Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Joseph's Cathedral Wraparound

St. Josephs Cathedral Primary School
Caepistyll Street
Swansea
SA1 2BE



Date Inspection Completed

15/03/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About St Joseph's Cathedral Wraparound

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	The Governing body of St Joseph's Cathedral Primary School
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	18 December 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	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children are confident communicators and curious learners at St Joseph's Wraparound. They consistently make decisions and choices about what they want to do and how they want to spend their time at the setting. Children engage in purposeful, play based activities that enhance their experiences and provide many opportunities for them to learn and grow.

Staff are knowledgeable and promote children's health and well-being, ensuring safeguarding underpins all practice. Children have a strong sense of belonging as staff consistently show them kindness and care and foster close bonds of affection with them. Staff confidently provide a child-led setting through following children's interests and planning effectively.

Leaders provide a warm and nurturing environment where children can play and learn safely. There is a range of play spaces and plenty of resources to support children's learning and development. Leaders ensure the resources and equipment are appropriate for the children's ages and stages of development, and they ensure they are of excellent quality, clean and well organised.

Leaders have an excellent vision for the service which they run effectively. They have a good sense of purpose which supports their improvement plan and enables them to develop positive partnerships with parents, carers and outside agencies. Leaders maintain successful links within the community, and they work closely with parents who are thrilled with the care their children receive.

Well-being Excellent

Children are excellent communicators and have a very strong voice, their interests and opinions are highly valued and acted upon. They have many opportunities to make choices and decisions about what affects them. For example, some children choose to make a craft, some children play with the dressing up resources and some children choose to engage in water play outside. Throughout the session, children have significant freedom to safely explore the indoor and outdoor environments and play with activities that interest them.

Children feel safe, secure and valued as they benefit from staff who genuinely consider and respect their wants and needs. They are forming positive attachments with each other and with staff who know them well. Children are content and settled as they show great delight and express enthusiasm in their play. They chatted and laughed throughout our visit and enjoyed playing together as well as independently. Some children choose to engage with staff and invite them into their play. For example, some children made dinner in the kitchen and asked a member of staff, *"I made this for you, do you want some?"*

Children play extremely well together, they are learning to share, co-operate and take turns. They are confident expressing themselves because they know staff will respond promptly. For example, when a child asked a member of staff for help with a jacket from the dressing up area, the member of staff responded immediately and helped the child to put it on. Children are developing caring friendships where they consider one another and help each other. For example, when a child wanted a specific template for their craft but could not find one, another child said, *"Here, take this one, you can have mine."* Children are proud when staff celebrate the children's achievements and encourage them, *"Wow! Well done! You are so healthy! Let's get a sticker!"* Children excitedly tell each other, *"I'm healthy!"*

Children are curious learners who are highly motivated in their play and learning. They thoroughly enjoy the wide range of real-life experiences, confidently exploring the resources and using their imaginations. Children are very busy and self-motivated; they enjoy initiating their own play and influencing their activities for extended periods of time. For example, some children spent over half an hour creating an Easter picture, whilst other children built a wall and explored the construction materials in the workshop together.

Children have excellent opportunities to develop their independence skills throughout the setting. They use the toilet by themselves and help themselves at lunch, taking responsibility for their lunch bags and putting them away when they have finished. Children access the resources and equipment independently throughout the setting. They are learning to problem solve effectively, develop creatively, experiment and be imaginative. For example, some children choose to move around the different areas with their choice of resources and incorporate them into the different aspects of their play.

Care and Development — Excellent

Staff consistently implement the setting's policies and procedures and work effectively to keep children safe and healthy. They frequently move around the setting interacting with children and supporting them. Staff promote physical activity, healthy lifestyles, health and well-being. For example, they have developed the outdoor resources to encourage children to engage in active play regularly. Staff have a thorough understanding of their responsibilities to protect children. They are aware of the relevant safeguarding procedures and are confident in the relevant processes to follow should they have any concerns. Staff accurately record children's attendance and promptly fill in accident sheets and pre-existing injury forms, sharing the relevant information with parents and carers. They implement thorough hygiene procedures and ensure children wash their hands frequently. Staff have comprehensive risk assessments in place that identify and proactively manage the potential risks effectively. They review them regularly and take appropriate action if necessary.

Staff foster extremely positive and nurturing relationships with children through interacting in a warm and caring manner. They confidently implement the behaviour management policy, by using positive reinforcement and consistently reassuring and praising the children. Staff explain instructions clearly, so children know what is expected of them. This means children's behaviour is exemplary and the interactions between children and adults are consistently stimulating. Staff are excellent role models to the children, they genuinely respect and care for them, listening to their thoughts and opinions. They praise children for when they share, take turns and are considerate to one another, *"You are so kind! Well done!"* Children develop positive self-esteem as they receive lots of praise and reassurance from staff.

Staff provide a wide range of opportunities for children to explore and experiment independently within the environment. This ensures children are at the centre of their own learning and development by enabling them to follow their own interests. Staff have an excellent understanding of child development and how this affects their behaviour. They create a relaxed and friendly atmosphere in the setting where children are able to choose to engage in quiet or energetic activities. Staff are acutely aware of children's individual needs and abilities which means children are able to follow their own interests and explore their curiosity. Staff have exemplary records in place which monitor children's progress and allows them to reflect on their own journeys. For example, children were thrilled to share their books with us during our visit. They were animated and enthusiastic as they talked about their favourite experiences and activities at the setting. They clearly have a sense of pride and achievement.

Environment — Excellent

Leaders ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. Through implementing the relevant policies and procedures, they successfully embed clear systems and effective measures within the setting. Leaders ensure the environment is safe, secure and extremely well maintained indoors and outdoors. The doors are kept locked at all times and children, staff and visitors are routinely signed in and out of the building. Leaders provide plenty of space for children to play and learn with free flow supported between the indoor and outdoor spaces. They ensure staff supervise children well and recognise and understand the difference between acceptable and unacceptable risks for the ages and abilities of the children. Leaders implement highly effective cleaning routines that reflect excellent hygiene practices which minimise the risks to children's health and safety. They complete regular fire drills and maintain the relevant records to ensure all staff and children can evacuate the building in an emergency. Leaders complete daily and weekly checks of the premises, and all maintenance checks for the building and appliances are up to date.

Leaders make excellent use of the space available within the setting. They ensure the free flow environment supports children's individual needs and enhances their curiosity and interests. They use neutral colours and many natural resources throughout the environment which creates a sense of calmness. The layout is well thought out and provides many excellent learning spaces for the children to safely explore and engage in a variety of opportunities. Displays are meaningful and reflect children's time in the setting. Children thoroughly enjoyed talking about the pictures and telling us the stories behind them. This shows children feel valued and have a strong sense of belonging. The outdoor space is secure, and children use this area regularly throughout their time in the setting.

Leaders create an exciting play environment for the children with a variety of resources available to stimulate and interest them. For example, children thoroughly enjoy playing in the workshop where they can build, design and create their own projects. Leaders provide quality furniture and equipment that is suitable for the developmental needs of the children. For example, there is appropriate furniture for children to sit at with ease to undertake table top activities and eat their lunch and snacks. The toilets are child-sized and support children to develop their independence skills. Leaders ensure the environment presents challenging opportunities for children that excite and amaze them through enhancing their curiosity and interests.

Leadership and Management — Excellent

Leaders have an innovative vision that they share effectively with their staff, parents, carers and outside agencies. They ensure staff have an excellent understanding of their roles and responsibilities and they work well together as a team. Staff speak highly of each other and have a strong work ethic. Leaders commit to providing a high-quality service that provides learning and development opportunities for staff as well as children. They have a comprehensive statement of purpose that accurately reflects the service and ensures parents and carers are making informed decisions about their children's care. Leaders ensure staff embed the policies and procedures throughout the setting, through collecting, recording and maintaining all the required information in relation to children as well as staff. They record children's preferences in detail, and leaders have the appropriate parental permissions in place.

Leaders recognise the importance of self-evaluation, and they plan effectively for improvement. They have excellent systems in place to inform their quality of care review as they actively seek feedback from staff, parents, carers and children as well as outside agencies. They are extremely approachable and welcome any ideas or suggestions to improve their practice. For example, when parents requested the use of an app as an additional form of communication, leaders took action and implemented the relevant systems.

Leaders follow excellent recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. They support staff in understanding their roles and responsibilities through regular appraisals and supervisions that are integral to their practice. Leaders have excellent systems in place to ensure checks are completed in a timely manner. They have high expectations and are motivated to lead staff well. This ensures staff are energetic and confident in their roles and are therefore able to meet children's needs. Staff feel well supported and valued by the leaders. Leaders deploy staff effectively and ensure they always maintain ratios.

Leaders are developing effective partnerships with parents and carers, as well as other professionals. Parents are thrilled with the care their children receive and feel they always have a positive experience. Leaders ensure their communication systems are inclusive and they maintain strong links within the community. They develop meaningful relationships with the local authority and other agencies, and leaders work closely with the school. This ensures successful transitions for the children which promotes positive outcomes and meets children's individual needs.

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 this inspection	N/A

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

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 05/04/2024