident that the relaxed atmosphere of this setting has a great, positive impact on children's abilities to manage their reactions and behaviours. For instance, two children began to argue over the magnetic shapes, but following some discussion one suggested they build together and this was agreed.

Children enjoy their play and are engaged with the activities on offer both indoors and outdoors. For example, a group of children had fun placing cones down and then weaving in and out of them. Children enjoy the resources they have picked and choose to play alone or with other children. They are active and curious learners, enjoying a variety of tabletop activities such as puzzles, games, and craft as well as having space to spread out on the floor.

Children have the freedom to engage in activity that truly suits them. All children enjoy the activity of their choosing. For example, one child thoroughly enjoyed playing independently and wanted their own space. This was respected by the staff, and he was given space to play. We saw older children role play with younger children, using dolls and various equipment. Children can follow their own interests as well as take part in a planned activity. On the day of the visit, they happily took part in a threading activity. Children have frequent opportunities to develop socially and become independent. They are encouraged to do things for themselves. For example, washing and drying their hands before snack time.

Care & Development — Good

Nearly all staff are experienced and understand the setting's policies and procedures and implement them consistently. They promote healthy lifestyles, physical activities and the children's personal well-being. Staff have a clear understanding of their responsibilities to protect children and can explain the setting's procedures confidently. Staff manage risks effectively. They are aware of the safety of children and remind them to play safely. Staff follow good hygiene practices and encourage children to do the same. For example, we saw staff sanitising tables and wearing appropriate protective equipment when preparing snacks. They offer healthy snacks, and ensure water is always available to children. Staff are fully aware of their responsibilities regarding allergies and the children's medical needs and there are full records in place. They complete accident, incident and existing injuries records, sharing these with parents and ensuring that they are acknowledged by parents.

Staff manage children's interactions well, helping the children to cooperate and learn social skills. Staff sit and chat with the children responding appropriately to discussions. They offer consistent praise and encouragement throughout the session. Staff work very well together to support and promote children's behaviour, tailoring their responses to the needs and abilities of the different ages and stages of development of the children. For example, they use simple, clear, short instructions to younger children and children with additional needs, whilst sharing more detailed information or instructions with older children. Staff are good role models and encourage the children to be kind and polite. They praise and celebrate good behaviour, such as helping to tidy or being kind. Staff have formed positive relationships with children and treat them with respect. Staff become actively involved in the children's play and learning when it is appropriate to do so or when children invite them to take part.

Staff provide a variety of fun indoor and outdoor activities they know the children will enjoy. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. Staff offer a range of play opportunities and ensure children have time to enjoy their experiences. For example, during a craft activity, children enjoyed choosing which coloured beads to use on their 'llama' and were confident to ask for items such as glue and glitter as they made their own wands. Children's independence is developing well. They are encouraged and supported to do things for themselves, and have some opportunities to develop their skills, and be independent.

Environment — Good

People who run the setting ensure the environment is safe, secure, and well maintained. They work closely with the school; where they are situated, to ensure there is copies of all safety checks undertaken. For example, we saw evidence of a 5-year electrical certificate, Portable Appliance Testing, firefighting equipment testing, large sports equipment checks and a gas safety check. Staff undertake daily visual risk assessments and work positively to keep children safe from hazards. People who run the setting organize appropriate cleaning arrangements that reflect good hygiene practices. Their infection control practices reduce any risks to the overall health and safety of children. People who run the setting have comprehensive written risk assessments in place. For instance, there is risk assessments for the premises, fire, the external grounds, Radon, and visits to the local area. These outline any potential hazards to children's safety and the steps taken to manage or eliminate these hazards. These documents are reviewed and updated regularly to ensure any potential hazards are monitored and managed effectively.

People who run the setting ensure that the indoor area provides a good environment for playing as well as developing the children's skills. They provide three rooms which the children can access. Two are used as the main play areas, offering a range of areas to play. For example, children can play at tables, relax on the cushions on the carpeted area or play in the role play area. The third room is used mainly as a 'lunchroom' but also offers additional space if needed. There are some pictures of activities and visits displayed on the walls, which create a sense of belonging. All areas are well maintained and welcoming for children. The outdoor area provides opportunities for children to develop their physical skills by using apparatus or choosing from the selection of outdoor toys. A large, multipurpose sports area offers other opportunities for children to run and play.

People who run the setting ensure children have access to a range of good quality, play and learning resources. They provide a wide range of toys and resources, and these are stored so that children can access them independently. There is a range of suitable facilities and appropriately sized furniture including chairs and table, which ensure children can be independent and comfortable.

Leadership & Management — Good

People who run the setting have a good understanding of the service and care they offer. There is strong leadership who work effectively to develop and implement positive changes to the setting. They have a suitable statement of purpose which reflects the service they provide. People who run the setting have a range of policies in place. However, not all policies fully reflect the setting's processes. People who run the setting keep the required regulatory records and ensure these contain all relevant information and signatures where appropriate. For instance, they collect children's individual details, specific permissions and gather more detailed information about their identified needs.

People who run the setting review the quality of care annually. They seek the suggestions of staff, children and their parents/carers. People who run the setting produce an appropriate quality of care report which includes how they gather the views, their responses and aims for the next year and an evaluation of the service. They also include information on how they have already accommodated the children's feedback as part of their ongoing development of the setting. For example, older children requested to go offsite during holiday club. This has been actioned and the team endeavour to take the children offsite at least once per week in the holidays.

People who run the setting follow a robust, safe recruitment process to safeguarding children. They carry out all pre-employment checks on all staff and provide the evidence for inspection. People who run the setting have ensured the Disclosure and Barring Service (DBS) certificates for those working at the setting are current. The performance management process is good and encourages staff to attend mandatory and other training. Effective supervision and appraisals are carried out with staff. These are continuous, cover a range of areas and record the discussions undertaken and agreed actions. For example, supervisions reflect on quality practice, safeguarding and child protection, well-being and support and their individual professional development. Staff told us that they feel supported by the people who run the setting and that they feel comfortable to approach them with questions or to discuss any problems.

People who run the setting have a good relationship with parents. Staff chat with parents and carers at the end of the sessions so information about the child's activities is shared. People who run the setting also use an app where they can share photos and information with parents. They have a very close relationship with the school. For example, they work well together, sharing resources, facilities and the environment to benefit the children. Parents said that the setting is well organised, and they offer fun activities for the children. They said that the staff make the setting special. They are exceptional, dedicated and nurturing.

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

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)
Review and update policies to ensure that they fully reflect the setting.

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.