



Inspection Report

Simply Out of School Pendoylan 2

**Pendoylan Church In Wales Primary School
Pendoylan
Cowbridge
CF71 7UJ**



Date Inspection Completed

09/03/2022

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About Simply Out of School Pendoylan 2

Type of care provided	Children's Day Care Out of School Care
Registered Person	Nicola Olphert
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since registration
Is this a Flying Start service?	Manual Insert 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

Children are happy and settled within the setting. They have close relationships with each other and staff and there is a strong emphasis on children directing their own play. Their independence skills are developing by participating in a variety of experiences.

Staff offer warm and responsive care. They receive appropriate training and are positive role models to children. Staff know the children they care for well and offer interesting activities in line with children's interests. Overall, staff keep children safe and implement adequate routines, policies and procedures.

The premises are secure, welcoming and suitably organised. Resources are appropriate for the children who attend. Leaders and staff ensure most routine checks for the environment are completed. Generic risk assessments are in place but several need reviewing.

Many areas of leadership and management are effective, but some areas need attention. Leaders implemented some improvements during the course of the inspection. The responsible individual consistently listens to staff and they feel valued and supported as a result. There are suitable policies, procedures and risk assessments in place. Some documentation needs reviewing. Parents speak highly of managers, staff and the care their children receive. The registered person runs this setting in conjunction with another, separately registered provision. Many children who attend this setting, also use the out of school care at the responsible individual's other setting.

Well-being**No Rating Required**

Children are able to make choices and staff listen to them. Children can choose their activities freely and know they will receive help or support if they ask for it. They are familiar with the daily routines and know what to expect at the setting. Children are encouraged to voice their preferences and this makes them feel safe and secure. Children feel confident and develop good self-esteem, expressing satisfaction with the good range of play and learning resources available to them.

Children are happy and well settled at the setting. They have warm relationships with staff and readily approach them for guidance or comfort. Children form friendships in line with their age and stage of development. They play happily together or alongside each other. We saw children absorbed playing table top games and playing skittles, with staff joining in the fun. Children are familiar with the daily routines, which makes them feel safe and secure. They wash their hands before eating, and enjoy a sociable breakfast and light tea, chatting happily with their friends and staff.

Children are encouraged to be kind and considerate towards their peers. They are learning to take turns and share during games and we heard children say 'please' and 'thank you' routinely. We saw children sharing skipping ropes and balls during outdoor play. Children understand the rules; older happily children model good behaviour for the younger ones and children of different age ranges mix well with each other.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. They concentrate for appropriate periods of time during craft activities and games. Children are inquisitive and keen to show adults what they can do. For example, some children asked us what we were doing and were happy to chat with us about their experience of the setting.

Children are encouraged to do as much for themselves as possible. They tidy up after play and at meal times and they are urged to do things independently before staff intervene, such as packing small parts of a game away properly so it is ready for next time. Children at this setting access the toilet independently and routinely wash their hands as necessary.

Care and Development

No Rating Required

Staff understand how to keep children safe. Their safeguarding training is up to date and they are aware of their responsibility to report concerns to the relevant personnel and authorities. There are systems in place to record accidents and incidents. However, staff do not consistently share and obtain parental signatures for all accidents and incidents. All staff have paediatric first aid training, enabling them to deal with minor accidents confidently. Staff provide children with the opportunity to be active and get fresh air, by accessing the outdoor play area, although managers co-ordinate this in line with school availability. Leaders and staff record children's attendance, but do not record specific times, and staff do not sign in and out consistently.

Staff keep records of children's allergies on the daily register and in a file in the kitchen. They have good knowledge of children's food preferences and follow clear procedures to manage any allergies and individual dietary requirements. All staff hold relevant food hygiene training. Staff provide suitable meals and snacks; they offer alternatives if children do not like or cannot eat what is offered. They were able to tell us about these in detail. Staff offer second helpings for children who want more, they chat to children as they eat and ensure that meal times are a positive, social experience.

Staff have good, warm relationships with children. They offer consistent praise and encouragement to children. Staff interactions with each other and with children are respectful. They are good role models and respond appropriately to children's individual needs. Staff encourage children to co-operate, share and take turns, which enhances children's well-being. There is a suitable behaviour management policy in place. Staff implement the policy well and are consistent in their approach. On the day of the inspection, there was very little need for staff to intervene, but they were on hand if needed.

Staff provide a range of activities, which appeal to the children's individual interests. They ensure children have input into deciding what they would like to do at the setting. They encourage children to choose resources freely. Children told us that playing outside and bowling with skittles were some of their favourite things to do.

Environment**No Rating Required**

The environment is safe and secure for children. All visitors sign in and out of the building and non-essential visitors have not been inside during the Covid-19 pandemic. All staff manage risks relating to Covid-19 well within the environment. Suitable risk assessments are in place for the setting but some are outdated and need reviewing. Daily safety checks of the areas used by children are undertaken but we noted that there was no system in place to monitor and record room temperatures. The responsible individual has since rectified this. At the point of inspection, leaders were not ensuring that practice fire drills were completed. The responsible individual informed us that children and staff (who are all also school employees) take part in school fire drills. However, practice evacuations are a regulatory requirement for this setting specifically. We have not taken any action on this occasion as the responsible individual promptly rectified this.

Insurance certificates are up to date and the responsible individual has registered the setting with the Information Commissioner's Office. Leaders liaise with school staff to arrange routine safety checks for the building and appliances, such as an annual gas safety check and fire safety equipment.

The responsible individual maintains the environment appropriately and provides a welcoming, child friendly space. Children have ample space to play and learn in one large base room. Children's toilets are easily accessible and clean. Bathrooms are well stocked with soap and paper towels to promote an infection free environment. All staff are responsible for ensuring good hygiene throughout the day. There are large outdoor spaces, which staff encourage children to use as often as they can.

Resources are appropriate for the age of the children and are of suitable quality. Children are able to access most items with ease, which supports their independence. Gaming equipment and televisions are available for use during quieter times after school and in school holidays. All staff clean toys and equipment regularly. The setting has suitable furniture such as child-sized table, chairs and soft furnishings.

Leadership and Management

No Rating Required

The responsible individual is an experienced leader who operates her service suitably overall. All staff work closely together and the responsible individual is keen to improve where necessary. The statement of purpose provides parents with information about how the setting runs. Numerous policies and procedures are in place, some of which need reviewing. The complaints policy does not include details of how older children can complain. There is a policy regarding children with additional needs, but the new Additional Learning Needs Code for Wales 2021 is not yet included in the policy. There is a suitable child protection policy in place; however, we noted that it does not refer to the newest Wales safeguarding procedures. There is not currently a concerns template or pre-existing injuries template available to allow staff members to formally log details regarding the welfare of children. These procedures are an essential part of safeguarding children and the responsible individual has confirmed that these changes are underway.

The responsible individual has systems in place to undertake an annual review of the service and subsequent report. As the setting is newly registered, a review is not yet required. The responsible individual told us that she intends to identify strengths, areas for development and reflect the views of parents, staff and children. All staff regularly ask children for their opinions and staff told us the responsible individual values their opinions.

Overall, the responsible individual manages her team well. Staff speak highly of the support they receive, and enjoy their work. Staff are very complimentary of the responsible individual. They described a compassionate, supportive employer who is extremely approachable. Staff turnover is low and staff work across both of the responsible individual's registered settings. Staff files sampled during the inspection contained most required information, with outstanding documents added during the inspection. Leaders make themselves available to staff informally and annual appraisals are underway. However, staff do not receive formal individual supervision meetings. This would allow staff time to reflect on their strengths, any concerns and support their professional development. While no immediate action is required, this is an area for improvement and we expect the provider to take action. All staff have current Disclosure and Barring Service checks in place.

Partnerships with parents are well established and strong. Staff share information daily with parents verbally upon collection. Parents we spoke with are complementary of the supervision, activities and care their children receive. Comments included *"I am very lucky to have the service"* and that *"staff always adhere to specific requests"*.

Recommendations to meet with the National Minimum Standards

R1. Implement a concerns template and pre-existing injuries template, and update safeguarding policy to include updated Welsh guidance

R2. Ensure accidents/incident records are consistently shared with, and signed by parents

R3. Record the arrival and departure times for children and staff consistently

R4. Review all risk assessments at least annually and consistently date them

R5. Review all policies and procedures at least annually and consistently date them. This includes the policy for children with additional learning needs and complaints policy.

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. 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
29	The responsible individual (RI) has failed to effectively ensure that all staff have appropriate formal supervision meetings so they can reflect on their strengths, practice and discuss any concerns. The responsible individual must ensure that all staff	New

	working at the setting are competent to carry out their role and responsibilities and have opportunities to meet with her on a one-to-one basis.	
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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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