



Inspection Report

Simply Out of School Broadhaven

**Broad Haven Primary School
Webbs Hill
Broad Haven
Haverfordwest
SA62 3JT**



Date Inspection Completed

23/09/2021

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About Simply Out of School Broadhaven

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Simply Out Of School Ltd
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	Not applicable. This is the first, post-registration inspection of the service.
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.

Summary

Children are happy at this setting and they enjoy their play. They interact well with staff and their peers. Staff provide relaxed play sessions, which allow children to feel comfortable and confident to express themselves. Staff care for the children with warmth and kindness.

The people who run the setting provide a spacious, clean and suitable environment for children's play. They provide resources to meet a range of needs and interests.

The people who run the setting manage it effectively. They review the service they provide regularly and set targets for improvement. They made improvements during the course of the inspection in relation to the safe recruitment of staff.

Well-being

Children are happy and relaxed at this setting. For example, they arrive smiling and immediately start playing. They chat confidently with staff and proudly show them their skills, such as hula hooping and tell them their plans for the weekend. Children told us they enjoy coming to the setting.

Children are confident their voices will be heard and they have various opportunities to make choices. For example, they choose what they would like to play with and make choices at snack time, including choosing to have their snack earlier if they are hungry when they arrive from school. They give their views about the setting and what they would like to see improve. For example, the people who run the setting have prioritised offering additional activities for older children as an area to be improved following feedback from the children.

Children behave well and co-operate effectively. For example, children happily co-operated when playing a humpty dumpty game together. They ask to play with specific games and follow instructions. They are familiar with the rules of the setting and follow these. For example, a child told us that they are supposed to ask before going into the cupboard to get more resources.

Care and Development

Staff keep children suitably safe and healthy. They provide them with healthy snacks and encourage regular outside play, including visits to the local beach when time allows. They understand their responsibilities in relation to safeguarding children. Staff have adapted their routines in response to Covid-19. For example, parents no longer come into the setting, visitors are minimised and children no longer help themselves to snacks. Staff respond to any accidents appropriately. They provide suitable treatment, complete records fully and ensure they inform parents. They carry out regular fire drills.

Staff are calm and kind in their interactions with children. They show genuine warmth for the children and talk to them in a positive manner. For example, they welcome them into the setting and ask about their day. Staff encourage appropriate behaviour in a relaxed and friendly manner. For example, when reminding them they need to listen to instructions during a game.

Staff know the children well. For example, they know who their best friends are and what they like best to eat. The people who run the setting and staff seek information about children's preferences, including their language of choice, when they begin at the service. They support children well, allowing children to direct the play but providing support where it is needed.

Environment

The people who run the setting provide a suitable environment for children's needs. They are usually based in the spacious school hall, but on rare occasions when this is unavailable, they use the nursery/ reception classroom. They provide the facilities that children need, such as suitable toilets and hand wash basins. They use the school's large, clean kitchen for food preparation and they have allocated space in the pantry and fridge to store their food.

The people who run the setting implement regular safety checks to ensure that the environment is safe for children. For example, staff complete appropriate checks when opening and closing the setting and check the temperature of the fridge each day. However, the hall was very warm during our visits and staff told us the heating was on all year round. They said it was difficult to open the windows. Following our visit the people who run the setting confirmed that they had made arrangements that the school caretaker would open the windows, where necessary, before each session starts. The people who run the setting depend on the school to carry out other checks such as regular testing of portable electrical appliances, boiler safety checks and fire safety equipment. We found that the people who run the setting communicate effectively with the headteacher of the school to ensure these are completed in a timely manner. They confirmed that recommendations set out by the fire authority had been addressed.

The people who run the setting provide a suitable range of resources for both inside and out. When we arrived, staff had laid out a large selection of games and toys in the hall ready for the children but we also saw a large cupboard with plentiful additional resources. Staff and children told us they had a big bag of outdoor toys such as chinks, bats and balls.

Leadership and Management

The people who run the setting have appropriate documentation in place. They have suitable policies and procedures and keep all the required records. For example, they use an electronic system for attendance registers and contracts with parents, and a written record of visitors to the setting. They have developed very clear operating procedures in relation to Covid-19.

The people who run the setting have an effective self-evaluation process. They regularly review the quality of their care and seek the views of staff, parents and children. They use these to set targets for improvement. For example, following the most recent review they identified they needed to improve the range of foods offered as snacks and the range of activities available to older children in particular.

The people who run the setting do not always manage staffing appropriately. They told us they had difficulty recruiting staff. This had resulted in staff working on their own on occasions and staff employed at the school working with the children without the people who run the setting carrying out full recruitment checks. Since our visit, they have employed a new member of staff and a member of bank staff to meet the need for two staff members to be present at all times. They confirmed that all the relevant suitability checks had been completed and they improved their recruitment processes to ensure that all suitability checks are completed before a member of staff starts at the setting

The people who run the setting have an effective system of supervision and appraisal. Although this has been interrupted due to the Covid-19 pandemic, they have still continued to hold supervision meetings with staff and keep records of these. The people who run the setting ensure that staff have regular opportunities for relevant training. They usually notify CIW of staff changes in a timely manner.

The people who run the setting have an effective partnership with the management of the school where the setting is based. They communicate regularly and co-operate effectively to share the space in the school. There is also effective communication with parents. The people who run the setting communicate with parents verbally on a daily basis and also share information about the setting electronically.

Recommendations to meet with the National Minimum Standards

None

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

	this inspection	
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