



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Llangyfelach Primary Wraparound

**Llangyfelach Primary Wraparound
Llangyfelach Primary School
Pengors Road
SA5 7JE**



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Description of the service

Llangyfelach Primary Wraparound was registered with the Care and Social Services Inspectorate Wales (CSSIW) in 2013 and provides a service for up to 50 children. It is situated within Llangyfelach Primary School. Llangyfelach Wraparound operates from 7:30am to 5:30pm Monday to Friday and also offers childcare for some school holiday periods. The service is provided predominately through the medium of English, with Welsh being used to communicate with children from Welsh-speaking homes and incidentally with all children. The Registered Person is Mr Lee Burnell and the person in charge is Mrs Sarah Griffiths.

Summary of our findings

1. Overall assessment

Overall we, the Care and Social Services Inspectorate Wales (CSSIW) found that children attending Llangyfelach Primary Wraparound experience stimulating and challenging play experiences and are happy, safe and secure. Children particularly enjoyed using the outdoor play area making regular use of this in all weathers as well as attending themed activity sessions offered in the out of school club. A range of activities and resources are provided to promote children's overall development. The children are free to choose and make decisions and are given many opportunities for their voice to be heard. Children have good, regular opportunities to become independent and to develop new skills. Staff create a warm, nurturing and supportive atmosphere and children have a sense of belonging. Leaders have created a rich environment for play and relaxation through the range of play resources and equipment available for the children to use. Most staff members have worked at the service since registration providing a sense of familiarity and continuity for the children.

2. Improvements

Since the last inspection new toys and equipment have been purchased that enhance the play opportunities and experiences for children to learn through play.

3. Requirements and recommendations

None

1. Well-being

Summary

We found that children are listened to, valued and develop independence. Children are motivated to play with a range of stimulating and adventurous resources and are well settled at Llangyfelach Primary Wraparound. Children enjoy opportunities to take part in freely chosen and self directed play. They interact well with each other and with the adults caring for them and have established positive bonds with the staff members.

Our findings

1.1 To what extent do children have a voice?

Children and young people have a voice. They have a choice within their activities and make decisions about their play.

We saw the children excitedly accessed activities of their own free choice. We saw them playing enthusiastically and they were highly active and engaged throughout their play. They made lots of independent choices in their play which contributed to their learning as they were enabled to choose from a wide variety of toys, equipment and resources to include reading books, construction toys, computers, table top games, role play, and being actively engaged in following the current theme of Christmas. We saw some children happily colouring in Christmas pictures and were heard them talking excitedly about what Christmas presents they would like from Santa. We observed that children were listened to by members of staff and their wishes were respected. For example, one child wished to be involved in making an elf picture which the staff member happily engaged the child in. Other children had a choice of which toppings they wanted to put on their pizza that they were making for their tea.

Children confidently use their voice to communicate their choice of activities.

1.2 To what extent do children feel safe, happy and valued?

Children are happy, settled and valued by each other.

We saw that all children had formed positive attachments and friendships with each other and were settled and secure in each others company. They were seen respecting each other and were engrossed in conversations with each other or in small groups. We saw that they played together contentedly and expressed enjoyment which was evidenced through their smiles, laughter and conversations with each other. The children approached staff as and when they wanted to ask them a question and knew that they were close by at all times to support them if needed, for example when making their pizza. We saw that the children had gained a sense of belonging and were familiar with the daily routines.

Children are happy, settled and valued and form positive bonds of attachments with each other and staff.

1.3 How well do children interact?

All children interact and co-operate well with their peers.

We saw that children interacted well with one another. They were seen sustaining their interests and enjoyment in play activities for long periods of time. We saw them taking turns and were happy to share. They sustained collaborative play and we saw the older children happily supporting the younger children in their play. For example in the out of school club the older children asked the younger children if they wanted help when making their pizza and also when on the computer playing games. We heard the older children praising the younger children about their creations and chatting to them about what they had drawn. We observed two children whilst involved in role play and heard them laughing when acting out their roles of a doctor whilst having lots of fun. We saw that all children interacted and co-operated well with their peers.

Children at Llangyfelach Primary Wraparound behave and interact well with one another.

1.4 To what extent do children enjoy their play and learning?

Children are motivated, stimulated and enthusiastic and are involved in a range of planned and free play activities that are fun whilst encouraging them to learn through play.

Children were busy on task and engaged in their play, whether it was free play or in a planned activity. Children were interested and whole heartedly involved in making their own pizzas whilst others were involved in making Christmas decorations, playing computer games, or were seen relaxing whilst watching a DVD. Some were also seen enjoying participating in a dance class. The pizza making activity was very popular and liked by the children. The activity aided the children's imagination and curiosity. For example which topping to choose and questions about how it would taste. The children were absolutely elated and very proud of their end results, and were heard speaking up about and excitingly chatting with others about whether they liked the taste of their pizza and what they were going to make and cook in the next cooking session. We saw that all children were positively occupied in their chosen play and that their concentration and interest in tasks was sustained that kept the children interested and involved.

Children are enthusiastic in their play and learning.

1.5 How well do children develop, learn and become independent?

Children develop and are becoming independent. They are confident to try things and know that if they ask for help they will receive it.

We saw children involved in activities and confidently and independently trying out new challenging activities like making pizzas, making Christmas decorations with their hand prints before asking for help from a staff member. We saw children were very confident throughout all activities that they were involved in. Children followed a varied routine that promoted their independence. For example opportunities were provided for the younger children to practise this, according to their age, by washing their hands, and putting their coats on.

Children develop a good level of independence and follow personal interests.

2. Care and Development

Summary

Staff are caring and affectionate towards the children and develop positive relationships. Staff deal consistently with behaviour by reinforcing the rules and acting as good role models. Staff members interact well with children and help to create a warm and nurturing atmosphere, using praise and celebration to boost the children's self esteem.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners are aware of the child protection policy and know what to do if they have concerns about a child. The wrap around service benefits from a comprehensive menu and offers a range of healthy meals and snacks. The service had been inspected by environmental health and had been awarded a 5 rating food hygiene award. Staff confirmed that individual food tolerances and allergies were well understood and catered for by the staff. We saw that practitioners wore gloves and aprons when preparing and serving food. Staff promoted children's health, and were consistent in recording accidents, incidents and medication administered. We saw that practitioners had ensured that contracts were in place in respect of children attending the setting. We saw evidence that all staff had attended training in a range of courses that helped to ensure that children are kept safe and healthy, including food hygiene and first aid. Fresh drinking water was available for the children. Fire drills were regularly practised with the children to ensure that they were familiar with the sounds and required actions. They ensured that regular physical exercise was offered as outdoor play was an integral part of the daily activities for the children.

Practitioners keep children safe and healthy through the effective daily routines.

2.2 How well do practitioners manage interactions?

Staff use positive methods to manage behaviour.

Staff encouraged children to co-operate wait and take turns, for example, when painting and making Christmas decorations and when waiting to chose the toppings for their pizza. We saw the staff used lots of praise and encouragement to promote good manners and positive behaviour, to which the children responded well by saying 'please' and 'thank you'. Staff created a relaxed, nurturing environment through the manner in which they engaged and spoke with the children. The management of behaviour was consistent and developmentally appropriate respecting children's individual level of understanding and maturity. Staff knew the children they cared for well and knew what children responded to and what their triggers were and how to respond to them.

Staff manage children's behaviour positively in a calm atmosphere.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Practitioners create a warm, nurturing environment that provides children with a variety of play and learning experiences that promote children's development.

Practitioners had an excellent knowledge of the children in their care as they could describe the children's individual likes, dislikes and individual needs. Practitioners encouraged the children to take their time when involved in activities and to complete them at their own pace. All children were offered activities which were designed to promote and enhance the different areas of learning and development including creative, physical, language and mathematics. Planning also incorporated play or activities to reflect different cultural and religious events. The staff were involved in the creation of an iPad book which monitored and tracked each child's developmental progress. All parents and carers who we spoke with gave complimentary feedback about their child's learning experiences and commented how much their child had come on in terms of socialising and confidence. The routines incorporated focused, planned activities and opportunities for child-initiated, free play. Children whose first language was Welsh were supported by Welsh speaking staff; they also encouraged and used Welsh with children who were learning the language through play and by giving praise. For example, naming colours bilingually and phrases like "da iawn". We saw staff reading stories to the children encouraging them to be involved by asking them open ended questions. We saw that themes were followed and that the planning of activities was excellent because they demonstrated and captured high expectations for the children's learning whilst they had used up to date knowledge of child development across the age range of children they were caring for. Activities included children in cutting, sticking, writing skills, pencil control, learning about size, counting sheets, sounds of the week, first sounds taught for example, 'A' for Apple and children printing the letter 'A', memorising games and the use of phonetic games and threading activities to name but a few. We saw that children had designed their own story books with all their own work in them. Practitioners actively promoted children's rights well and understood their responsibilities under the United Nations Convention of the Rights of Children (UNCRC).

Staff plan a good range of different play and learning experiences that promotes children's development and learning well.

3. Environment

Summary

Leaders ensure that the premises are clean, secure and well maintained. Toys and resources are of excellent quality and are accessible to the children. There are safe practices for children moving around the building. The environment is welcoming with some of the children's work displayed.

3.1 How well do leaders ensure the safety of the environment?

Leaders put measures in place to ensure the environment in which the children play is safe.

Leaders had implemented systems that help to keep children safe. Leaders had completed risk assessment forms for the internal and external areas of the wraparound service. Leaders ensured that cleaning routines reflected good practise and effective infection control. We saw that toys and equipment were in excellent and clean condition and we were told by staff that they are regularly checked as being suitable and safe for the children to play with. Health and safety checks on the premises as a whole were carried out. Visitors had to sign a visitor's book so as to gain entry. Leaders ensured that everyone was well aware of their responsibilities in relation to the safety and welfare of children and followed the services policies and procedures. We saw that all children were signed in and out on a register.

Leaders have good systems that ensure the safety of the premises.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide children with a well-resourced spacious and rich environment for play.

Children have use of specific classrooms and the main hall as well as an ICT suite and library. We saw that the well resourced outdoor play area enhanced children's curiosity and role play experiences. We also saw children had sensory experiences and, natural experiences, as they were involved in recycling products and were given commercial opportunities where the children experienced selling their home grown produce. In the outside play area there was a 'Bug City Trail' whereby the children learnt about the habitat that mini beasts lived in. We saw that the wrap around premises as a whole due to its layout and design promoted children's independence and was a rich environment for play, growth, learning, development and for having fun. We saw a variety of toys and resources were placed so that they were accessible to the children and there was plenty of space available for the children to play freely in a group or alone. Displays around the rooms were bright and colourful and some reflected the theme of the activity plans or included children's artwork.

Leaders create a stimulating environment for the care of the children.

3.3 How well do leaders ensure the quality of resources and equipment?

There are appropriate resources and equipment for the age range of children at this service.

Leaders had provided a range of indoor and outdoor toys and resources for the children to use that were age or stage of development appropriate. There was a selection of art and craft materials available, table top games, computer games, DVDs and areas where the children could sit quietly. We saw that leaders had provided access to a good range of resources that promoted children's curiosity which included commercial and recycling materials, growing produce, sensory, natural and tactile resources, electronic games which we saw were easily accessible to the children. We saw that the resources and equipment provided the children with stimulating, interesting and challenging play experiences. For example, outdoors children used a car track to manoeuvre and ride their bikes around whilst learning about road safety.

Leaders ensure that there is a wide range of good quality toys and resources available for the children's use.

4. Leadership and Management

Summary

Overall, the wraparound service is effective and staff are well supported. Leaders have information that ensures the suitability of all staff caring for the children. Leaders regularly review the quality of care for the wraparound service and compile a quality of care report.

Our findings

4.1 How effective is leadership?

Leaders have an understanding of what needs to be in place to effectively run the service.

Leaders ensure that staff have regular supervision and an annual appraisal. We were informed by staff that they felt that the leaders were supportive and approachable and it was a positive working environment where their involvement, ideas and any suggestions were valued and included. Leaders had produced a comprehensive statement of purpose which had clear aims and objectives for the service they provide. All staff had a clear vision of the service that they shared effectively with each other. We found that the service complies with the regulations and exceeds the National Minimum Standards with additional policies and procedures in place for example 'looking after the environment', 'media and publicity. They also have a place a Welsh language policy in place.

Leadership is very effective at this service

4.2 How effective is self-evaluation and planning for improvement?

Leaders review and report on the quality of care.

Leaders were open to new ideas and were willing to try different ways of working to ensure the smooth running of the service by engaging parents and carers in their feedback about the service provision and by verbal communication on a daily basis. The views of the children, staff and their parents and/or carers as part of the quality of care review had been sought through the distribution of questionnaires. Additionally leaders are reflective and seek feedback on their own practice and use this information positively to benefit the service. We were informed by the registered person that a quality of care report was in the process of being completed for 2017 which would be made available to service users and a copy sent to CSSIW.

Leaders actively review the quality of care of the service.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that there are sufficient members of staff on duty and that the process of recruiting staff is safe.

We found that staff information contained all the required documentation to evidence that they had been checked as suitable persons to care for children. On all of the sample dates of registers checked, we found that the staffing ratio of adults to children was fully met. Where training needs had been identified, leaders and staff had attended courses. All staff had completed first aid, child protection and many had attended food hygiene training.

Leaders effectively manage staffing ratios. The recruitment of staff is safe

4.4 How effective are partnerships?

Leaders and staff enjoy good relationships with parents and carers. They keep parents and carers informed about children's general wellbeing.

Leaders and staff kept parents and carers informed about children's well-being through clear communication with them and through inclusive practice to include recording information which is shared with the child's parents or carer. We saw that a registration form and a contract had been completed for each child that had been agreed between the parent or carer and the registered person. Leaders said that parents had reacted positively to the exchange of verbal feedback given before and after the wraparound sessions; thus effective communication was in place. We spoke to five parents and carers who gave very positive feedback about how well their child or children were gaining independence, were happy to attend and enjoyed the variety of activities that their child was involved in. Adults spoken to said that the staff were approachable, professional and kept them informed about daily routines, the themes and activities offered to the children. We saw a portfolio which contained policies and procedures of the wraparound service with additional information displayed for parents and carers located in the entrance area as well as a slide show on screen which showed children engaged in activities at the wraparound service.

Leaders have encouraged positive partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

None

6. How we undertook this inspection

This was a scheduled full inspection.

- one inspector undertook two visits to the service on 1 and 12 December 2016;
- we inspected a sample of documentation during the visits to include staff and children's registers, some policies and procedures, risk assessments, and activity plans, the services Statement of Purpose and Quality of Care review;;
- we spoke to the registered person, the person in charge, some parents and carers and staff. We also spoke to children at the service.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Lee Burnell
Person in charge	Sarah Griffiths
Registered maximum number of places	50
Age range of children	3 to 12 years
Opening hours	During term time – various sessions are offered between 7:30am to 5:30pm During holiday times the service provides a holiday wraparound club
Operating Language of the service	English
Date of previous CSSIW inspection	3 November 2014
Dates of this inspection visit(s)	01 and 12 December 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The provider is working towards providing the 'Active Offer' in relation to the Welsh Language.
Additional Information:	