Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Croesty

Croesty Primary School, Coychurch Road Pencoed, Bridgend, CF35 5LY

01656 372910

www.simplyoutofschool.co.uk

The inspection visit took place on 05/11/2025

Service Information:

Operated by:	Simply Out Of School Ltd
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	

Ratings:

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

Summary:

Children are happy and enjoy their time at Simply Out of School Croesty. They are confident to make choices and decisions about their time in the setting. Children have positive relationships with staff and are forming strong friendships with their peers. They engage well in activities available to them.

Staff follow the setting's safeguarding policy and procedures effectively to ensure children are safe. They provide a nurturing and caring play environment where children can explore freely and independently. Staff are good role models, and they build the confidence and self-esteem of children in their care.

Staff care for children in a safe and clean environment with plenty of indoor and outdoor space to play. They identify unnecessary risks to children and minimise them as far as possible. Staff ensure furniture and equipment are suitable for the needs of the children. The resources are in good condition and well maintained.

Leaders are enthusiastic and manage the service effectively. They actively support and challenge everyone to do their best. Leaders follow safe and thorough recruitment processes to ensure staff have the skills, qualifications and knowledge to provide good quality care to children. They are committed to working in partnership with parents to promote positive outcomes for children.

Findings:

Well-being — Good

Children enjoy their time at Simply Out of School Croesty. They have consistently good opportunities to choose where, what and who they want to play with. Children are able to initiate their own activities and are confident directing their own play. They confidently move freely between the play areas and between the different activities. Children feel safe, happy and comfortable with the staff. They told us they enjoy playing with their friends and they like the staff because they always listen to them. The children's complaint policy is exceptionally child friendly and supports children to feel comfortable in raising any issues with staff.

Children feel safe and happy. They are forming positive bonds of affection with staff and each other. Children enjoy each other's company and frequently invite staff to play with them. They are relaxed and at ease with staff, they clearly delight in their conversations. Children are familiar with the routines of the setting as they prepare for snack and clear up after themselves. This means children have a strong sense of belonging at the club.

Children interact well with their peers and are beginning to understand they have different needs. They are learning to use the space co-operatively, share and take turns. Children are confident approaching staff when they need support to work out a disagreement. They listen to staff and consider ways to help one another to ensure they are being fair and empathetic towards one another. Children show respect for the toys and the play area, helping to tidy up and put things away when they have finished playing.

Children show good levels of engagement in their play and learning. They are clearly interested in the experiences available to them and confidently engage in directed and self-directed activities. Some children choose to play independently, while some children choose to play together. Other children prefer to play with staff. For example, some children choose to colour and make a craft by themselves, whilst other children play games together and others engage in role play. Children play for extended periods of time as they feel safe and have opportunities to explore freely without interruption.

Children are able to develop their skills and independence successfully as staff encourage children to do as much as possible for themselves. For example, children are able to use the toilets independently and they confidently serve themselves at snack time. Children take responsibility for their belongings and enjoy helping to tidy up and set up activities. This means children feel valued and have positive self-esteem.

Care & Development — Good

Staff are aware of their responsibilities to keep children safe and healthy. They implement thorough procedures to meet children's needs and ensure their safety and well-being. Staff record allergies and health conditions and manage them through appropriate procedures. They demonstrate good infection control with appropriate cleaning and hygiene procedures. For example, they ensure regular handwashing and frequently wipe down tables. Staff have a good understanding of safeguarding procedures, and their training reflects this. They are aware of the procedures to follow if they have any concerns about any child. Staff complete appropriate medication and accident forms, and staff maintain the appropriate registers for children, staff and visitors, which are accurate and completed daily. They collect all relevant information about children prior to them starting at the club and use a password system to ensure safe pick-up procedures are in place.

Staff are polite, respectful and manage interactions positively. They are very positive role models and treat children, and one another with kindness and care. As a result, children behave well and benefit from the consistent approach and mutual respect. Staff ensure children are aware of the opportunities and experiences available to them throughout the session, and make sure no children are left out. They confidently implement the behaviour management policy within the setting. Staff manage children's behaviour well, through positive reinforcement and frequent praise. For example, they tell children, *"Well done, you are playing so well together,"* and *"Wow, that is amazing, you did a great job!"* When there are disagreements, staff encourage children to talk to their friends about their problem and support them to find a solution. Staff immediately praise children when they have resolved their conflicts, *"I am very proud of you for sorting it and figuring it out."*

Staff have a good knowledge of play-based learning and support children's learning and development in a positive way. They provide a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. Staff extend children's learning and ensure they engage with them appropriately during their play activities. They know children really well and as a result they are able to plan a range of activities which appeal to the children's individual interests and enable them to learn about the world they live in. Staff support children's choice of play and recognise that some children want to sit and relax quietly after their school day. They use a good range of incidental Welsh.

Environment — Good

Staff implement the appropriate policies and procedures to ensure the environment is safe and clean for the children. The main external doors are locked whilst the children are present, and visitors must also sign in at the main school office. The outdoor area is also secure when the children are present as the main gates are also closed. Staff implement regular fire drills and record them appropriately which means children are confident in the evacuation process. Staff supervise children well and understand the difference between acceptable and unacceptable risks for the age group of children they care for. There is a wide range of risk assessments which leaders review regularly. They are thorough and consider the potential risks to children and minimise them effectively. For example, as well as all areas of the premises including the toilets and outdoor areas, there are risk assessments for Data Protection, Radicalisation and Prevent Duty. Leaders also carry out all routine safety checks in a timely manner, including the annual gas safety check and electrical safety.

Staff ensure the premises are warm, welcoming and child friendly. They maintain the environment adequately with satisfactory heating and ventilation. The main play area is light, clutter free and gives children space and freedom to move around. Staff ensure children can independently access resources by providing low-level storage, furniture and equipment to support their development and self-directed learning. The environment offers plenty of floor space to play and move freely between the spaces available. There are adjacent accessible toilets which are well stocked with soap and paper towels to promote an infection free environment. There are displays in the main room which include displays of children's work which celebrates their achievements, giving them a sense of pride.

Staff ensure children have access to a wide range of resources that are of good quality and are age appropriate to extend their play and development. They are varied to keep children's interests and are sufficient in quantity to give children a choice. For example, there is a range of craft resources, jigsaws, musical instruments, books, board games and small world resources. Staff promote physical activity through outdoor play and provide a variety of resources and equipment to support their development. For example, there is a mud kitchen where children thoroughly enjoy being creative. Leaders ensure the furniture and equipment is suitable for the ages of the children in the setting which enables staff to meet their needs effectively.

Leadership & Management — Good

Leaders are keen to raise standards and provide an effective service to children and their families. They have a clear understanding of their responsibilities. Leaders ensure staff implement the relevant policies and procedures in the setting, which contains all the relevant information and are reviewed regularly. They maintain and share an up to date statement of purpose that reflects the service, ensuring parents can make an informed choice about the care for their child. Leaders ensure they collect all the required information for children and staff, and they store records safely and securely. They obtain all the appropriate permissions from parents for all the relevant activities affecting children's care.

Leaders effectively review and reflect upon their service and produce a detailed quality of care report. They seek feedback from parents and children to support their review, which enables them to consider the strengths of their service as well as areas for improvement. Leaders are proactive and continually look for areas to develop their practice further.

Leaders carry out the relevant checks to ensure staff are suitable to work with children before they start in the setting. They have efficient systems in place to ensure all staff have a current Disclosure and Barring (DBS) certificate and undertake all mandatory training when needed. Leaders provide further training opportunities to support staff to develop professionally. This ensures they are able to meet the needs of the children in their care. Leaders carry out regular supervisions and appraisals which allow staff time to reflect on their strengths, discuss any concerns and support their professional development. The records reflect meaningful discussions. Staff feel supported by management and are happy working at the setting. Leaders ensure staff maintain suitable ratios of staff to children and are deployed effectively within the setting.

Leaders understand the importance of working in partnership to ensure children experience all the support they need to promote positive outcomes. They ensure that communication with parents and carers is good. The feedback from parents in the questionnaires is extremely complimentary about the care their children receive. Leaders inform parents about all aspects of their service and provide daily feedback on the children's time in the setting. They keep all the relevant information from parents to meet children's individual needs.

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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