Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Simply Out of School Tremains

Tremains Primary School, Channel View Brackla, Bridgend, CF31 2NL

01656 372910

www.simplyoutofschool.co.uk

The inspection visit took place on 28/09/2026

Service Information:

Operated by:	Simply Out Of School Ltd
Care Type:	Children's Day Care
Registered places:	40
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 provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children are settled and express themselves appropriately in the setting. They are familiar with the daily routines and enjoy positive relationships with their peers and engage well in play activities. Children told inspectors they enjoy attending because they could play with their friends, however opportunities to make meaningful choices were not always frequent.

Staff have an appropriate understanding of their roles and responsibilities in keeping children safe and healthy. They promote children's well-being and encourage healthy lifestyles. Staff generally manage children's behaviour appropriately; however, it is not always consistent. They are aware of children's individual needs and respond adequately.

Leaders ensure the environment is safe, secure and welcoming for the children. There is ample space for children to play freely. Leaders maintain suitable risk assessments and provide an adequate range of equipment and resources.

Leaders manage the setting well and reflect on their service to complete their annual review. They ensure staff have completed the relevant checks and training to care for children. Leaders have good partnerships with parents, carers and the school to improve outcomes for children.

Findings:

Well-being — Adequate

Children have some opportunities to make choices and decisions about what affects them. They communicate confidently and express themselves appropriately. For example, when a member of staff asked, *"What can I do to help you at club?"* a child replied, *"I would like to play outside."* However, their requests are not always met due to the routines of the club. Children spoke about what they like doing at club such as playing hairdressers and playing with their friends. However, a few children said they would like *"to play outside more*" and there is *"not much to do"* when indoors.

Children are generally settled and content. They fall quickly into familiar routines that support their well-being. For example, they store their bags and coats in a set location and sit at the table ready for snack. There is a warm, sociable atmosphere where children talk with each other about their day. Children sit at the table maturely and consistently practice good manners. Some of them approach staff for help or to share their ideas.

Children interact appropriately with their friends and staff. They are learning to share, take turns and co-operate appropriately. For instance, they took turns when playing a group game together and asked staff for help when there was a disagreement. Children enjoy playing together and are forming friendships in line with their age and stage of development. Some children play alongside each other whilst others play together. We saw a group of children cooperate to build a structure together and problem solve when it fell over.

Children are active and particularly enjoy playing outside. However, they were unable to play outdoors until later in the session. Children enjoy a variety of activities including football and other ball games. For example, children experiment with how high they can throw the ball and attempt to reach resources that are stuck on the roof. They enjoy their play and learning whilst outdoors and engage in their chosen activities for extended periods of time.

Children are developing their independence suitably. They serve themselves during snack time and choose where they want to sit. Children prepare themselves appropriately for outdoor play and collect their belongings at the end of the session. They do most things for themselves with some encouragement from staff.

Care & Development — Adequate

Staff have a suitable understanding of their role in promoting children's health, safety and well-being. They understand their safeguarding responsibilities and are aware of the correct procedures to follow should they have any concerns about a child. Staff supervise children suitably and allow them to explore and take appropriate risks in a safe, outdoor environment. They have appropriate systems in place to record accidents and incidents, and they ensure documents are signed by the relevant persons. Staff consistently record children's arrival and departure times, and they maintain a record of visitors to the setting. Staff are aware of children's allergies and medical needs and they manage these appropriately. They support children to develop appropriate hygiene practices. However, hygiene routines are not always promoted consistently, as tables are not always wiped before snack time and children are not routinely encouraged to wash their hands before eating. These inconsistencies mean arrangements to promote children's health are not always fully effective.

Staff manage behaviour appropriately and implement the relevant policy within the setting. For example, they apply behaviour management strategies consistently and appropriately. They encourage children to be polite and use good manners. Most staff speak respectfully to the children; however, some members of staff are unnecessarily negative and use a firmer tone which children told us they "*do not like"*. Some staff are developing positive relationships with the children and are committed to ensuring they feel comfortable and confident at the setting. They are also getting to know them well. For instance, staff talked to children about their siblings and their recent holidays. Staff participate in children's activities and respond to children's requests when they invite them into their play whilst outdoors. This encourages positive and meaningful interactions with the children and ensures they enjoy their experiences.

Staff show an appropriate awareness of children's individual needs and mostly respond to these in a suitable way. For example, they consider children's ages and abilities when planning for the session and managing routines. Staff support the older children to go to the toilet independently, while younger children are either accompanied or supervised appropriately, helping to maintain a balance between independence and safety. Furthermore, staff provide a range of suitable play and learning experiences that support children's development and interests. They are responsive to children's requests, but they do not fully consider children's interests for effective planning. For example, staff could not evidence any completed planning documentation. We did not hear staff use any Welsh in their interactions with the children throughout the session.

Environment — Adequate

Leaders have appropriate policies in place to ensure the environment is safe, secure and adequately maintained. The setting is located within the main hall of the primary school and has a good level of security where the main entrance is controlled by school staff. As a result, the entrance through the main office is secure, and staff ensure they ask visitors to sign in. Leaders ensure the ratio of staff to children is correct and they supervise children well. Staff are confident in identifying potential risks to children within the environment. They maintain sufficient risk assessments for the setting and review them regularly to ensure they are current and up to date. However, they do not consistently embed fire evacuation procedures in practice. For example, there is no record to show fire drills have been completed within the last year. Leaders ensure the gas and electrical certificates are up to date.

Leaders ensure the premises are warm, welcoming and child friendly. They maintain the environment adequately with satisfactory heating and ventilation. The main play areas are light, clutter free and provide plenty of space and freedom to move around. They lay out various resources to ensure they are easily accessible. This enables children to independently access age-appropriate toys and equipment. There are child sized toilets to further support children's independence and respects their privacy and dignity. Leaders ensure the outdoor area provides valuable opportunities for exercise and challenge to support children's physical development. For example, we observed children confidently taking part in a game of football and other physically active games and activities.

Leaders allow children access to the outdoors at certain times during the session. There is plenty of room outside for them to play and roam freely and creatively. Leaders provide a suitable range of resources and equipment outdoors which are appropriate for the age and developmental stage of the children. However, there are limited resources indoors and some children become bored and restless whilst they are playing inside. There are child-sized chairs and tables which are comfortable and support children to develop their independence skills during mealtimes and for tabletop activities. Leaders ensure resources and equipment are of good quality, clean and well-maintained. They are sufficient in quantity to prevent disagreements and provide children with some choice.

Leadership & Management — Good

Leadership and management of the setting is good. Leaders are keen to raise standards and provide an effective service to children and their families. They have a range of policies and procedures which most staff implement within the setting. Leaders review and update them annually to ensure they are up to date and reflect practice. They provide parents with a detailed statement of purpose which includes information about how the club runs. However, the routines do not always reflect current practice. Leaders maintain effective digital record keeping systems which include children's contracts and permissions, risk assessments and staff files.

Leaders carry out an annual quality of care review and follow worthwhile systems when completing their evaluation. They consistently self-reflect and seek feedback from parents, carers, staff and children. Leaders use the feedback purposefully to identify priorities for improvement and to further develop opportunities for children. For example, they want to develop the equipment and activities they provide for the older children and consider their requests when making purchases. Leaders 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.

Leaders carry out the relevant checks to ensure staff are suitable to work with children before they take up their post. They have efficient systems to ensure all staff have a current disclosure and barring service certificate (DBS) and they undertake all mandatory training. Leaders carry out annual appraisals and supervisions to support staff in their professional development and training requirements. They provide staff with opportunities to express their concerns and reflect on their practice. Staff members said they feel supported by management and are happy working at the setting.

Leaders recognise the importance of strong partnerships and work closely with parents and carers, as well as the school to develop positive relationships. Parents are very complimentary about the setting and appreciate the flexibility offered by staff. They also reflect positively on the communication they have with staff on a daily basis and feel they are approachable. The club works well with the school where it is based, and it benefits from the facilities offered by school staff. This also means there is a consistent approach to the care the children receive.

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)
Standard 7 - Opportunities for play and learning	Provide additional opportunities for outdoor play to support children's choice.
Standard 9 - Behaviour	Provide further support and training to ensure staff interactions with children are consistently warm and respectful in line with policy.
Standard 10 - Healthcare	Ensure hygiene procedures are effective and in line with current infection prevention and control guidance.
Standard 22 - Environment	Develop the indoor provision to offer a wider range of engaging and meaningful learning opportunities.
Standard 1 - Information	Ensure the Statement of Purpose fully reflects the service provided.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Consider further opportunities to promote the Welsh Language throughout the setting.
Complete fire drills regularly and maintain the appropriate records.

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