Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Penllergaer Wraparound

Penllergaer Primary School
Pontardulais Road
Penllergaer
Swansea
SA4 9DB



Date Inspection Completed

17/01/2023

Welsh Government © Crown copyright 2023.
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 Penllergaer Wraparound

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Penllergaer Primary School Governing Body
Registered places	150
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] Post registration inspection
Is this a Flying Start service?	Manual Insert]No
Does this service provide the Welsh Language active offer?	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 confident, happy and enjoy their time at Penllergaer Wraparound. 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.

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 are good role models and meet children's needs well. Staff are skilled in supporting children in their play and learning.

People who run the setting have thorough policies in place and ensure the environment is suitably safe, secure, and well maintained. The environment meets the children's needs well. The setting provides a wide range of resources, allowing children a variety and choice.

The leadership and management of the setting is good. Responsible Individual's, People in Charge and staff work together effectively as a team. They ensure the regulations and National Minimum Standards are maintained and act swiftly on recommendations made by Care Inspectorate Wales (CIW).

Well-being — Good

Children are happy and enjoy their time at Penllergaer Wraparound. Children are confident and engaging communicators. They enthusiastically engage with their friends and frequently approach staff to share ideas. For example, they happily approached us (CIW) to ask questions and chat. Older children proudly conducted a tour of the afterschool provision and spoke confidently, maturely, and positively about their experiences. They have good opportunities to make choices. Children choose from a range of activities and are actively encouraged to become involved in making decisions. For example, older children were encouraged to offer solutions regarding playing safely outside when part of the playground was icy.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children are enthusiastic on arrival and are excited to explore the new 'missions' on offer. They express enthusiasm and enjoyment; we saw them smile, laugh, and positively engage with their friends and staff. Children happily play alongside each other and together, forming clear friendships. For example, one child excitedly called her friend over to an activity saying, *"come and play here!"* Children have a strong sense of belonging and are very familiar with routines, after lunch for example, they packed up their lunchboxes, returning them to the storage area without prompting.

Interactions between children and staff are consistently positive and often humorous. Children took part in a portrait drawing activity and instructed a member of staff to *"look away",* while they drew her. The children and staff member dissolved into giggles when the portrait was revealed. Some children are developing empathy. For example, one child explained how concerned they were when a friend hurt their finger and what actions they had taken to make them feel better.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors that promote their all-round development. We saw children enthusiastically participate in several engaging activities and actively join in with welcome activities and songs in Welsh and English during circle time. Children have opportunities to follow their own instincts, ideas, and interests.

Children have good opportunities which develop their independence skills. They confidently access their coats and visit the toilet when they need to. They behave well at mealtimes and feed themselves. Children are taking on leadership roles amongst their friends. The *'Helper of the Day'* proudly told us that their main role for the day was to help people to share.

Care and Development — Good

Staff understand and implement policies and procedures effectively to promote healthy lifestyles, personal safety, and well-being. They record children's attendance. During the inspection, a record was instigated to ensure it was clear which staff are caring for children. Staff have a thorough understanding of their responsibilities to protect children. They confidently answer safeguarding scenarios and have sound knowledge of safeguarding procedures. Staff supervise children effectively. For example, positioning themselves well, whilst supervising children during outside play. They are aware of allergies and individual needs. Appropriate accident and incident records are in place. Staff implement thorough hygiene practices.

Staff fully understand the behaviour management policy and consistently implement a range of positive behaviour management strategies effectively. For example, staff helped two children reach a compromise when they both wanted a construction toy. They build extremely positive relationships with children and offer encouragement and praise. We heard staff encourage and raise a child's self-esteem when they were finding it difficult to keep up with a modelling dough 'disco' saying, *"You are doing fabulous squeezing!"* Staff have a strong understanding and knowledge of children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen and engage making the children feel proud and valued. We heard staff praising a child saying, "*That's right, well done",* when they correctly ordered numbers during an interactive white board activity. Interactions are very positive, demonstrating warmth and kindness. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during an art activity which focused on drawing children's families, staff asked open questions to extend conversation and introduced new vocabulary promoting children's curiosity. To extend children's learning further still, photographs of a diverse range of families were shown to children which prompted an engaging and interesting conversation. Children were given time to engage with the activity and were supported in the choices they made. Staff help children recall prior learning experiences to help them link and consolidate their learning. For example, staff reminded children of a video they had watched about the Chinese New Year and related this to the Chinese lanterns they were making. This is a real strength of the service. Staff have a good understanding of when to interact and when to let play unfold.

Environment — Good

People who run the setting have thorough policies in place and ensure the environment is suitably safe, secure, and well maintained. There are security systems for the areas used across the site. Key code and buzzer systems are in place, ensuring no unauthorised persons can access the premises and children can be dropped off and collected safely. The people who run the setting complete effective risk assessments, which are regularly reviewed. Staff identify hazards which are swiftly addressed. Older children take part in risk assessing and problem solving with staff. For example, when ice was discovered on the playground, staff and children worked together to find a safe solution to using the outdoor area by sectioning off the area with cones. Regular fire drills are completed. Cleaning routines are in place, which reflect good hygiene practices. Safety checks in relation to electrical and boiler services are current.

People who run the setting ensure spacious facilities for both wrap around and after school club provision. There are designated indoor and outdoor play spaces for children to move freely, within the respective areas. They ensure the environment meets the children's needs well. They promote a bright, engaging atmosphere, with the rights of the child encouraged. There are colourful and appealing displays, some of which are interactive and promote Welsh. A range of equipment suitable for all ages of children accessing the service is available. The outdoor play space is used frequently. The secure outside area in wrap around allows for a range of resources and play equipment, with direct access from their room. Staff confirmed children regularly take part in walks in the enclosed woodland on site. Whilst after school club have use of a large playground, field, and adventure activity area.

People who run the setting provide a wide range of resources, allowing children a variety and choice. They provide diverse resources for all ages and stages of development. For example, through block play, sensory activities, craft activities, and role-play activities. Children can access toys and resources easily, as they are stored at low level or within their reach. Older children are provided with suitable chairs and tables, alongside a variety of equipment which suits their age and interests. For example, board games, football tables, arts and crafts and large outdoor equipment. The service promotes diversity, equality, and a variety of celebrations. For example, we saw children actively engaging in crafts relating to Chinese New Year.

Leadership and Management — Good

The service is run by an organisation with a Responsible Individual and designated People in Charge. They are committed to ongoing improvements and work efficiently as a team. They regularly review policies and procedures and ensure these are generally put into practice, although some require further updates. Following the inspection, amendments have been made to policies to reflect current and accurate information. All the required records are accurately kept and maintained. Staff signing in and out records were implemented during the inspection, to ensure clear records of who is always working with children. People who run the setting engage well with CIW and act promptly on recommendations. Following the inspection visit, an updated statement of purpose has been received.

People who run the setting have procedures in place for self-evaluation of the service. A recent quality of care report has been undertaken, although it does not include the children or parents' views. Following the inspection, forms have been developed to gain the children's perspective at the service, to feed into the review. The people who run the setting are proactive in seeking funding and support to provide a good service to the staff, children, and parents/carers. They are promoting and developing experiences for all children across the setting and work closely as part of the school to develop these further. For example, a community shop which is being introduced soon.

People who run the setting implement safe recruitment procedures to safeguard children. Staff well-being is a priority and they told us they feel well supported and can speak to the management at any time, an open-door policy in place. People who run the setting carry out regular meetings, informal discussions, and informal supervisions, but these are not recorded. Following the inspection, a basic supervision record has been developed to reflect these. Annual development reviews take place and records now include specific areas in relation to roles within different areas of the service. A training matrix is in place, which is regularly reviewed.

People who run the setting have positive relationships with parents and carers. There are strong relationships with the governing body, local authority, community, and other key professionals. Feedback has been received by staff, parents, and children, who have all confirmed how happy the children are and that the service provided is good.

Recommendations to meet with the National Minimum Standards

R1. Ensure children and parental voice is included within the quality of care report

R2. Ensure supervisions are formally recorded

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

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.

Date Published 01/03/2023