Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mayals Wrap Around

Mayals Primary School, Fairwood Road, West Cross, Swansea, SA3 5JP

01792402755

Date(s) of inspection visit(s):

14/05/2025, 19/05/2025, 06/06/2025

Service Information:

Operated by:	Mayals Primary School Board of Governors
Care Type:	Children's Day Care
Registered places:	30
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	Adequate

Summary:

Children confidently communicate their requests, and their needs are considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled and have formed close relationships with their peers and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff work well to keep children safe, healthy and happy. They manage risks and are knowledgeable in their responsibilities to protect children. Staff are kind, caring and ensure that children are supported in their learning. Staff plan and implement activities which support the children's development.

The children receive care in a safe, clean and secure environment. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence and is well maintained and decorated.

Leaders work positively to manage the setting and has the required policies and procedures in place. Staff are suitably qualified and experienced. Leaders review their service appropriately and makes improvements where necessary. Leaders develop good relationships with parents.

Findings:

Well-being — Good

Children are confident communicators as their wants, moods and needs are considered. They are listened to, which makes them feel valued and promotes their self-esteem. Children's interests and ideas are considered when activities are planned. Children have good opportunities to make choices and decisions about what affects them. For example, children can choose where they want to play, how they spend their time and contribute ideas as part of the activity planning.

Children have a sense of belonging. They come into the setting relaxed and happy, settling quickly before going to play. Children engage positively with the activities on offer. We saw children participating excitedly in activities and enthusiastically answering questions. For instance, during lunch time, children talked about their weekend adventures with staff. Children are very familiar with the settings routines. For example, they wait their turn to wash hands and sit at the tables to complete the registers at the beginning of the after-school club.

Interactions between children and adults are consistently good. They communicate openly with each other and with staff and older children happily engage with younger children. For instance, when children had many questions about the walkie talkie used in the setting, an older child answered their questions. Children co-operate well, they share and take turns. They confidently interact with visitors to the setting and express empathy. For example, when one child had an accident, another child checked on him asking staff "Is he ok? Has he had hurt?"

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities and can choose to relax and have quiet times. Children can choose to play indoors or outdoors and proudly share their activities with staff and other children. For instance, children excitedly invited others to join in with their tea party, telling them "We've got cups and water, and we have the tea party over by the house." Children have considerable freedom to explore their indoor and outdoor environment.

Children have many opportunities to initiate their own play and to influence their tasks and activities because there is a good balance of child and opportunities to undertake adult-led activities. They access and use resources from the storage areas, confidently getting things out themselves but also moving them between other areas. Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. For example, one child excitedly talked through making a cake for her, sharing the steps he took, with some prompts from the staff. Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully.

Care & Development — Good

Staff generally understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. Most staff identify and actively manage risks, monitoring and supervising children in the different areas of the setting. However, this was not done consistently throughout the setting by all staff. Staff remind children about keeping safe. For example, they remind children to sit down to eat food and encouraged children to drink water throughout the session. They have appropriate existing injuries, incident and accident records, which they share with parents. However, they do not ensure that parents sign the settings copy of the accident form to acknowledge the entry. Staff have a clear understanding of the procedure if they had any child protection concerns, confidently talking about the process they would follow if they had any child protection concerns. Staff implement robust cleaning and good hygiene practices. They encourage children to follow good hygiene practices. For instance, they encourage children to wipe their nose and wash hands before snack.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, they use praise, stickers and distraction techniques effectively. They act as good role models, speaking with children using a kind tone and reinforcing the behaviour they want to see. Staff are consistently responsive; they listen and respect children's views. The interactions are positive, demonstrating warmth and kindness. Staff are sensitive to the needs and experiences of individual children.

Staff know the children well, they talk about their likes, dislikes, their strengths and where they may need support. Staff are committed to providing a broad range of play and learning activities, which supports the children's all-round development. They use children's suggestions to plan activities and utilise the outdoor area effectively as part of their planning. For instance, while learning about the 'p' sound, children planted potatoes, which they monitor and will be harvesting and using as further learning. Staff plan well for the next steps and regularly review progress. They keep parents well informed. Staff offer some opportunities to develop children's independence including at snack time. They ensure they are available to offer support when needed.

Environment — Good

Leaders have a comprehensive fire risk assessment and basic premises risk assessment in place. These identify risks and hazards as well as the control measures. However, the premises risk assessments do not identify all hazards and risks. Leaders ensure that the environment is safe, secure, and well maintained. They carry out and maintain regular safety checks with evidence available for inspection. For example, firefighting equipment checks, gas safety checks and portable appliance testing. Staff carry out regular fire drills, ensuring children and staff know what to do in an emergency evacuation. They organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risks to children's health and safety. Leaders ensure the environment has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and use free flow to enable children to access a safe outdoor play area as often as possible.

Leaders organise the environment well so that it provides a good range of play opportunities suitable for nearly all the age ranges cared for. The environment is clean and well maintained. Children's photographs are displayed around the setting, which gives children a lovely sense of belonging. Attractive displays of children's work reflect their learning and celebrate their achievements. Outdoors, there is a very good-sized outdoor play area which is well maintained and presents interesting opportunities for the children. For instance, children can access a grassed area, a shed and mud kitchen as well as some wooded areas. They can also access areas and resources in the main school grounds.

The indoor playroom includes several stimulating learning areas. For example, an ice cream shop role play, opportunities for creative play at tables and a carpeted area, where children have access to books and construction toys. Children can access a range of resources, which are of good quality and stored inside low units which children can safely access independently. However, there are limited resources to promote children's curiosity about different cultures, diversity and equality. The playroom leads directly into the outdoor area which offers a sheltered space. Leaders ensure there are appropriate equipment and furniture for nearly all children cared for.

Leadership & Management — Adequate

Leaders work positively to provide a valuable service to children and their families. They have an up-to-date satisfactory statement of purpose that reflects the service provided and includes regulatory and National Minimum Standards information. Leaders have a range of policies in place, which are reviewed regularly. However, not all fully reflect the settings practice. For example, the medication policy does not include the procedure for the administration of non-prescribed medicines. Since the inspection visit, the leaders have confirmed that they have already begun to review and update their policies. Leaders ensure that the required regulatory records are accurately kept securely. They collect children's details and important information in the contracts as well as permissions. Leaders engage with Care Inspectorate Wales (CIW) and have worked positively to make improvements since the last inspection.

Leaders review the quality of care annually. They collect views of staff and people who use the setting. Leaders produce an adequate quality of care report which reflects on the positive aspects of their setting and some improvement they have made.

Leaders employ suitably qualified staff and provide evidence of nearly all pre-employment checks in place. However, not all staff files had references from their previous employer or a recent photograph of the staff members. Since, the inspection visit, leaders have ensured that all evidence of pre-employment checks are in place. The performance management process is satisfactory and encourages staff to attend mandatory training including safeguarding, food hygiene and first aid. However, leaders have not ensured that at least one member of staff has a full paediatric first aid qualification. Since the inspection visit, the setting has confirmed that all staff have a full paediatric first aid qualification. Basic appraisals are carried out with staff members. However, they did not undertake regular supervisions with staff. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Since the inspection visit, leaders told us that there were already plans in place to begin the supervision process with staff members. Leaders ensure that staff are deployed well to ensure staffing ratios and children's needs are met.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed via verbal feedback, the use of electronic messaging and parents evening. Leaders have good links with the local school and the community.

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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
There is a potential risk to children's well-being if staff do not have the opportunity to discuss their role, their practice and children's well-being in formal, recorded supervision meetings.	14/05/25

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)
Standard 5 - Records	Ensure the parent or other adult collecting the child is asked to sign the record of any accidents to acknowledge the entry.

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 consistency of staff supervision of children when children move from one area to another.
Further develop the premises risk assessment to identify additional risks in the environment.
Further develop the resources to promote children's curiosity about different cultures, diversity and equality.

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