Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Llangyfelach Primary Wraparound

Llangyfelach Primary School, Pengors Road Llangyfelach, Swansea, SA5 7JE

01792771497

http://www.llangyfelachprimaryschool.co.uk/topic/lps-wraparound

Date(s) of inspection visit(s): 10/07/2025

Service Information:

Operated by:	Lee Burnell
Care Type:	Children's Day Care
Registered places:	50
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy and enjoy their time at this setting. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do. They are enthusiastic and interested in their play and learning. Children are well supported in developing independence.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to very good effect. Staff are skilled in supporting children in their play and learning.

The environment meets the children's needs well. There is good indoor play space for children to move freely. Leaders have worked hard to further develop the outdoor play space to provide additional opportunities for play and developing physical skills. Children have access to a good

range of developmentally appropriate play and learning resources.

Leaders have worked hard to drive improvement since the last inspection. They have addressed all areas that required improvement and have met all recommendations successfully. They strive to develop the provision and are committed to ongoing improvements. Leaders encourage an active partnership with parents and have engaged positively with Care Inspectorate Wales (CIW) during the inspection process.

Findings:

Well-being — Good

Children are happy and enjoy their time at this setting. Children are engaging communicators. They enthusiastically play with their friends and frequently approach staff to share ideas. They happily approached us, Care Inspectorate Wales, (CIW) as visitors to the setting, to chat and engage us in their play. Children have good opportunities to make choices. They choose from a range of activities and play opportunities within the familiar structure of the session.

Children are settled and cope well with separation from parents or carers. They are enthusiastic on arrival and keen to explore the activities on offer. They have formed positive bonds of attachment with staff. Children are content and tell us they like playing with the toys at the setting and seeing their friends. They express enthusiasm and enjoyment. We saw them smile, heard them laugh, and positively join in with activities. Children play alongside each other and together. Clear friendships and bonds of affection are forming. For example, children work collaboratively to construct a face as part of a game exploring different emotions. Children have a strong sense of belonging and are familiar with the routines of the day. For example, they are helpful at tidy up time and wash their hands before snack time.

Interactions between children and staff are consistently positive and often humorous. For example, children giggled when they put cotton wool on a member of staff's eyebrow enjoying a shared moment of gentle nonsense. Children chatter away to staff and receive appropriate and genuine responses. For example, they talked about the emotion game discussing times when they get excited such as when they play tennis. Children are beginning to take turns and share and are ably supported in this process.

Children enjoy a good range of interesting opportunities that promote their all-round development. They are enthusiastic and interested in their play and learning. For example, children engage with play dough with added ginger, which prompts them to remember and talk about the ginger biscuits they made the week before. Play is child led, and children immediately start to explore the attractively laid out activities and resources upon arrival. Some children show good concentration skills and engage with activities for an age-appropriate length of time.

Children are encouraged to develop their skills of independence well. They competently wash their hands prior to food time, choose where to sit and are encouraged to open their snacks themselves. During this time, they chat to each other and to staff who sit with them making this time a sociable occasion. Children take on leadership roles amongst their friends. For example, the 'Helper of the Day' competently fulfilled their tasks during snack time and were praised for their efforts.

Care & Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a good understanding of their responsibilities to protect children, confidently responding to safeguarding scenarios and show a good awareness of the internal safeguarding procedures. However, further strengthening of safeguarding knowledge of external procedures is required. Staff supervise children well, positioning themselves carefully during outside play for instance. Staff have a good understanding of managing any allergies and health needs, requesting this information prior to children starting at the setting. Appropriate procedures are in place to record accident, incident and the administration of prescribed medication. Staff implement thorough hygiene practices. They encourage children to regularly wash their hands and surfaces are wiped down before food time for example. They keep accurate records of the children and staff attendance. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise.

Staff display a good understanding of the behaviour management policy and consistently implement positive behaviour management strategies. The person in charge (PIC) understands the key to behaviour management is effective communication and models this good practice to staff. Staff are quick to follow this lead and consistently engage with children positively and in line with their age and stage of development. Staff consistently use positive praise and choose effective behaviour management strategies to scaffold children's development for example, during turn-taking and sharing. They are gentle, patient and nurturing, encouraging children to play together to very good effect. For example, following a dispute about rockets, children are encouraged to share, and other resources are suggested. This resulted in the children making up quickly and resuming an enjoyable game together. They repeat the language staff use, *"I want to share with you."* Staff have a good understanding and knowledge of the children's development, which reflects on how they manage children's behaviour. They track and assess children's development to identify emergent needs and highlight the next steps. Staff are consistently responsive, they genuinely listen as they chat and laugh alongside children, it is clear they respect their views. Interactions are very positive, demonstrating warmth and kindness. They know the children well and have a good working knowledge of their needs.

Staff are committed to providing a varied range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during block play, staff introduced counting within the context, *"Oh no! We only got to six and then it fell down."* Children immediately started to build the tower again, trying to beat six blocks, counting incidentally. Staff have a sound understanding of when to interact and when to let play unfold. Staff use incidental Welsh throughout the day to good effect.

Environment — Good

Leaders have appropriate policies in place to ensure the environment is safe, secure, and appropriately maintained. The entrance through the main office is secure, and all visitors sign in. Leaders maintain a range of risk assessments for the setting, and complete daily, weekly and monthly checklists, as well as on-going visual checks. Staff are confident in identifying potential risks to children within the environment. Leaders undertake and record regular fire drills. Suitable cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control.

Leaders ensure the environment has good indoor play space which children freely explore. The wraparound setting is bright, welcoming and accessible. Children use a larger room at lunchtime ensuring that the higher number of children at this time have sufficient space to enjoy their lunch. Children benefit from colourful displays which promote the Welsh language and encourage children's input into thematic planning. For example, children have requested to find out why the house made of bricks did not fall down when learning about fairytales. The PIC has plans to develop an area to showcase children's work, displaying an understanding that this will strengthen the children's connection to the environment. The room is divided into interesting areas which support children in their play and learning. For instance, a comfortable reading corner, fairytale castle role play area and construction play area. Leaders have worked hard to increase the resources and play opportunities for children outside. Children access a good range of resources from a construction shed, loose parts shed and have ample play opportunities to enjoy role play in the café shed. Children clearly enjoy the outside space and have good opportunities to further develop their physical skills. However, their play time outside is timetabled and does not allow for free flow play.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice. Staff promote play opportunities through varied tabletop activities, craft activities and tasks which develop fine and gross motor skills. Children can access the toys and resources easily, as they are stored at low level or within their reach. Staff ensure that resources are well maintained and in a good condition. Leaders provide suitable furniture and resources to support children's independence. Leaders provide some resources which are representative of differing cultures and promote diversity. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and well maintained.

Leadership & Management — Good

Leaders have worked hard to drive improvement since the last inspection. They have addressed all areas that required improvement and have met all recommendations successfully. Leaders are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision which is shared effectively with others and have engaged positively with CIW during the inspection process. They update the setting's policies and ensure staff implement these in practice. Leaders maintain and share an up-to-date statement of purpose that accurately reflects the service provided and meets the National Minimum Standards and regulations.

Leaders have written a comprehensive quality of care report detailing what the setting does well and an action plan of what they want to improve. They undertake this review annually as required, and take into account the views of children, parents, staff and outside agencies. Leaders complete appropriate recruitment procedures to ensure staff are suitable to work with children. For example, they have a clear system in place to update staff Disclosure and Barring Service (DBS) checks. Leaders implement effective appraisals and supervisions to enable staff to reflect on their practice. Staff are happy and well supported in their roles and feel they can approach leaders if they need help or support.

Leaders have developed positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. They keep them up to date using an app and thorough verbal handovers. As part of the inspection process, we received some feedback from parents, which was positive. Leaders ensure a smooth transition to the nursery setting and work closely with staff to ensure children settle well.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Develop opportunities for free flow play between inside and outside environments.
Strengthen staff understanding of safeguarding processes in line with the setting's Child Protection and Safeguarding policy.
Further develop resources which promote diversity and cultural awareness.

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