Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bear Pak Wrap Around Centre

Fairfield Primary School
Dryden Road
Penarth
CF64 2RT



Date Inspection Completed

22/08/2024

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About Bear Pak Wrap Around Centre

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	Bear Pak
Registered places	56
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 13 November 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy, settled and enjoy their time at the setting. They feel safe and secure in the care of staff and engage confidently with the daily routines. Children speak up and share their ideas with staff who encourage them and show interest in their views. Children can freely choose what they want to play with and can ask for different resources when needed.

Staff understand their responsibilities to keep children safe and follow policies in place designed to support this. They know how to report concerns about children and have good knowledge of the safeguarding procedures. Staff are enthusiastic, patient, and caring. They support children's play and learning through an interesting range of activities that are influenced by children's interests.

Leaders ensure that the premises are secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. They organise areas and resources to ensure that children have good opportunities to use their imagination and be creative. Staff supervise children well to use the extensive outside areas and make sure they provide resources to support children to be physically active.

Leaders have a good vision for the setting and work well with staff to provide a friendly play environment where children can relax and interact with their peers. Staff maintain documentation appropriately and leaders have developed a beneficial range of policies and procedures to support the smooth and safe running of the setting. Leaders have a well-established self-evaluation process that effectively identifies improvements required and steps taken to action these. Staff keep parents well informed and up to date about their child's experiences and work closely with them in making decisions about their child's well-being.

Well-being Good

Children's voices are strong at the setting. They have many opportunities to make decisions about how they spend their time. They choose what and who to play with and can make many choices throughout the day. For example, they can choose from a selection of food for breakfast and can freely access a good range of resources and activities. Children express themselves confidently because they know staff listen to their needs and wants and show an interest in their play. For example, we saw children agreeing with staff on what activities they wanted after lunch and whether they wanted to go outside or not.

Children are happy, settled, and enjoy attending the setting. They confidently ask for help and support from staff when needed such as when dressing their dolls or creating items from loombands. Children talk to staff about their play and actively seek their company. They eagerly invite staff into their play and smile happily as they chat to them. Children are familiar with the routines which adds to their sense of safety and belonging. For example, we saw children happily gather to go to the toilet to wash their hands before lunch and ask to use the toilet facilities.

Children play well in groups or independently. They build strong relationships with each other and staff. Older children support younger children to join in a game and children hold hands and skip around the room together. Children sit and happily chat with their friends. Children engage staff in their play and listen to direction well. For example, one child really enjoyed playing badminton and being shown how to hit the shuttlecock. Children show respect for each other, such as using 'please' and 'thank you' and apologising if they accidently bumped into anybody.

Children are highly motivated and engaged in their play, enthusiastically joining in a good range of interesting activities. They have many opportunities to initiate their own play and are learning to cooperate, share and take turns. For example, children work together to create a ramp to race cars down and use the dinosaurs as puppets to make a scene. Some children spend a lengthy period drawing and colouring pictures, while others make up dances with their friends. They proudly show staff what they create.

Children have plentiful opportunities to develop their independence skills. Whilst supervised by staff, they independently access the toilet facilities and wash their hands. They decide when they want a drink and help themselves to the cups and water from the dispenser. After breakfast, they take their plates and cups to the food trolly, scraping any leftover food into a bin for recycling when they finish eating.

Care and Development — Good

Staff have a good understanding of how to keep children safe and healthy. They have a good understanding of their responsibilities to protect children and are clear regarding implementing the child protection policy if they have concerns regarding a child's welfare. Staff follow other policies and procedures to ensure the smooth running of the setting. They promote good health and hygiene by cleaning tables before food and wearing aprons and gloves to serve food. Staff sit with children as they eat their packed lunches, talking about healthy options and encouraging children to eat the healthier options first. They are knowledgeable regarding children's dietary requirements and any allergies and there are systems in place to safely manage these. Staff record accidents and incidents well and share this information with parents.

Staff are adept at managing interactions and children's behaviour. For example, staff supervise children well and intervene promptly to resolve any minor disagreements. They are nurturing and positive and this sets the tone for interactions at the setting. Staff are clear about boundaries and gently but firmly reminded children to walk and not run inside. They encourage children to be kind and show respect for each other, resources, and the rules of the setting. Staff spontaneously acknowledge children's successes and encourage them to succeed at an activity. For example, they say how nicely they have dressed their doll, or how tasty the food was they had made or them.

Staff support children's play and learning effectively. They facilitate children's play and ensure there are interesting activities and resources available for them throughout the day. For example, a well-resourced home area and various craft areas. Staff are enthusiastic and ensure children are happy and engaged. They naturally join children in their play throughout the day by chatting to them about what they are doing and about things that interest them. Staff know children well and adjust the care they give to suit each child. They model positive communication to children and promote a positive, calm atmosphere with plenty of laughter and smiles.

Environment — Good

Leaders ensure that the environment is safe and secure. They have security procedures in place and staff operate these well, including keeping a record of visitors and ensuring areas used by children are secure. Leaders have ample risk assessments in place that identify and eliminate, as far as possible, risks to children and staff. Staff carry out fire drill evacuations at regular intervals and record these appropriately. Leaders work with the local authority to ensure they maintain the building in line with the requirements and staff liaise with the school and caretaker regarding any matters that need attention.

Leaders provide care during the holiday periods from the main hall of a primary school. The environment provides spacious accommodation for children's activities. They have access to the main hall, toilets, school kitchen and large outdoor areas. Staff ensure the environment is welcoming and meets the needs of children attending. They set up areas for numerous activities such as tables for craft and adapt these for mealtimes. Staff have access to soft furnishings which they put out and can be used for children to relax and sleep on if required.

Leaders resource the environment with activities that they know children enjoy. Staff provide board games, arts and crafts, computer games and lots of small world resources. They change these during the day following consultation with children. They ensure they leave plenty of space for children to chat and do more physical activities. Children benefit from large, open spaces outside. Staff supervise these areas well, positioning themselves in areas so they can see all children. They have access to a particularly good range of resources to develop their gross motor skills. For example, scooters, ball games, hoops, badminton, cars, and skipping ropes.

Leadership and Management — Good

Leaders have a good vision for the setting and work well with staff to implement it. They develop a culture of safety, respect children's rights and views, and recognise that the setting is children's time to choose and play. Leaders provide a good range of comprehensive policies and procedures to support staff in the smooth and safe running of the club. They regularly review these along with the Statement of Purpose which provides parents with useful information and accurately reflects the service offered. Leaders have further reviewed a few policies during this inspection to update matters such as the Additional Learning Needs Code of Practice.

Leaders understand the importance of reviewing and monitoring their setting. They review the quality of their care annually and seek the views of parents, children, and staff in relation to this. The review offers a good evaluation of the impact of their service on children and identifies some broad areas for development.

Leaders manage staffing at the setting well. They follow safe recruitment procedures to ensure staff are suitable to work with children. Staff are experienced and a suitable number hold appropriate qualifications, including play work, first aid and safeguarding. Some have worked at the setting for many years and told us they very much enjoy their roles. Leaders support them well with a comprehensive system of appraisal and supervision. In the main, they deploy staff effectively, enabling them to supervise the children well and keep them safe, whilst allowing them to play and explore freely. However, we discussed the role of 'school escorts,' and their qualifications, and leaders are considering the matter further.

Leaders and staff develop strong relationships with parents. They collect relevant information about children before they attend the setting to ensure they can meet individual needs. Children told us they really enjoy attending the setting and parents are highly complimentary of the service they and their children receive.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

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

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.

Best Practice
Recommendation(s)
Clarify the role of 'escorts' employed at the setting to undertake the school runs.

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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