Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Acton Wraparound Care

Acton Park school site,
Box Lane
Wrexham
LL12 8BT

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Acton Wraparound Care

Name of setting	Acton Wraparound Care
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Bethan Williams-Morris
Person in charge	Carla Davies and Abbie Valentine
Number of places	129
Age range of children	2 years to 12 years
Number of 3 and 4 year old children	15
Number of children who receive funding for early education	7
Opening days / times	Monday to Friday from 08.00 to 18.00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service does not provide an 'Active offer' of the Welsh language and does not demonstrate a significant effort to promote the use of the Welsh language and culture.
Date of previous CIW inspection	26 March 2021
Date of previous Estyn inspection	January 2012
Dates of this inspection visit(s)	27/02/2024

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

We notified the provider that the setting was not compliant with the regulations. A notice was not issued, but these are identified as areas for improvement, and the Responsible Individual must address these.

Recommendations

R1 Ensure that targets for improvement are sharply focused on the main priorities

R2 Deploy staff appropriately to maintain adequate staff to children ratios at all times

R3 Develop effective appraisal arrangements for all staff, ensuring clear targets for improvement

R4 Address the non-compliance identified during the inspection

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children make choices and decisions about their play and learning. They choose which resources they want to play with, who they want to play alongside and where they would like to play. Most children express themselves well because they know practitioners value their opinions and feelings. For example, children decide if they want a change in activity and if they have had enough food at mealtimes.

Nearly all children feel happy and are very settled. They know practitioners well and have developed positive relationships with them. For example, they happily cuddle practitioners, choose to sit on their laps and invite them excitedly into their play. Nearly all children are familiar with the setting's routine. They hang their coats up after playing outside, wash their hands before mealtimes and listen and respond when practitioners shake the tambourine. These predictable routines provide children with a sense of security, enabling them to feel comfortable and at ease.

Most children interact well in line with their stage of development. They share resources with increasing independence and are supported to be kind to each other. For example, they are polite to their friends and older children help the younger ones turn the tap on the water butt. With support, they show patience towards each other's wants and needs. Nearly all children follow the rules of the setting and take appropriate care of equipment. They handle fragile items with care and older children help tidy away resources.

Most children are curious, engaged learners who benefit from plenty of extended periods of child led play. This enables them to follow their own interests successfully and learn at their own pace. They show purpose as they take part in mark making tasks, experimenting freely, showing practitioners excitedly their creations. They concentrate for lengthy periods and feel a sense of accomplishment as they snip stems from flowers, remove petals and add water to create potions.

Most children show a good and developing level of independence. For example, at snack time, most children try serving themselves and pour their own drinks. Many children have good fine motor control and use tongs to select cucumber slices and cubes of cheese from the sharing plate. Most children try putting their coats on and use the toilet with increasing independence. A few assess their own risk and are confident to attempt risky play independently, showing high levels of perseverance.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

During their time in the setting, nearly all children make good progress from their individual starting points. Most children settle quickly to tasks when they arrive at the setting, choosing to play with things that interest them. They are well behaved, take turns, listen carefully to others and follow instructions well. Many children show care and respect towards each other, playing purposefully together for extended periods of time, for example when hunting for hidden objects in the sand.

Most children's communication skills are developing well. Nearly all children greet visitors to the setting with enthusiasm, speaking confidently to adults and their friends. Many use a suitable range of vocabulary as they describe what they are doing during their play, for example when chatting about the colours and patterns they are making as they decorate playdough cupcakes. Most children respond appropriately to simple Welsh phrases and greetings at the start of the day and during snack time and nearly all enjoy singing along to a familiar Welsh song. Many children are beginning to show an interest in books and enjoy sharing a story with a practitioner, often joining in to re-tell the story in their own words. A few children select their own books, turning each page carefully until they reach the end of the story.

Nearly all children are enthusiastic about their learning. They show enjoyment when exploring the wide range of learning opportunities available to them. Many children's mark making skills are developing well in both indoor and outdoor areas. They enjoy experimenting with a variety of implements as they draw, paint and write with increasing levels of control, and a few children are beginning to write their name independently. Many children count and match numbers up to five accurately. Most use mathematical language effectively in their play. For example, they use heavier, lighter and the same when weighing ingredients to make macaroni cheese in the role play area.

Children's physical skills are developing well. Most children expertly manipulate playdough to make interesting shapes and models and use tweezers with accuracy to pick up pompoms and put them in a jar. Many children use scoops and diggers in the sand area, and older children turn the tap on the water butt for younger children to make potions. In the outdoor area, children throw, catch and kick a football into a netted hoop with increasing control and accuracy. Many navigate competently a trail made from different height crates and climb up onto higher objects without adult assistance. A few children ride bikes skilfully, through puddles and steering around obstacles to make patterns on the playground.

Most children develop creative skills well. When learning about Santes Dwynwen, they use a range of interesting resources to create wooden decorations in the shape of a heart. Nearly all children enjoy using a range of musical instruments, especially when they play along to a familiar song. A few older children make use of different sized crates and wooden reels to design their own trail, changing the order and size to vary the difficulty. Most children are developing information and communication technology (ICT) skills appropriately. For example, they use a light box to trace around shapes and tags to leave messages for each other.

Care and development: Good

Practitioners follow appropriate policies and procedures, which encourage healthy lifestyles and promote children's safety and well-being effectively. For example, they encourage children to take part regularly in outdoor play opportunities. They provide well balanced food and drink options and encourage parents successfully to provide healthy packed lunches, in line with the setting's healthy eating policy. All practitioners have recently attended child protection training. They understand their responsibilities in reporting any child protection concerns and are familiar with the setting's policy. The setting's arrangements for safeguarding meet the requirements

and are not a cause for concern. Practitioners complete accident and incident records well and share information with parents. They maintain attendance records accurately. Practitioners follow appropriate hygiene practices such as washing hands before serving food and mostly wiping tables down before eating.

Practitioners manage children's interactions well and consistently. They implement a clear behaviour policy and help children develop a sense of right and wrong sensitively. Practitioners encourage older children to try and resolve conflict themselves and intervene when needed. They use praise well to celebrate the positive things children are doing. Practitioners offer clear explanations and calm discussions to help children develop a sense of right and wrong. For example, they explain gently how they must be careful not to knock over their friend's wooden castle and talk about how it might make them feel. This helps children understand how their actions can affect others.

Practitioners develop warm relationships with children and treat them with care and respect. They know the children well, are responsive to their individual needs and offer a good level of support. For example, they help children to write their name when labelling artwork and they offer cuddles and opportunities for younger children who feel tired to sleep. Practitioners are good role models. They promote positive attitudes and appropriate use of language. Some staff use signs and gestures alongside spoken words successfully to help develop children's language and communication skills. Practitioners provide opportunities for children to hear Welsh through phrases used at mealtimes, through songs and counting activities. Leaders and practitioners recognise when children may have additional learning needs. They know what action to take, such as working closely with parents/carers and making appropriate use of support services.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners have established strong and positive relationships with children and support their learning and development well. They have a good understanding of how children learn through play and exploration. Practitioners have created a stimulating environment where most children play for sustained periods of time. They provide a range of rich opportunities for learning, and ensure provision is exciting. For example, they provide a range of crates and wooden reels for children to design their own trail.

Practitioners ensure resources are easily accessible to children so that they can make purposeful choices about where they want to play. This means that children engage well in activities and have many opportunities to follow their interests and develop their skills. Practitioners plan experiences that capture children's curiosity well, for example when mixing fresh flowers and vegetables with water to make potions in the mud kitchen. They know when to intervene in children's play and when to step back and respond sensitively when children are upset or need regulation.

Practitioners promote children's communication skills well. They encourage children to ask and answer questions and provide thought provoking comments to encourage children to think for themselves. For example, they ask a child what could be used to make a playdough model stand up. After experimenting with different materials, the child discovered that lollipop sticks would stop it falling over.

Practitioners provide many beneficial opportunities for children to handle books and listen to stories, including Welsh language stories. They ensure that children hear incidental Welsh throughout the day, modelling the use of Welsh words and phrases effectively, and praising children when they respond.

There are many worthwhile opportunities for children to develop and practice their numeracy skills. Practitioners naturally encourage the children to count and recognise numbers as they play. For example, they encourage children to count the number of blocks they will need to make a structure. They provide beneficial opportunities for children to enjoy the outdoors with many valuable opportunities for them develop their physical skills, for example when climbing on large apparatus, throwing and catching balls and riding bikes. Practitioners provide worthwhile opportunities for children to explore the local area by taking a bus to the library so that they can join a story session and choose a book for the setting.

Practitioners are becoming increasingly familiar with the requirements of Curriculum for Wales. They have adopted a reflective approach to planning that enables them to build on children's interests well. They meet regularly to share ideas and plan learning opportunities that will stimulate children's curiosity. Practitioners plan activities around significant events such as St Valentines Day and Chinese New Year. They ensure that children have suitable opportunities to celebrate Welsh culture on St David's Day and Santes Dwynwen's Day.

Practitioners are beginning to make useful observations about what children can do as they are playing. They use the information they gather appropriately to identify next steps for learning. They share information with parents through social media, so that they know what they can do to support their child at home.

Environment: Good

Leaders follow many appropriate procedures, which ensure that the setting is safe and secure. Inspectors identified a few hazards during the inspection and leaders rectified most of these immediately with suitable plans to address the outstanding issue of loose material under the bark swiftly.

Leaders ensure that there is a secure system in place to manage access to the setting through gates and a main entrance that is kept locked. Leaders complete and follow appropriate risk assessments to ensure that risks are reduced. Visitors sign into the building so that all adults can be accounted for. Leaders hold regular fire drill practices and record these appropriately. This ensures that practitioners and children know how to evacuate the building in the event of an emergency. Practitioners promote managed risk taking successfully, such as allowing children to balance on the apparatus at height and using scissors independently.

Practitioners care for children in a suitable environment. Most areas are appropriately decorated with warm, natural-coloured walls. There are a few green plants and fairy lights strategically placed, creating a feeling of calmness and tranquillity. The layout encourages independence successfully as children can access nearly all resources themselves. The environment offers enough room for children to play and learn and contains a cosy area for children to rest or take part in quieter activities. There are a few examples of children's work displayed, such as leaf printing and children's

paintings. There are also photographs of children's home experiences and family members, which provide children with a sense of pride and belonging.

Leaders provide children with clean, good quality, stimulating resources. The outdoor areas are engaging and continually developing. Practitioners plan the environment to stimulate children's curiosity. There are a range of natural materials and loose parts items to enhance children's experiences such as flowers and real vegetables. An abundance of items such as wooden rings, pebbles and metal bracelets encourage children to be inquisitive as they combine resources and come up with their own creations. Practitioners provide ceramic salt and pepper pots in the role play area for children to shake on their dinner and eat with real knives and forks. These resources and experiences teach children to handle breakable items with care and help them understand the world around them.

Practitioners provide a few toys and resources to promote cultural awareness successfully such as dolls, books and musical instruments. They regularly offer activities in line with the calendar year and celebrate cultures through activities such as food tasting and baking activities.

Leadership and management: Adequate

Leaders have a clear vision based on creating a nurturing environment where children have opportunities to benefit from a wide range of authentic and exciting experiences that reflect and develop their interests well. Leaders and practitioners communicate this vision successfully through their actions, and through the strong relationships they have developed with the children and their families.

Leaders ensure that policies and procedures are up to date, are reviewed in line with National Minimum Standards (NMS) and are followed appropriately. They have recently amended the statement of purpose to comply with Care Inspectorate Wales (CIW) regulations. However, leaders do not have a consistently clear understanding of their regulatory responsibilities. For example, leaders ensure that there are enough staff in the building to meet the required adult to child ratios overall but, on occasions, leaders do not ensure that there are enough practitioners in the room to reflect the number of children present.

Leaders regularly collect feedback from staff and parents about the quality of service provided by the setting. This process is successful in identifying the strengths and areas for improvement. Leaders use this information well to plan actions that they will take to address the areas for improvement. However, leaders do not always prioritise the important areas well enough and try to address too much at once, focusing on areas of interest rather than key areas for improvement.

Practitioners enjoy working at the setting and feel supported by the person in charge. Leaders ensure that most practitioners have clear roles and responsibilities and undertake these roles effectively. They have established appropriate induction procedures to support new members of staff. Most practitioners have regular opportunities to meet with leaders to discuss their role in the setting, their training needs and to share their views. Whilst these sessions provide worthwhile supervision and are beneficial in ensuring that practitioners feel valued, they do not always provide clear targets for development. In a few cases, not all members of staff

receive suitable appraisals. As a result, they do not always know what is expected of them, or what actions they need to take to secure improvements and to comply with regulations, such as submitting information to CIW in the required timeframes.

Over the last year, leaders have developed a beneficial partnership with the local school. For example, children in the setting attend Christmas lunch and take part in the concert. The school and the setting work positively together to host joint open days for parents. There are suitable arrangements in place for children to visit the school and meet staff before they transfer into reception, and this ensures that children make a smooth and successful transition.

Practitioners have established effective relationships with parents. They welcome children as they arrive at the start of the day and use this opportunity well to talk to parents and share any relevant information. Practitioners ensure that parents receive regular updates about what children are doing in the setting and to raise awareness of upcoming events using a closed social media platform.

Leaders have established good working relationships with the early years advisory teachers and they work positively with several services such as Flying Start, to ensure that children and families are well supported.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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

31	The responsible individual must notify CIW of any significant events that occur.	New
17	The responsible individual must submit the Self Assessment of Service (SASS) document when CIW request it.	New

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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