Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sadie & Frank's Out of School St Brides

St. Brides Major C In W Primary School
Heol Yr Ysgol
St. Brides Major
Bridgend
CF32 0TB



Date Inspection Completed

10/03/2025

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About Sadie & Frank's Out of School St Brides

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Sadie and Franks Nursery Ltd
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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 settled in the setting. They have a strong voice and are confident making their own choices. Children interact well with peers and staff members. Children choose activities which engage and interest them.

Staff implement policies and procedures effectively. They are positive role models to children and have an appropriate understanding of how to keep children safe and healthy. Staff are aware of children's individual needs.

The environment is bright, spacious and secure. There is a limited range of indoor resources. The outside area is safe and inviting, with good quality resources for a range of ages. Staff complete risk assessments and follow procedures to ensure the environment is safe and suitable for children.

Leaders have a solid understanding of their roles and responsibilities in providing a good service to children and their families. Leaders build strong partnerships with parents/carers, the school and their sister settings.

Well-being	**Good**

Children have sound opportunities to make choices and decisions. They freely choose where they want to play, with which activities and when. They choose when they would like their snack, deciding to have this before they begin their play. Children decide what they would like for snack and are offered more, if they wish. Children have access to their own drinks. They express themselves confidently, explaining how they feel to staff at the end of the school day. Children say*, "I want to go outside",* with their requests quickly met.

Children are happy, settled and clearly feel safe at the setting. They interact with one another and staff very well. Staff have cared for children for several years, promoting continuity and strong relationships. Children clearly know one another well, they sit together and engage in discussions about their water bottles, before deciding what they want to do next. Children call staff by their names and engage confidently with us (CIW). Children receive support and reassurance, having cuddles, comfort and 'check in's' when entering the setting. Children who are not feeling well are supported by staff and their temperatures are taken, they are listened to when they express how they feel. Children smile proudly when they discuss their Eisteddfod picture and receive recognition and praise from staff. They are familiar with the routines of the setting. For example, at snack, outside play, and home time.

Children interact well and express enthusiasm and enjoyment. We saw them smile and laugh with each other and staff. They show empathy towards one another and recognise when their friends are feeling unwell. Small groups of children cooperate with each other. For example, deciding which game they would like to play following snack. Children confidently share experiences, explaining about activities they have completed at school and at home. Developing into engaging conversations about celebrating St David's day, discussing 'Welsh cakes' and 'bara brith'. Children sit nicely whilst eating their snacks and listen to instructions well. For example, washing hands prior to snack time.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice, activities are child led, with adult support if needed. They engage in 'yes and no games', mark making competitions and ball games. Children take part in physical activities, using the outside playground and accessing the woodland trail, as well as using space inside towards the end of the session. Children are reminded to use their manners, with staff encouraging children to say, 'please and thank-you'. Children are learning to use Welsh and are beginning to understand key instructions, such as 'wash your hands' bilingually.

Children are developing their independence skills suitably. They access the bathroom independently, with younger children escorted by staff. Children take responsibility for their belongings, storing them safely on a bench within the hall. Children spread their own butter when making their sandwiches at snack time and choose what filling they would like. They help to tidy up and confidently ask for equipment or games from the store cupboard.

Care and Development — Good

Staff work well to keep children safe. Nearly all staff have appropriate paediatric first aid, safeguarding and food hygiene training. Staff understand the importance of safeguarding

children and suitably answer what they would do in a child protection scenario. There are healthy hygiene practices in place, with thorough handwashing prior to meals and after using the bathroom. Staff wear aprons and gloves when they prepare and serve mostly healthy snacks. They are aware of dietary and allergy needs with suitable systems in place. Some staff have completed allergy and anaphylaxis training. Following the inspection visit, detailed medical information relating to allergies is readily accessible in the event of an emergency. They ensure medication is stored securely and complete regular checks to confirm they remain in date. Staff undertake effective cleaning procedures, sanitising tables prior to meals and following food preparation. They complete registers and have clear information to know which children are attending the setting. Children are sometimes transported to a sister setting from the school. Staff are aware of the children who are attending, and a clear handover is provided. Transport consent is in place when children are being transported from one service to another.

Staff promote effective interactions. They are very kind, caring and calm. Staff clearly know the children well and support their needs effectively. There is a consistency in care, as most staff have cared or care for children in the sister setting. Staff recognise when children are unwell and take prompt action to meet their needs. They interact with children, talking to them about recent events, including pancake day and other celebrations. They are aware of children's likes and dislikes, commenting it's a child's favourite tea in nursery today. Staff manage children's behaviour by interacting at their level and engaging kindly with them. For example, using the outside climbing frame, staff encourage children to assess any potential risks and discuss them together. Staff engage in children's play, promoting their self-esteem. For example, commenting *"I am really impressed with your reading",* whilst taking part in a game. Staff praise children, we heard them say *"Da iwan"* and *"well done".* Staff sit and interact with children at snack times and move around the setting supporting them in their play.

Staff know the children well and understand their individual needs. They provide children with plenty of play opportunities. For example, physical, imaginative and creative activities. Play is based on the children's interest, with them choosing what they would like to play with. They have done 'theme nights' in the past and intend to introduce themes for different events in the future. Children regularly access the secure outside space, with a variety of different opportunities. Welsh is promoted and introduced by staff to children, in daily routines and within conversations.

Environment — Good

The out of school club is situated in a recently extended bright spacious hall. Leaders and staff care for children in a safe, secure and clean environment. There is a secure entry system in place at the main entrance, with key fobs in operation across the building. Visitors

and staff sign in using an electronic system in the main foyer. The building has the required safety checks in place, including fire and electrical tests. Fire drill practices take place regularly, so children and staff know what to do in an emergency. There are appropriate cleaning routines and heating checks in place. Staff are aware of potential risks within the environment and carry out on-going visual checks, which are effective and note any changes or highlight issues at the setting. Basic risk assessments are in place for the provision. Following the inspection visit, further risk assessments have been completed for a room which is used on an ad-hoc basis within the school.

The large, bright, airy hall has ample space for children to move freely. Children have an area to store their belongings. They use separate bathroom facilities, which are secure and accessed alongside staff, if needed. Within the hall, there are tabletop activities and floor space allowing for children's play. Staff organise the play environment suitably. For example, providing arts and craft, sensory play, quiet areas and construction. There is a variety of outdoor space available. Including a smaller, secure playground, larger playground, woodland area, undercover classroom and field area.

Leaders ensure the quality of resources and equipment are of an adequate standard. They offer children a satisfactory variety of age-appropriate furniture, toys and equipment. For example, arts and crafts, games, building blocks, and ball games. However, more variety of equipment and resources would benefit the children further. Staff confirm they rotate and swap resources with a sister club to ensure there is a variety for children attending. Equipment is suitable for all children attending. For example, there are age-appropriate toilets and wash hand basin.

Leadership and Management — Good

Leadership and management of the setting is improving. They comply with most of the national minimum standards and regulations. Leaders keep CIW up to date with changes at the setting, including staffing and a current statement of purpose. Leaders maintain accurate records. They complete registers with times of children's arrival and departure, alongside a staff register. There are effective procedures for recording accidents and incidents, with parental signatures sought. Children have complete contracts, with consent forms in place. There are a range of policies and procedures in place at the setting. Following the inspection, several policies have been updated with minor amendments, to reflect changes in legislation. Leaders confirm they have a cover sheet within their policy file to record when reviews have taken place. They have up to date certificates for public liability insurance, MOT, TAX and business insurance for the transporting of children. The setting is registered with the ICO (Information Commissioners Office).

There are systems in place for the evaluation of the service. An informative quality of care report has been provided alongside the Self-Assessment of Service Statement (SASS). The report provides information in relation to areas they wish to develop. However, it does not reflect parental, children or professional views, which have been sought as part of the review process.

Leaders ensure staff have Disclosure and Barring Service (DBS) checks. Staff informed us they feel well supported by leaders and each other, work well as a team and have contingency plans in place. Staff receive formal regular supervisions and appraisals and files include regulatory information for the employment of staff. Leaders encourage staff to undertake training. Several staff have undertaken the play work qualification, with some staff currently undertaking a higher-level qualification.

Leaders have strong links within the community and the onsite school which is a real strength at the setting. Sister settings support effective partnerships and consistency of care for children and parents. Leaders promote positive partnerships with parents. They keep parents up to date, through verbal conversations at the end of the session. As part of the inspection process, we spoke to parents who explained they were *"very happy with the setting"* and expressed that their children ask to go there.

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 23 - Equipment	Develop resources and activities within the setting.
Standard 18 - Quality assurance	Include parent/carer and children's views in quality of care report.

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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