



## Inspection Report

**Simply Out of School Coety**

**Coety Primary School  
Ffordd Yr Hebog Coety  
Bridgend  
CF35 6DH**



**Date Inspection Completed**

17/01/2022

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## About Simply Out of School Coety

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Simply Out Of School Ltd
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	N/A. This is the first inspection.
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

## **Summary**

People who run the setting have up to date outdoor risk assessments, policies and procedures to keep children safe and secure. They quickly identify the changes needed to improve practices to ensure the safety of children, following an incident when staff failed to supervise children appropriately whilst playing outdoors. People who run the setting offer staff support in their roles and are committed to improving practices for children's benefit. However, people running the setting must make sure that staff supervise children at all times.

Children are happy and have a broad range of experiences at the setting. They have good relationships with each other and the staff. Staff generally promote children's safety and well-being appropriately. Children receive care in a sufficiently safe environment. There is good space and facilities to encourage children to play and learn appropriately. There is an effective responsible individual, they take appropriate action to resolve issues promptly which immediately benefits children's safety. They comply with the relevant regulations and national minimum standards.

We, Care Inspectorate Wales, (CIW) have issued one priority action notice (PAN) in relation to supervising children. There is one recommendation in relation to the behaviour management policy/procedure.

## Well-being

Nearly all children confidently express themselves and know they are listened to. They have a strong voice and frequently make decisions about what they want to do. Children feel safe and valued. They are very familiar with routines and the environment. They know where to find all the resources and they confidently help themselves. We heard children giggling, laughing and talking to each other whilst playing. Some children spontaneously ask staff for a hug for comfort or reassurance.

Interactions between the children and staff are consistently good and nearly all children cooperate enthusiastically. They confidently spoke to us, asking questions, showing us their outfits and telling us about their play. Children are learning to manage their behaviour, they cooperate well, take turns and share. For instance, one child asked another child if they could have a turn of the glasses and the other child said "It's my go but I have nearly finished." Once the child had finished they then passed the glasses on to the other child who said "thank you."

Children move independently between tasks to the different areas within the room. They take part in the various activities resulting in a feeling of achievement and high self-esteem. They are eager to talk about what they have been doing. For example, two children were very excited to tell us they had learnt how to blow up a balloon and how they had been making stress balls with them.

Children experience a wide range of age and developmentally appropriate activities and opportunities that support their interests and promote their all-round development. A few children were keen to show us the den they had been making out of loose parts. They spent most of their time in club creating their den and they even told us they had come up with a password. Children told us that they enjoyed attending and liked the food.

Children have many free play opportunities as well as taking part in adult-led activities. They have good opportunities to develop their independence skills enabling them to do things by themselves successfully. For example, one child asked a member of staff if they could have more water in their water bottle. The staff member said, "of course, let me know if you need any help." The child then went to the water jug on the table by the kitchen. He independently removed the lid from his bottle and poured the water. He told the staff member, "I did it", when he had finished and she told him, "you did great."

## Care and Development

Staff carry out regular cleaning and consistently remind children about washing hands. They follow good hygiene procedures when preparing and serving snack. Staff are confident about their roles and responsibilities, ensuring suitable supervision. They frequently moved around the various activities, interacting with children and supporting them. They work effectively to keep children safe. For example, staff carried out safety checks when an unknown adult turned up to collect a child. They confidently answered what they would do when discussing a safeguarding scenario and they knew where to go if they had concerns. Staff regularly discuss safety with the children. For example, when teaching a child to blow up a balloon, the staff member made sure the child knew to remove the balloon from their mouth after each puff so that they did not accidentally inhale and swallow the balloon.

Staff implement positive behaviour management strategies. They regularly praise and reinforce good behaviour and they are consistently responsive to children; they listen and respect their views. For example, when singing about the wheels on the bus, the staff member asked each child to choose what they wanted to sing about and to take turns.

Staff have positive relationships with the children and respond well to the children. They show genuine interest in their questions, requests and discussion; asking follow up questions or implementing their requests. For example, one child spent quite a while talking to a member of staff about their after school activity. The child was worried they were going to be late for their activity but the staff member was very caring and reassuring. Staff act as good role models at all times.

Staff are committed to providing a wide range of play and learning activities for the children. They support and provide for children with additional needs. They confidently talk about the children's needs and they use language that is suited to each child's age and stage of development. They give children feedback, ask open-ended questions and make suggestions, whilst also listening and responding to the children in their care.

## Environment

People who run the setting now ensure that the external environment is secure before use. They have procedures and risk assessments in place but there was an incident where staff did not follow them closely. Recently reviewed risk assessments, procedures and additional safety measures improve children's security and safety. This includes ensuring that no children go outside before 3:45pm and in addition, staff carry out safety checks before allowing the children to go outdoors under supervision.

The premises are very welcoming, warm and accessible to all. Children have access to a large spacious hall, which on occasions, was divided and split into a smaller hall. They use a rear outdoor area, which the children access via a long corridor. People who run the setting ensure the environment has good indoor play space for children to move freely and explore. They ensure the environment meets children's adapting needs by creating various play areas.

People who run the setting ensure that nearly all children can access a broad variety of good quality, age-appropriate furniture, toys and equipment to stimulate the children's interest and imagination. There was plenty of choice of activities and resources, for example board games, electronic games, dressing up clothes, books, dolls, arts and craft materials and various loose parts which children used to build a den.

## Leadership and Management

People who run the setting understand their roles and responsibilities. They quickly identified the changes needed to improve practices to ensure the safety of children. This followed an incident whereby staff failed to supervise children appropriately whilst playing outdoors. Despite quick address and action at the time to ensure such an incident did not occur again, this is a serious matter and we have raised a PAN in respect of this incident. People who run the setting take appropriate action to resolve issues promptly which immediately benefits children's safety. They make sure staff are aware of any changes and understand their responsibilities.

The service has an effective responsible individual. They ensure that accurate children's records are stored safely, electronically. These include the required regulatory information. There is an up to date statement of purpose, which meets the national minimum standards and regulations. They have policies and procedures in place, which are up to date. Staff understand the behaviour management policy and implement positive behaviour management strategies. However, the procedure to deal with behavioural issues is unclear. For example, what is recorded and information sharing. Registers sampled on the day of the visit and on the day of the incident, show the people who run the setting ensure that they meet staffing ratios. They maintain a record of visitors to the service.

People who run the setting effectively implement continuous and meaningful self-evaluation. They regularly seek and actively implement the suggestions of children, their parents/carers, staff and other interested partners. They create a good quality of care report which highlights strengths, areas of improvement and an action plan.

People who run the setting follow safe recruitment processes. Recruitment information sampled contained the required staff information. They told us that they provide suitable staff training opportunities and told us that nearly all staff hold at least a level 3 qualification and all staff have up to date core training, such as safeguarding, first aid and food hygiene. People who run the setting are visible at the service to support staff in their roles, they undertake quarterly staff supervision and annual appraisals.

People who run the setting value the contribution parents and the wider community can bring to the service and the children they care for. They have good partnership working with the school and have a sharing information protocol.



## **Recommendations to meet with the National Minimum Standards**

R1 to ensure that the behaviour management policy is clear about record keeping and information sharing.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The provider is not compliant as they failed to ensure that children are always safe and closely supervised at all times.	New

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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