Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Aberkenfig

St Roberts RC Primary School, Danylan, Aberkenfig, Bridgend, CF32 9AB

07981931487

The inspection visit took place on 16/07/2026

Service Information:

Operated by:	Sharon Jay
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	**Excellent**
Care & Development	**Good**
Environment	**Good**
Leadership & Management	**Good**

Summary:

Children experience a strong sense of belonging within an inclusive community at Simply Out of School Aberkenfig. They demonstrate kindness, empathy and respect towards one another, and form positive friendships. Children develop independence through the various opportunities.

Staff promote children's health, safety and well-being through appropriate procedures and positive relationships. They know children well and respond sensitively to their individual needs. Staff use consistent approaches to support behaviour, encourage participation and provide a wide range of activities that reflect children's interests.

The environment is welcoming, child-friendly and safe. It provides good opportunities for play and exploration. The extensive outdoor area is a particular strength, offering children a larger extension of the indoor space where they can be active, creative and social.

Leadership and management are effective and demonstrate a commitment to continuous improvement. Leaders create a supportive, inclusive environment where they prioritise children's needs. They promote positive partnerships which contributes positively to children's experiences and sense of belonging.

Findings:

Well-being — Excellent

Children have a strong voice within the setting and happily express their views, opinions and preferences. They confidently share ideas about activities they would like to take part in; suggest resources they would enjoy using and make meaningful choices throughout their time at the setting. Children know staff will listen to their views and respond positively to their suggestions, which means children know their opinions matter. As a result, children are actively involved in shaping their experiences and demonstrate confidence in expressing themselves.

Children feel safe, happy and valued at the club. There is a strong sense of community throughout the provision, where children feel they belong and are an important part of the group. This is a strong strength of the setting. Children arrive enthusiastically, settle quickly and clearly enjoy attending. They have strong, positive relationships with staff which means they feel secure and confident. Children speak positively about their experiences and demonstrate a genuine connection to the setting and the people within it.

Children interact exceptionally well with both their peers and adults. They are kind, respectful and considerate, forming positive friendships and demonstrating genuine concern for their peers' wellbeing. For example, during snack, a child encouraged a friend to sit down while eating an ice lolly because they were concerned about their safety. Children cooperate effectively during activities, share resources willingly and include others in their play. Interactions are warm, supportive and purposeful, and children show empathy, respect and a clear understanding of how to build positive relationships.

Children thoroughly enjoy their play and learning experiences and engage enthusiastically in the wide range of opportunities available. They show curiosity, creativity and motivation as they explore activities that reflect their interests. Children sustain concentration well and often become deeply absorbed in their chosen activities. They take pride in their achievements and show excitement when sharing their creations and experiences with others.

Children are developing excellent skills that support their learning, development and independence. They confidently manage their personal belongings, make decisions, and attend to their own needs appropriately. Children demonstrate effective problem-solving skills during play, think creatively and persevere when facing challenges. They take responsibility for their environment by helping to tidy away resources and care for equipment. Children show increasing confidence in completing tasks independently and willingly support others, helping them to develop important life skills and self-confidence.

Care & Development — Good

Staff promote children's health, safety and well-being through a range of appropriate policies, procedures and daily practices. They ensure children benefit from regular access to outdoor play opportunities, enabling them to enjoy fresh air, physical activity and active play. Staff gather relevant information regarding children's health needs, allergies and dietary requirements to ensure they effectively support children safely. Staff encourage healthy habits, such as handwashing before meals and snacks, and provide nutritious snack options throughout sessions. They demonstrate a good understanding of their safeguarding responsibilities and are familiar with the procedures to follow should they have concerns about a child's welfare. Staff have good systems in place for recording accidents, incidents and the administration of medication. They account for children, staff and visitors through accurate attendance records, and regular fire drills help to promote awareness of emergency routines. Staff undertake relevant training to support their roles, including first aid and safeguarding, to ensure children receive a good standard of care.

Staff manage interactions effectively and consistently promote positive relationships throughout the setting. They are warm, approachable and respectful in their interactions with children, and create an atmosphere where children feel comfortable and confident. Staff know children well and respond sensitively to their individual needs, interests and stages of development. They engage in meaningful conversations, listen attentively and use praise and encouragement effectively to build self-esteem and confidence. Staff provide clear expectations and act as positive role models, which helps children to understand appropriate behaviour and develop respect for others. They support children to resolve minor disagreements calmly and interactions are nurturing and responsive. Staff recognise when children need reassurance, guidance or additional support. As a result, staff form trusting relationships with children who behave well and interact positively with their peers.

Staff promote children's play, learning and development well and have a good understanding of each child as an individual. They know the children well and acknowledge their individual personalities, interests, strengths and areas where they may need additional support. They use this knowledge to provide appropriate experiences for the children that build on their skills and encourage them to explore, investigate and develop their confidence. Staff actively engage in children's play and use appropriate questioning and guidance to extend their thinking and support their learning. They recognise opportunities to introduce new ideas, develop children's problem-solving skills and encourage curiosity through play-based experiences. Staff encourage children to make choices, develop independence and take increasing responsibility for their own learning. As a result, children are engaged, confident and enjoy positive experiences that support their overall development.

Environment — Good

Leaders take appropriate steps to ensure the environment is safe, secure and suitable for children. They have appropriate risk assessments in place which they review regularly. This allows them to identify potential hazards and implement sufficient measures to minimise risks. Leaders maintain good systems to support health and safety, and to ensure the premises are clean, well maintained and organised appropriately. 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 the environment is welcoming, child-centred and designed to meet the needs of the children in club. It reflects a strong sense of belonging, with familiar spaces that support children's well-being and development. Leaders organise spaces to support a wide range of play and learning experiences, enabling children to make choices, explore their interests and develop independence. Leaders ensure children benefit from access to both indoor and outdoor areas, and provide opportunities for active play, creativity, exploration and social interaction. They arrange spaces to support tabletop games and quieter experiences which means children are able to choose where and how they play. The extensive outdoor environment is a strength of the setting and acts as a natural extension of the indoor provision rather than a separate play space. For example, children chose to spend the duration of the session outdoors, fully engaging with the wide range of opportunities available. Leaders ensure children have the freedom to explore, take appropriate risks and follow their own interests within a spacious environment. They are responsive to children's ideas and interests and use their feedback and observations to help shape the environment and ensure it remains meaningful and engaging for the children.

Leaders ensure resources and equipment are of good quality, safe and appropriate for the ages and developmental stages of children in their care. Resources are plentiful, well organised and easily accessible, which enables children to make independent choices and become actively involved in their own play. Leaders provide furniture and equipment that is suitable and supports children to participate safely and confidently in activities. The outdoor area provides a range of resources including play equipment, loose parts and spaces for imaginative and physical play. This allows children to develop problem-solving skills, creativity and confidence. Staff use resources appropriately to extend children's experiences, to respond to their interests, and to engage and motivate them.

Leadership & Management — Good

Leaders manage the setting well and contribute positively to outcomes for children. They demonstrate a clear commitment to maintaining a positive culture where children's well-being, development and experiences are important. Leaders are motivated to create a welcoming, inclusive environment where children can thrive. They have a good understanding of their responsibilities and maintain the relevant records to support the safe running of the setting. Leaders have a range of policies and procedures in place which they ensure staff implement within the setting. They organise their paperwork well and regularly review their documentation to ensure it remains relevant and reflects current practice.

Leaders are committed to continuous improvement and have good systems in place to monitor and evaluate the quality of the service. They seek feedback from children, families and staff and use this information to identify areas for development. Leaders particularly value children's views, and they respond positively to their ideas by adapting activities, improving experiences and introducing resources that reflect children's interests and preferences. Leaders are proactive in identifying opportunities to enhance the environment and make good use of available resources to support these improvements.

Leaders manage staff and resources well and promote a positive and supportive team culture. They value the contribution of staff and promote a collaborative approach that places children's needs at the centre of practice. Leaders manage staff well to ensure children receive appropriate levels of care, support and supervision. Staff feel valued and work well together; they share a common understanding of the setting's aims and expectations. Leaders follow appropriate recruitment procedures and staff receive regular supervision, guidance and opportunities for training and professional development to support them in their roles. Staff speak positively about their roles and feel supported by leaders.

Leaders develop positive and trusting relationships with parents and carers, who speak highly of the care, support and experiences the leaders provide. They ensure communication with families is effective and helps to ensure they meet children's individual needs and interests. The setting benefits from strong links with the school, which enables information to be shared appropriately and promotes consistency for children across both environments. Leaders work collaboratively with families and other professionals to promote children's well-being, development and sense of belonging.

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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