Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply out of School Pencoed ASC

Pencoed Primary School
Penprysg Road Pencoed
Bridgend
CF35 6RH



Date Inspection Completed

24/01/2024

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About Simply out of School Pencoed ASC

Type of care provided	Children's Day Care Out of School Care
Registered Person	Emma Matthews
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	This was 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	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children communicate confidently as their wishes are considered. They feel happy, settled and are given excellent opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently.

Staff fully understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks effectively and understand their responsibilities to safeguard children. They are excellent role models, and they build the confidence and self-esteem of the children in their care.

People who run the setting implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain robust risk assessments and the building's safety equipment is in place. They provide an excellent range of resources and ensure children can access resources throughout their time in the club.

People who run the setting have an exceptional vision for the setting and provides clear policies, in line with regulations and the National Minimum Standards. They ensure staff are supported extremely well and are given appropriate training for their roles. They have effective partnerships with the school and parents are supportive of the setting.

Well-being Excellent

Children communicate confidently as their wishes and needs are considered. They have opportunities to make decisions and are comfortable to ask for specific resources. Children make purposeful choices and move around the setting confidently. They enjoy their time at the setting and express their enthusiasm openly. Upon arrival, children choose what they wish to play with and with whom, such as tabletop crafts or games, floor activities, or having the freedom to relax with books. Children who do not wish to take part in a group activity say so clearly, and happily select different activities.

Children feel safe, happy, and settled as they are already familiar with the school environment. They are therefore comfortable to use the facilities confidently during the more relaxed atmosphere of the club. They are enthusiastic and active when they arrive and are very familiar with the routine. Children chat openly about what they enjoy doing and talk about the club's activities. They smile as they receive praise for showing kindness or being an excellent helper during tidy up time. Staff praise children by saying, *"Well done, excellent."* Children told us they enjoy seeing friends and spending time with the staff. They have a sense of belonging and have developed excellent relationships.

Interactions between the children and with staff are consistent. Children communicate their wishes and ideas confidently. They are excited to share what they have been doing in school and staff respond warmly to their news. Children energetically play with others, such as ball games, whilst others enjoy colouring with staff members. Children share ideas, work together, take turns, and socialise well. They enjoy the freedom to explore the indoor environment and show respect towards each other and to their environment. Children follow rules that affect them and others. For example, waiting in a line for snacks. During snack time, children are very comfortable to ask for their preferred foods and feel completely at home in the staff's company. For example, they politely ask staff for more water, fruit, or milk during snack time.

Children enjoy their play opportunities and engage well in the experiences available to them. They show interest, curiosity, and excitement as they explore a variety of play resources. Children are aware of what is stored in the club's storage room and know they can make requests to staff if they wish to change resources. Children did not play outdoors during our visit, but we saw excellent facilities and resources, which children told us they enjoy using. Children are under no pressure to complete specific activities.

Children have excellent opportunities for their age and development which enable them to follow their own interests. They feel a sense of achievement and pride when they succeed in activities, such as when they complete a colony of dinosaurs and can walk or jump over them. Children are independent and do things for themselves confidently. For example, collecting their bags and coats, and using the toilet.

Care and Development — Excellent

Staff are experienced and understand policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities, safety, and children's personal well-being. Staff continuously manage risks effectively and are aware of their own safety and the children's safety. We saw staff encouraging children to sanitise their hands before snack time and reminding children of hygiene procedures whilst going back and forth to the toilet. Safeguarding is prioritised and staff have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and can confidently explain how to follow procedures in a confidential, timely and effective manner. The club's staffing arrangements are communicated clearly, ensuring that staff ratios are appropriate when leaving the hall to go to the toilet or to prepare snack. Staff accompany children to the toilets and offer support and praise. Staff follow a rota in terms of snack preparation. We were able see this working effectively, and how staff allow time for children to make choices about what they wish to eat. Staff wear appropriate aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. Staff are familiar with their responsibilities to safeguard children with allergies, and we saw records and an allergy matrix that supported this practice. Children with additional learning needs have care plans in place and staff are aware of their responsibilities to support.

Staff communicate extremely well with children and create a calm and relaxed atmosphere. They are very positive role models for children and interact purposefully throughout the session. For example, they sit with children during snack time, modelling good social and communication skills, leading to meaningful discussions. Staff respond to children's requests and questions and interact with them in a warm and consistent manner. They are kind, caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children’s behaviour. Staff move around the environment continuously to support children, sitting at tables or on the floor to play. Staff interactions with each other and with the children demonstrate respect and children are happy, comfortable and feel at home in the staff's company. They have developed close relationships with the children and enjoy listening to their stories about the day.

Staff are knowledgeable, and have an excellent understanding of children’s needs, interests and how this affects their learning experiences. They have a good understanding of diversity issues and promote children's rights. When supporting children in their activities, such as drawing, games, and sport, they ensure freedom and independence, building the children's confidence and self-esteem.

Environment — Excellent

People who run the setting provide effective measures and policies in place to ensure that everyone is aware of their responsibilities regarding the children's safety and welfare. They ensure that the environment is secure and very well maintained, both indoors and outdoors. The club is located within the school hall, offering a friendly and welcoming environment with a large, open, and safe space. People who run the setting maintain purposeful daily risk assessment as well as a graded risk assessment approach, which is reviewed as and when any additional measures are identified. They also keep effective and accurate fire risk assessments, and these are reviewed at least annually. We saw evidence of building and equipment safety certificates, and these are up to date. People who run the setting manage staff to children's ratios correctly and supervise the children well. They maintain a daily register where children and staff are signed in and out of the club accurately. The environment provides an excellent level of security and entry to the main building is not permitted without staff authorisation. As a result, children have the freedom to move around the setting's designated areas independently and safely. People who run the setting keep a visitors' book, ensuring that everyone at the setting is safe and always accounted.

People who run the setting ensure that the indoor area provides a very good environment for playing as well as extending the children's skills. The open space within the school hall is an ideal environment for children to relax and unwind at the end of their day. This provides staff with a blank canvas to be able to plan and utilise the hall according to the children's interests. The school hall promotes the children's independence as the staff prepare the space carefully to allow children to have the best possible experiences. For example, space to experiment, play creatively, develop art skills, competitive and physical skills. People who run the setting ensure toilet facilities are appropriate, and staff follow guidelines to promote children's privacy and dignity. They ensure that the club's paperwork is stored confidentially.

People who run the setting provide an excellent range of age-appropriate resources to stimulate the children's curiosity. For example, small world play, games, craft materials, books, puzzles, jigsaws, and sports equipment. People who run the setting ensure that a wide variety of resources are laid out, or stored nearby, and that children can access them easily. The outdoor area offers an excellent environment to develop further skills such as physical and problem-solving skills. This area is secure and includes an exceptional play space, sheltered areas and high-quality equipment which provide additional and exciting opportunities for children to play and learn.

Leadership and Management — Excellent

People who run the setting have an exceptional vision and share this with others. They provide a detailed and purposeful statement of purpose which reflects the club's arrangements and opening hours. They provide clear policies and procedures in line with regulations and exceed the National Minimum Standards. People who run the setting are extremely knowledgeable about their regulatory responsibilities and they are organised in reviewing policies, certificates, information, and records regularly. People who run the setting ensure that all records are stored on effective software ensuring efficient and timely reviews of annual requirements, and renewals. They keep exemplary staff files, children's files, and registers on a software system, and we found these to be up to date and correct. People who run the setting use an excellent booking in system for parents, which demonstrates evidence of parental contracts, permissions, responses. They follow clear procedures regarding medication, accidents, and incidents correctly. They keep accurate records by completing documentation and communicating information to parents efficiently. People who run the setting keep a *Day Book* file which documents daily information such as events, activities, accidents, and discussions in a confidential and effective way. They told us how the daily logs monitor and capture each session, and, using only initials to maintain anonymity, includes information such as messages and actions points.

People who run the setting present an annual quality of care review, showing evidence of how they respond to feedback. They distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop and improve their service of care.

People who run the setting have established a team of staff who collaborate closely and effectively. Staff said they enjoy their roles and responsibilities at the setting and thrive on planning and providing a range of experiences for the children at the setting. Staff said they found the work rewarding and work hard to ensure children are provided with excellent play opportunities at the end of their school day. People who run the setting ensure staff mandatory training is up to date and regular training is provided as part of their ongoing professional development. Staff supervisions and appraisals are up to date and enable staff to set personal goals. Staff said they can raise issues easily and their individual requirements are considered.

People who run the setting ensure that children are provided with an excellent level of care. They make the most of strong links with the school which ensures effective communication and use of excellent facilities.

Parents are highly supportive of the club. We saw clear examples of very good relationships and clear communication. For example, parents showing their appreciation when receiving news from staff whilst collecting their children. People who run the service ensure that parents are updated daily of their children's experiences through effective software. We saw how this enables staff to share information and update parents efficiently.

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

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)
	No NMS Recommendations were identified at this inspection

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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