Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Peterston

Simply Out of School Peterston Super Ely
Church In Wales Primary School
Heol Llanbedr
Peterston Super Ely
CF5 6LP



Date Inspection Completed

03/02/2023

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About Simply Out of School Peterston

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	Simply Out of School Ltd
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] This was the first inspection of the service since registration.
Is this a Flying Start service?	Manual Insert]No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Excellent**

For further information on ratings, please see the end of this report.

Summary

Nearly all children are extremely happy, settled and enjoy their time at the out of school club a great deal. They feel safe and secure in the care of staff. Children are confident to speak and share their ideas with staff who encourage them and show interest in their views. Children can freely choose what they want to play with and can ask for different resources when needed.

Staff understand their role and responsibilities very well. They have childcare qualifications and have good knowledge of the safeguarding procedures to report concerns about children. They implement the setting's policies and procedures well. Staff are patient, kind and caring. They support children's learning and development through a suitable range of planned activities influenced by children's interests.

Staff ensure the environment is generally secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. People who run the setting liaise with the owners of the building to ensure the premises are maintained appropriately. Staff ensure that resources are provided that meet the needs of all children attending.

People who run the setting provide very strong leadership and management. They have systems in place, documented in policies and procedures, that ensure children are cared for safely by competent staff. Staff are deployed to meet the national minimum standards. People who run the setting use self-evaluation effectively to identify and make improvements. Staff keep parents well informed and up to date about their child's experiences and development. They work closely with them in making decisions about their child's well-being.

Well-being Good

Children have a strong voice at the setting. They are encouraged to express their opinions and frequently approach staff to ask for anything they want. They confidently choose resources and make decisions about what games they want to play. For example, a group of children asked to go outside to play football and they were supervised to do this. Another child chose to sit at the writing station and do a drawing, whilst others played with a construction game. One child asked a staff member for wrestling figures, and they played happily with them, using their imagination. At teatime, children can sit where they choose and can ask for more food.

Children are very happy at the setting and feel valued. They enjoy being in the company of other children and have formed friendships which help them feel content. Children feel safe and secure as they are familiar with the routine of the setting. They receive lots of encouragement and praise from staff when learning new skills, this gives them the confidence to play and learn. Children are encouraged to join in and be part of the group activities. For example, a group of children laughed as they danced to music, one child turned the music on and off and they played musical statues. Children greeted each other and the staff joined in enthusiastically. There as a great deal of fun and physical activity.

Children develop positive relationships with their friends and are happy to seek support when needed. Younger children are beginning to develop important social skills such as taking turns and sharing with their friends. For example, a child proudly shared the ‘candy canes’ they had made, and older children successfully negotiated the use off an electronic game. They show respect for resources and many children help tidy up between activities. Children behave very well, are extremely polite and enjoy receiving praise from staff for good manners and being kind and helpful.

Children really enjoy their play and learning. They have many opportunities to make decisions about how they spend their time. They choose from a variety of enjoyable activities. We saw children delight in making the mixture for fairy cakes, as they discussed, counted, and stirred the ingredients. Children engage enthusiastically at circle time. They listened attentively as they were supported to work out the days of the week and enjoyed learning Welsh songs and words.

Children are developing a wide range of skills. They have many opportunities to become independent. For example, they use the toilet, wash, and dry their hands independently and put their plates on the counter, having scraped their plates following tea. They can decide when they want a drink from their own water bottle and are becoming aware of the importance of keeping themselves hydrated.

Care and Development Good

They are motivated and

Staff have a sound understanding of their roles and responsibilities and effectively keep children safe and healthy. They follow a useful set of procedures to ensure they meet the health and safety needs of children. Staff have qualifications such as first aid, safeguarding and food hygiene to support them in these areas. They maintain good records of incidents and the administration of medication if required. Staff prepare snacks and a cooked tea with an appropriate range of healthy foods and individual drinking water bottles are always available. Staff know the children's specific dietary requirements and are aware of any individual allergies. Staff managed snack time effectively, as the facilities are in the playroom. Food preparation has minimal impact on the ability of staff to engage with children. Good hygiene routines are in place to promote children's health, including encouraging children to wash their hands at appropriate times.

Staff are kind and caring towards the children. They are responsive and nurturing, which means children approach them with ease. Staff work well together to support and promote children's social behaviour, being mindful of their age and stage of development in line with the behaviour management policy. For example, staff praise children at every opportunity such as when they play co-operatively. They spontaneously join in children's chosen activity, such as action songs. Staff act as good role models as they are very kind and respectful towards each other and the children. They deal with children's interactions sensitively and with exceptional skill. Staff kneel to the children's level and use calm voices to guide them.

Staff have an excellent understanding of individual children's needs, abilities, and backgrounds. This helps them to plan age-appropriate activities to keep the children interested. Staff make sure there is a suitable selection of age-appropriate activities and resources available to keep children engaged in physical and imaginative play. They store some equipment in a cupboard and bring out resources such as smaller building blocks in an area for older children. The Welsh language is promoted well, and we heard incidental Welsh words and phrases used during activities.

Environment — Adequate

People running the setting ensure the environment is as clean as possible, safe, secure and provides sufficient space for children to play and learn. The entrance is secure, and they keep a log of any visitors. Staff keep children safe because they regularly review risk assessments for all areas they use, and daily checklists support them to do this. Staff remind children to walk and not run and to sit upright on their chairs, with good explanation of the reasons for their instructions. Routine maintenance checks for the building and appliances are undertaken, such as safety tests on portable electrical appliances and fire prevention equipment. Regular fire evacuation drills are also undertaken and recorded.

People who run the setting ensure that the indoor play areas provide appropriate space to meet the needs of the children. They have suitable spaces to relax, play and take part in a range of activities, which promote independence. For example, we saw children concentrating on a craft activity and reading a book in one area, while others danced to music in another. There are numerous outdoor areas that are used for different sessions. The large open yard and grassed area is used under constant supervision for more physical activities, while another area can freely be accessed from the playroom and is enclosed. Staff explained children have a choice of a variety of outdoor toys which are kept in their store cupboard. There are easily accessible toilets, but these are small and older children may find it difficult to use, although one does have a higher door. Other users of the premises store numerous items in the toilet and kitchen areas and people who run the setting liaise closely with the other uses to ensure there are no infection control or safety issues. Staff can access limited wall space to display children's craft work, but they make the most of the one that is available to them, giving children a sense of belonging.

Children have access to an appropriate range of resources. Staff ensure they make available suitable resources for older children attending the out of school club, as many are for the younger age group. Staff monitor the quality of the resources and liaise with other users of the areas regarding maintaining and cleaning them. Children have easy access to very many of the resources. The setting has suitable furniture and equipment for most children. For example, child sized tables, chairs, low level toy storage and coat pegs for their belongings. Some furniture may be small for older children attending, but there was minimal impact as they used it easily for the relatively brief time they sat down.

Leadership and Management — Excellent

People who run the setting are skilled, experienced and manage the service exceptionally well. They have an excellent understanding of current best practice and show a commitment to continually improve the quality of the service provided to children and parents. They have developed an extensive range of useful policies and procedures and ensure staff are supported to follow them. There is a clear statement of purpose, which provides an accurate picture of how the setting runs. They use electronic systems to manage many areas of the setting including staff employment records and records of attendance. They use an electronic app to communicate with parents regarding their child's attendance, but accidents, incidents and medication records are maintained as paper copies which are signed by parents.

People running the setting understand the importance of having a team of well trained, confident staff and ensure all their mandatory training is up to date. Feedback from staff demonstrates that they have a very good understanding of the core policies and procedures. There is a clear system in place to ensure that Disclosure and Barring Service checks (DBS) are current for all staff. Electronic recruitment records demonstrate that people who run the setting understand their responsibility to ensure staff are recruited safely and have the necessary qualifications and experience required to care for the children. Staff are offered support and guidance by the management team during comprehensive supervision and appraisals sessions.

People running the setting complete a comprehensive review of the quality of care they offer, and this supports them to plan for improvement. The annual quality of care review considers the views of parents, children, and staff, identifying areas for development. They use this information to produce a useful action plan. People who run the setting work closely with other users of the building to ensure they can maintain the quality of the environment. Parents are given copies of the complaint policy and there is a separate policy for children. People who run the setting are very receptive to advice from other professionals and are keen to work with parents to provide a high quality service that meets children's individual needs.

People who run the setting work closely in partnership with parents to plan for each child's individual needs and promote good outcomes for children. There are several appropriate communication systems at the setting including regular information for parents via an electronic app, daily verbal feedback, phone calls and emails. Parents have access to the electronic system to book additional places and update information regarding their child. Parents were very positive in their feedback on the setting's care of their children. There are also strong partnerships in place with the school and the local authority early years team.

Recommendations to meet with the National Minimum Standards

No recommendations made.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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