Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Cleddau Communities

Cleddau Reach V C Primary School
Haverfordwest
SA62 4NG



Date Inspection Completed

12/09/2024

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About Simply Out of School Cleddau Communities

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Simply Out Of School Ltd
Registered places	22
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and enjoy their time at the setting. They have positive relationships with staff and each other. Children are confident to make choices, and they engage well in the activities available to them. They are polite, engaging communicators and provide positive feedback about the club.

Staff understand and implement policies and procedures effectively to keep children safe. Safeguarding knowledge and familiarity with the correct procedures are strong. Staff are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to good effect. Staff support children well in their play and learning providing a range of opportunities.

The environment meets the children's needs well. There is good indoor play space for children to move freely. Leaders ensure the outdoor play space is used as often as possible and provides ample space for children's physical development. Children have access to a good range of resources, allowing them variety and choice.

Leaders promote good outcomes for children. They have an up-to-date statement of purpose in place that accurately reflects the service provided. Leaders manage the staff effectively. They have engaged positively with Care Inspectorate Wales (CIW) acting swiftly on recommendations and any identified short comings.

Well-being — Good

Children are happy and enjoy their time at the setting. Children have a strong and confident voice. For example, they confidently request resources which are of interest to them. Children are polite and engaging communicators. They happily chat about the after-school provision and speak maturely and positively about their experiences. They are keen to engage with us, Care Inspectorate Wales (CIW) as visitors to the setting and explain what they are drawing or what they are playing. Children have good opportunities to make choices. They make their own decisions about how they spend their time at the club and can direct their own play.

Children are settled and have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. For example, children who were particularly tired after a day in school received attentive care. Children value their time at the setting. Several older children told us they enjoy the activities that are available to them. For example, they highlighted they like playing football, engaging with arts and crafts and playing with friends. They told us the staff are good, they are kind and fun and join in with play when asked. Children happily play alongside each other and together. Children of different ages enjoy spending time with each other and chat as they play. For example, older children play patiently with younger children playing side by side and show how to share.

Children have good relationships with staff. They are helpful and are familiar with the routines. Interactions between children and staff are consistently positive. Children chatter away to staff and receive appropriate and genuine responses. Staff also work with children in school, therefore know them very well leading to a continuity and strengthening of relationships. Children interact well with each other. Some children are developing and display empathy towards their friends. For example, children move to another table during snack time, to join a friend who is sitting on their own.

Children are enthusiastic and interested in their play. They enjoy a good range of opportunities that promote their all-round development. Children have opportunities to follow their own instincts, ideas, and interests. We saw children thoroughly enjoy craft and art activities, whilst other children choose to join in with physical activities like football and bat and ball activities outside.

Children are independent within the setting. They make sure they store away their bags and coats and retrieve them at home time. Children who require support are confident to approach their friends or staff and ask for help. They choose where to sit at snack time, behave well and ably feed themselves. There are some missed opportunities to further develop independence particularly around snack time.

Care and Development Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. They have a very good understanding of their responsibilities to protect children. Staff we spoke with, respond confidently to potential child protection scenarios and have a secure understanding of the procedures to follow should a child welfare concern of this nature arise. Staff ensure that children are safely signed in at the start of the session and communicate well when children are taken to meet their parents at the front door. They manage registers well to ensure that children who attend clubs for example are accounted for. Staff supervise children effectively. For example, positioning themselves well, whilst supervising children during outside play. Staff are aware of allergies and individual health needs. Appropriate accident and incident records are in place. Appropriate recording for the administration of medication is in place should this be required. Staff generally implement thorough hygiene practices, although not all children were encouraged to wash their hands prior to snack time. They ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Regular fire drills are completed so children know what to do in the event of an emergency.

Staff display a good understanding of the behaviour management policy and consistently implement positive strategies with children. They use gentle tones and positive reinforcement. Staff raise children's self-esteem and confidence. For example, when introducing the children engaged in art activities, a member of staff shares that the children are very good at art. As a result, children look very proud to receive such praise and confidently describe their drawings. Staff are consistently responsive; they genuinely listen, chatting and laughing alongside children during play activities. Staff play along with children when invited to do so. Interactions are very positive, demonstrating warmth and kindness. Staff know the children well and have thorough knowledge of their needs.

Staff are committed to provide a good range of play opportunities. They promote children's development by providing a balance of free play opportunities and adult led activities. Staff give children the choice to engage with activities which appeal to them or to play their own games with friends. Staff record some adult led activities in a picture book. We saw pictures of children taking part in pizza making, baking, Olympic flag activities, Remembrance Day activities and exploring a range of other diverse festivals and celebrations.

Environment — Good

Leaders have a range of policies in place, and ensure the environment is suitably safe, secure, and well maintained. They complete risk assessments for the indoor and outdoor areas. Activities are risk assessed. However, during our visit, one resource, which could pose a risk to children was not effectively risk assessed. Staff immediately removed the activity and further assessment has led to leaders removing the resource from the setting. Staff acted swiftly to ensure children were safe. The setting is clean, tidy and well-maintained. The premises both inside and outside is secure, and a robust system is in place to record any visitors to the setting.

Leaders ensure the environment has good indoor play space which children can freely explore. The setting is bright, welcoming and accessible. The children benefit from a designated room, with colourful displays featuring children's photographs and reward achievements which strengthen children's connection to the setting. Children use suitably sized chairs, tables and furniture, meaning they can take part in activities comfortably. Children can access equipment and resources independently. Staff ensure that the outdoor play space is used often. Children have ample outside space and play equipment to support their physical development and play.

Leaders provide a good range of resources, allowing children a variety and choice. Children can access toys and resources easily, as they are stored at low level or within their reach. Leaders ensure children have access to a good range of toys, craft materials and outside play resources. Activities and toys are available in sufficient quantity to ensure children have a good choice.

Leadership and Management — Good

Leaders are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and have engaged positively with CIW during the inspection process. They update the setting's policies and ensure staff implement these in practice. Leaders maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards and regulations.

Leaders complete an annual quality of care review. The views of children, parents and staff are considered in the review. Clear targets are identified within the report to drive improvements for the setting. Children's feedback and comments are given prominence within the report highlighting the importance leaders attach to them as service users.

Leaders ensure that documentation is generally well organised. Some documentation was not fully accessible on the day of our visit due to technical issues. This was quickly rectified by leaders, and they were swiftly able to confirm that staff files were complete evidencing safe recruitment processes. People who run the setting carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. Staff tell us they feel well supported by leaders.

Leaders have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the end of sessions. Feedback received from questionnaires of parents and children following the inspection were very positive. Parents comment that, *"We know that our son is in a happy and safe environment after school."* Children comment that*, "I enjoy after school club,"* and identify that the best thing for them about the club is, *"having a snack."*

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Ensure all new resources are thoroughly risk assessed prior to use.
Standard 8 - Nurture and well-being	Further develop opportunities to enhance children's independence.
Standard 10 - Healthcare	Ensure children wash their hands prior to meal times.

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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