Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Tondu

Tondu Primary School, Meadow Street Aberkenfig, Bridgend, CF32 9BE

07572980943

The inspection visit took place on 29/01/2026

Service Information:

Operated by:	Sarah Evans-Davies
Care Type:	Children's Day Care
Registered places:	32
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 service provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are very happy and thoroughly enjoy their time at the club. They settle quickly, feel secure and enjoy familiar routines that help them feel confident and at ease. Children freely make choices and have warm relationships with staff. They are independent and enjoy taking responsibility.

Staff consistently follow the setting's policies and procedures and implement them effectively within the setting. They manage risks and understand their responsibilities to safeguard children. Staff are very good role models and promote positive behaviour successfully.

The environment is secure, safe and child friendly. There is plenty of space for children to play and explore and resources available provide children with good opportunities for learning. Staff ensure spaces are thoughtfully arranged to support a wide range of activities and promote independence.

Leaders are enthusiastic and manage the service effectively. They have a range of policies and procedures to support the running of the club. Leaders welcome feedback to improve the service they provide. They value staff and ensure they are well supported. Leaders develop strong partnerships with parents and the school to promote positive outcomes for children.

Findings:

Well-being — Good

Children have a very strong voice as they confidently share their ideas and make decisions about how to spend their time in the club. They direct their own play and move freely around the environment choosing where and what they would like to play. Children happily share their wants, thoughts and opinions as they know staff will listen and respond. For example, we saw children ask for specific resources, and staff responded by bringing the resources to them. This purposeful approach helps children feel involved and valued.

There is a very happy feel to the setting, and children feel extremely safe and content. They settle quickly on their arrival and are familiar with the club's daily routines. They chat and laugh together throughout the session, creating a strong sense of community. Children have a strong sense of belonging and have close bonds with staff which has a positive impact on their well-being. They take pride in telling us what they like to do at the club, *"I just love everything – I love the toys, the snacks, the games, the people – it's just fun!"*

Children happily play alongside each other or together and they share resources well. They co-operate extremely well and are actively interested and engaged. For example, we saw children deciding on their roles and sharing the accessories together when playing with the dolls. They played together for most of the session. Children of all ages play together, so they benefit from forming friendships with both older and younger children. They respond very well to staff and readily follow instructions. These consistently good interactions help children build valuable social skills and lasting friendships.

Children have a wide range of play opportunities and are enthusiastic and engaged in their play. They spend time on activities that interest them and use resources creatively. As the children choose independently, this leads to a good sense of achievement and enjoyment. Children concentrate for a significant amount of time and show pride in their achievements, demonstrating a strong sense of purpose and enjoyment. For example, a child excitedly showed a member of staff the craft they had made. Children also enjoy going back to their favourite activities, which helps them build on previous learning and deepen their interests.

Children show good independence skills throughout the session. They take responsibility for their own bags and coats, they access the toilets independently, and they select their own snack. Children chat together and show politeness through saying *'please'* and *'thank you'* during snack time. They express opinions, ask questions and offer their own ideas confidently. They tidy up well and problem solve successfully during their play.

Care & Development — Good

Staff have a good understanding of their safeguarding responsibilities and have completed the relevant training. They follow effective health and safety procedures to promote children's well-being. Staff ensure children have access to the outdoor play areas as much as possible during their time at the club. This offers children the benefits of physical exercise and fresh air. Staff keep children safe through consistently good practices. For example, they promote hygiene effectively and demonstrate good infection control through regular hand washing, wiping tables and wearing Personal Protective Equipment (PPE) to prepare and serve food. Staff hold valid food safety qualifications and offer healthy snacks to the children. They follow clear procedures to manage allergies, medical needs, and accidents. Staff record incidents, medication and attendance accurately and use these systems well.

Staff have developed strong and positive relationships with the children. They act as good role models and respond sensitively to children's individual needs. Staff are consistently warm, patient and kind in their interactions with the children. Their responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. Staff take time to talk to children about their day and show genuine interest in their lives which means children feel emotionally supported. Staff promote positive behaviour extremely well and effectively implement their policy within the setting. For example, they consistently compliment positive, caring and polite behaviour at all times and give children lots of praise and encouragement to build their confidence and self-esteem. As a result, children feel self-assured and valued. They respond positively and show kindness to others.

Staff provide a range of activities that reflect children's interests. They set up areas so that children are curious and have choice in how they wish to play. Staff know children well and adapt activities to suit individual needs and abilities. Staff have good knowledge of play-based learning and support children's choice of play, engaging thoughtfully when requested to. For example, we heard a child ask for support during a craft activity and the staff member sat and interacted with the child, providing options of different materials and resources. Staff recognise that some children wish to sit and relax and chat with friends after their school day. They support children to make decisions and grow in confidence. Staff use some incidental Welsh throughout the session.

Environment — Good

Leaders create a safe, secure and well-maintained environment by implementing the relevant policies and procedures. The front door is locked when children are present, and parents and carers phone the club to collect their child. Leaders maintain registers of staff, children and visitors to ensure everyone is accounted for. Leaders complete purposeful risk assessments thoroughly and mitigate risks as and when required. They review them regularly to ensure they are up to date. Leaders carry out frequent fire drills and record them appropriately. They ensure all routine safety checks for the building such as the annual gas safety check, electrical safety test and Portable Appliance Testing (PAT) are valid. Leaders ensure the setting's public liability insurance is in place and store confidential records securely. The toilet facilities are clean and age appropriate, and all staff follow guidelines to promote children's privacy and dignity.

Leaders operate the club from a hall within the school, which is bright, clean and welcoming. The premises provide effective indoor and outdoor spaces for children to play. The outdoor space is used well and offers good opportunities for physical activity, exploration and connection with nature. Leaders arrange the space thoughtfully each day to support a range of activities, including quiet play, group games, and creative tasks. This allows children to make decisions about where they play and what they do. Children use appropriately sized tables and chairs which provide a comfortable and practical space for play as well as for eating their snacks. They access toilets independently which are located nearby and supervised appropriately. These facilities are clean, well-stocked and promote good hygiene. There is a storage cupboard within the hall for the club's resources which staff bring out during the session.

Leaders provide good quality, clean, age-appropriate resources and equipment for children. Inside the building there is a purposeful selection of resources and materials including construction resources, role play toys, craft materials and books. They are all well-maintained. Outside, children have access to physical play through resources including a large, grassed area and a yard area where children are able to play with a variety of equipment including skipping ropes, hoops and balls. The different play spaces support children's key developmental, and well-being needs such as physical exercise, teamwork and skill development. Leaders ensure resources are clean and of good quality.

Leadership & Management — Good

Leaders are motivated and manage the setting effectively. They are keen to raise standards and provide an effective service to children and their families. Staff are well qualified, experienced and passionate about the care they offer. The statement of purpose provides an accurate picture of how the setting runs and leaders have a range of detailed policies and procedures which they review annually. Leaders maintain the relevant records relating to children, including contracts and the relevant permissions. They are organised and have effective record keeping systems to ensure their Information Commissioner's Office certificate and public liability insurance documents are valid.

Leaders are committed to continuous improvement and development of the service and complete a quality of care review each year. They consistently self-evaluate and gather feedback from parents, carers, staff and children to inform the process. The review identifies strengths and sets realistic goals for improvements. For example, they are committed to creating a wish list with the children for new equipment. This approach helps maintain a consistently good standard of care.

Leaders ensure staff are suitable and well supported. They carry out all required checks before staff begin work. New staff receive a thorough induction and ongoing support. All staff complete mandatory training and have access to additional training opportunities. Leaders value their staff and work closely together to ensure the best experiences for children. They conduct regular supervisions and appraisals to support staff in their professional development and training requirements. Leaders ensure they maintain suitable ratios of staff to children to meet children's individual needs. They complete and submit the Self-Assessment of Service Statement (SASS) when requested to Care Inspectorate Wales (CIW) and they notify CIW of events and changes to their club as required.

Partnerships with parents are strong. During the inspection visit, we spoke with parents who were very complimentary about the care their children receive, *"My child loves coming to much that they come even though I am at home and can collect them early!"* Parents commented their children enjoy attending club, staff are approachable and communication is successful. The setting works closely with the school in which it is based to ensure consistency in routines and expectations. This strong partnership supports children's well-being and helps them to feel secure.

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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