



Inspection Report

Simply Out Of School Llantarnam

**Llantarnam Community Primary School
Llantarnam Road Llantarnam
Cwmbran
NP44 3XB**



Date Inspection Completed

19/10/2022

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About Simply Out Of School Llantarnam

Type of care provided	Childrens Day Care Out of School Care
Registered Provider	Simply Out Of School Ltd
Registered places	27
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children enjoy their time at the setting. They make choices freely and have warm relationships with staff. Children behave and interact well with their peers of all ages. They value the range of indoor and outdoor activities available to them. Children are happy and independent in their play.

Staff understand how to keep children safe and healthy. They provide a good range of healthy snacks and ensure that they maintain high standards of food hygiene. They have good knowledge of their safeguarding responsibilities, and they record accidents and incidents suitably. Staff care for the children in a kind and relaxed way, responding appropriately to children's individual needs.

This service operates from the hall and a classroom within the school building. Leaders ensure that the environment is clean and suitable for all the children who attend. They register children and visitors appropriately. The provider's risk assessments are detailed and reviewed regularly. Resources, although limited, are age-appropriate and well-maintained.

The Responsible Individual (RI) and Person in Charge (PiC) are experienced and manage the service effectively in line with the regulations and National Minimum Standards. They use efficient methods of obtaining and analysing feedback to improve the standard of their service. They ensure all staff have the skills, qualifications and knowledge to provide a good quality service to children.

Well-being	Good
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Children's voice is central to the service. They are confident to speak and express themselves to share their needs and make requests. Children listen carefully to adult responses. They value opportunities to make choices about how they play, using the available resources in creative ways. Children share their ideas for activities and snacks, and choose when they wish to eat, *"Can I have my snack later on please?"*.

Children have strong relationships with staff and look to them for support and reassurance. As a result, they are very happy and well settled. Children are content and assured of familiar routines. They know the rules and boundaries and follow these carefully to ensure their own and their friends' safety. Children enjoy sharing their play with staff and inspectors, and respond well to praise and encouragement, for example when a staff member commented *"How good is that!"*.

Children behave and interact well, showing sensitivity and consideration for each other's needs. They work together to resolve disagreements but can identify when they need an adult to assist. Children enjoy building and working with their friends to solve problems. For example, we saw two children rolling a stool carefully together to use in their newly constructed den. Children chat excitedly about their day while eating their snacks.

Children have good opportunities for different types of play and they move happily around the base room. They are self-motivated to initiate their own play and to influence their tasks and activities. They spend time on activities that interest them and use resources creatively. We saw a group of children using blankets and cushions to build a den, while others enjoyed some calm colouring activities or games on iPads or computers. Children value the opportunities for active play and several told us that going outside to play in the playground was their favourite activity at the setting.

Children are inquisitive and very engaged in their play. Through spending time on activities that interest them, they develop their confidence and creativity. Staff encourage children to do as much for themselves as possible. They take responsibility for their own bags and coats and ensure that they have hung them up on a peg correctly. Children access toilets and wash their hands independently; at snack time, most children went to wash their hands without prompting. We saw children developing their self-help skills through buttering their own crumpets, sprinkling on cheese and choosing their own fruit.

Care and Development

Good

Staff at the setting implement effective procedures to meet children's care, safety and well-being needs. On collecting children from their classrooms, staff register them immediately

and conduct frequent head counts throughout the session. They provide regular opportunities for active play and promote healthy eating at snack times. Staff follow good food hygiene procedures when serving children their snack. The PiC updates an allergen chart with any new foods introduced to the setting and follows allergy management plans provided by parents. Staff have regular training on safeguarding and Prevent responsibilities. The PiC has an exemplary understanding of procedures of reporting concerns and all staff are confident in recognising signs and symptoms of abuse. Staff record accidents and incidents with good detail, and the PiC evaluates these regularly to identify patterns. All staff have up-to-date paediatric first aid certificates.

Staff are polite and friendly role models. Consequently, the children behave well and benefit from the consistent approach and mutual respect shown. Staff follow a policy of non-intervention but are effective in their interactions when invited by children to play or assist with resolving disagreements. They encourage co-operation and compromise. For example, we heard some children requesting help to resolve a problem in their den building activity. The staff member suggested ways of moving the activity forward to ensure all children were happy. All staff follow an effective behaviour management policy. We heard gentle encouragement for children to all tidy up at the end of the session, "*We all need to tidy up together, don't we!*" and saw the use of stickers to reward good behaviour.

Staff know the children well and respond very appropriately to children's individual needs. They are responsive to children's feelings and are adept at identifying when children require some extra reassurance. We observed the PiC providing sensitive care to an unsettled child by suggesting that they sit on her lap so that they could colour together. She then thoughtfully asked the child if they would like to sit next to her once calm and settled. Children are involved in planning activities through idea sharing sessions and general discussions. We heard a child and the PiC discussing a cartoon and how they could bring it into an activity. Staff identify resources and activities that specific children favour and ensure that these are available on the day that that child attends.

Environment**Adequate**

This service runs from a hall and a designated classroom within the school building. Leaders and staff record children's attendance with exact times of arrival and departure. On the day of the inspection, the service was using the designated classroom; the hall was also inspected for suitability and security. Inspectors observed that parents collected children from the classroom door leading to the playground, having come through an external gate. This gate was unlocked. Following the inspection visit, the RI provided evidence that staff usually ensure this is locked and parents telephone staff when they arrive to collect their child. There is a good range of detailed risk assessments in place, which leaders review in detail annually. Where appropriate, leaders risk assess individual activities. The PiC completes daily safety checks at both the start and the end of the session. Leaders conduct fire drills every term which ensures that staff and children have practiced the procedure in case of emergency evacuation. Routine maintenance checks are in place for the building although leaders did not have a copy of these for their own records. They assured us that they would obtain these records consistently going forward.

The premises is welcoming and friendly and provides sufficient space for children to play. There are accessible toilets, suitable child-sized furniture and areas for children's personal belongings. Bathrooms are clean and well stocked with soap and paper towels. Children have access to a large well-maintained playground that is located directly off the classroom and a short walk away from the hall. Staff ensure that they escort children carefully to the outdoor area and monitor them appropriately. When children play outdoors, staff ensure that they supervise children closely and they maintain communication with each other using walkie-talkies.

In the indoor areas, children have access to a range of activities provided by the club, such as colouring, plasticine, small world toys, cars and puzzles. The service has an agreement with the school to be able to use some of their resources such as balls, books, iPads and class computers. Due to lack of available space inside the building, the club's staff store their resources in a container outside. They bring a small selection of resources into the play area each day. All resources were clean and inspectors saw evidence of a clear system of monitoring the quality of resources. In the outdoor area, children use a climbing frame and an enclosed space for active play.

Leadership and Management

Good

Management of the setting is good and staff are fully aware of their roles and responsibilities. The RI keeps Care Inspectorate Wales (CIW) up to date with any changes and sends in regular notifications as required. The setting's statement of purpose provides parents with an accurate picture of how the service runs. Leaders update this document as required to reflect any changes to the service. Leaders have developed a superb range of detailed policies and procedures which they review and update annually. This is a significant strength of the service. The PiC ensures that she records information accurately and stores it securely. She considered improvements that could be made as a means of supporting the technology currently used.

Leaders conduct a thorough annual review of the service. They gather and consider the opinions of children, parents and staff, and create an appropriate action plan for the forthcoming school year. There are suitable complaints policies and procedures for both adults and children; the provider has not received any complaints. Children and parents have access to a suggestion box for ideas and are confident to approach staff with any concerns.

The staff team are enthusiastic, take pride in their setting and work together well to provide a quality care provision. The recruitment procedure is robust and ensures all required information is available to evidence the suitability of staff to care for children. Leaders have a suitable system in place for monitoring when staff members require updated essential training. New staff follow an extensive induction programme and all staff undertake additional training. Staff receive termly supervisions where meaningful topics such as safeguarding are discussed. This is supported by a system of annual appraisals. Leaders ensure that required ratios of children to qualified staff are always maintained.

The PiC works effectively with parents on a day-to-day basis to ensure that they are kept informed about their child's well-being and activities. She also shares additional information about activities on the setting's Facebook page. Parents were very complimentary about the setting and felt that their children were happy and safe. They also said that they were kept informed of accidents and incidents and appreciated the way staff managed behaviour. The PiC ensures that a noticeboard of information is available for parents.

Recommendations to meet with the National Minimum Standards

R1. Ensure copies of latest gas and electricity safety certificates are held on file.

R2. Ensure side entrance gate is always locked.

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