Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Coety

Coety Primary School
Ffordd Yr Hebog Coity
Bridgend
CF35 6DH



Date Inspection Completed

06/12/2022

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About Simply Out of School Coety

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Simply Out Of School Ltd
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	17 January 2022
Is this a Flying Start service?	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.

Summary

This was a focused inspection, and, on this occasion, we did not consider the full inspection framework in detail.

Children have a strong voice. They feel happy, safe, and valued. Children's interactions are very positive. They excitedly enjoy their play opportunities and develop good independence skills.

Staff keep children safe and healthy. They have positive interactions with children and supervision of children is very good. Staff ensure there are plenty of activities for all ages of children.

People running this setting ensure children are safe and secure at all times. People running the setting ensure risk assessments are robust therefore safeguarding and supervision of children is a priority for leaders.

People running the setting are organised and have a good vision for the future running of the after-school club. Partnerships with parents are very good.

Well-being

Children have a strong voice. For example, during a colouring activity, children confidently told staff that they wanted another Nativity colouring page. Children's choices and preferences are appreciated and met. Children chose to play games, colouring, role playing, crafting, and making jewellery beads. Children's preferences and needs are respected. For example, children chose their preferred snacks confidently and children who didn't want was on offer were given alternative foods and were happy about this.

Children feel happy, safe, and valued. They ran in to the club happily greeting staff at the door and immediately going to play with friends or to have their snacks. Children have a good relationship with staff. They confidently ask staff for the jewellery beads to make bracelets and necklaces. Children feel a good sense of belonging as they went from one activity to another with ease and confidence. Children develop self-confidence well. They feel happy when staff members praise them. Children smiled as staff told them that their dough cut out was "*Brilliant!"* Children proudly showed that they could write their name on their colouring page. Children of all ages said that they are very happy and love the after-school club.

Children's interactions are very positive. Younger children hugged older children as they arrived at the hall and older children also hugged each other as they arrived. All ages of children played nicely together. Children show good concentration skills and are engaged in their activities. They eagerly made dough shapes with cutters. Children persevere in their activities well. Those who undertook a craft activity concentrated for a long time proudly showing staff the results of their work, which was a snowman. Children show respect towards others. They politely by said *"please can I have a heart shape?"* Children thanked staff for resources and foods that were given to them by staff. Children listened to staff who encouraged them to be kind, to share, take turns and to tidy up after themselves.

Children excitedly enjoy their play opportunities. They enjoyed playing with action figures Children share resources well. They access the books available and discuss the facts they find together. Children enjoy playing card and board games. Older children played chess independently. A minority of children enjoyed dancing to the music in the background and copied the movements of others around them.

Children develop good independence skills. They develop good fine motor skills, independently rolling dough and cutting out shapes of Santa Claus, stars, hearts and their own handprints as they made Christmas tree decorations. They independently threaded beads at a young age to make jewellery bracelets. They manage writing their names on their colouring sheets independently. Children showed good cutting out skills as they cut pieces of a snowman to make a wintery scene.

Care and Development

As this was a focused inspection, we have not considered this theme, in full.

Nearly all staff keep children safe and healthy. They encourage children to wash their hands with soap and water before eating. Staff provide a choice of healthy snacks and follow all infection, prevention, and control procedures. Staff follow and understand the arrangements for supervising children. They have a record of children's movements inside and outside the hall and record the staff members who take them out. Staff understand and implement a clear risk assessment for all areas indoors and outdoors before children have access to them. They meet the needs of individual children whilst supervising and caring for them.

Staff have good and positive interactions with children. They promote children's self-esteem through praise and encouragement. For example, staff tell children their handwriting is tidy. Staff are good role models. They encourage children to listen to the rules playing board games and told children *"Ahh well done!"* Staff listen and take into consideration children's preferences and needs. They politely told children who wanted to play with the play dough *"yes of course, you can do it next."* Staff engage with children well as they know them well. They have chats with them about school and the Christmas concerts practices whilst sitting at snack time and during play. Staff show kindness and empathy towards children as they greet them saying *"How are you sweet pea??"* and offer them alternative foods when needed.

Staff cater for the children with additional learning needs and ensure there is always sufficient staffing to accommodate and meet all children's needs.

Environment

As this was a focused inspection, we have not considered this theme, in full.

People running this setting ensure children are always safe and secure. They have a safe and effective security system therefore no unauthorised members of the public are permitted within the school building. All doors around the indoor areas are closed and all staff have access to the outdoor area from the school hall in an emergency. People running the setting check the photo identification of visitors to the setting, and a record is kept of all visitors. People running the setting have robust daily and detailed general risk assessments which are regularly reviewed.

Leadership and Management

As this was a focused inspection, we have not considered this theme, in full.

Those running the setting are very organised. They have robust policies and procedures which have been updated since the last inspection of the setting. There is a statement of purpose which meets regulation and is a good reflection on what's on offer at the setting. People running the setting ensure adult to child ratios are fully met.

People running the setting ensure staff are qualified for their roles. Staff are well informed of changes and procedures for keeping children safe. Both leaders and staff answered questions in relation to keeping children safe and understand their roles well. Staff are happy and feel they have a close team, and have good support from those running the setting.

Partnerships with parents are good. There is a close relationship with between the staff and the parents, as parents told us they were very happy with the information shared with them. They feel their children love the setting and the care received for their children is brilliant.

Recommendations to meet with the National Minimum Standards

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
20	The provider is not compliant as they failed to ensure that children are always safe and closely supervised at all times.	Achieved

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

Date Published 30/01/2023

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