Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Dunvant Primary Wraparound

Dunvant Primary School
Dunvant Road Dunvant
Swansea
SA2 7SN



Date Inspection Completed

25/04/2024

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About Dunvant Primary Wraparound

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Dunvant Primary Wraparound
Registered places	70
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Excellent**
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 very happy and thoroughly enjoy their time at this setting. They have a strong sense of belonging, developing positive relationships and friendships. Children have an excellent choice of play opportunities and make effective decisions about what they want to do. They are enthusiastic and interested in their play and learning. Children are well supported in developing independence.

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 consistently use positive behaviour management strategies to very good effect. Staff are skilled in supporting children in their play and learning.

There are a range of policies and risk assessments in place which are successfully implemented, thus ensuring the environment is clean, safe, and well maintained. The environment, both inside and outside, promotes children's play, learning and development. There is a very good range of resources that motivate and promote curiosity.

People running the setting are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. People running the setting encourage active partnerships with parents and other stakeholders. They successfully embed their policies in the running of the setting.

Well-being Excellent

Children are happy and thoroughly enjoy their time at this setting. They are confident communicators. Younger children are keen to engage us, Care Inspectorate Wales (CIW), in their play and learning. Older children are engaging communicators and are keen to share positive feedback. Children's wishes and interests are highly valued, acted upon and continually reviewed. Children have a strong voice and have an excellent choice of play opportunities. Children move freely from one activity to another and are asked what they would like to do next.

Children are happy and settled. They cope well with separation. Efficient daily transitions fully recognise and support individual needs and are effectively implemented. Children form positive emotional attachments with staff. Those who are unsettled are given individual, patient care and attention. Children express enthusiasm and enjoyment. We saw them smile, laugh, sing and positively join in with the day's activities. Children have a strong sense of belonging and are very familiar with routines. For instance, at mealtimes and when preparing to go outside to play.

Interactions between children and staff are consistently positive and often humorous. They laugh together as they watch paint swirl around during a creative activity. Children chatter to staff, receiving appropriate and genuine responses. They interact well with each other. Some children are beginning to take turns and are learning to share. Sometimes during play, children remind each other patiently of the need to share. Children are beginning to form friendships and play together well. Older children clearly enjoy each other's company after busy days in school.

Children are enthusiastic and interested in their play and learning. For example, children play for sustained periods of time with various activities outside. They have fun as they play with crates which they have laid out as a train and move along the carriages to exit the train via a slide. Children enjoy a range of interesting opportunities which spark curiosity and engagement. They have the freedom to safely explore the indoor and outdoor environment. Play is child led and children immediately start to explore the attractively laid out activities and resources upon arrival.

Children are encouraged to develop their skills of independence successfully. This is particularly evident at rolling snack time, where children competently cut up foods such as peppers and cucumbers. Children are offered support and encouragement when needed but are given time to 'have a go' before staff members intervene. Children access toys and resources freely and make decisions about whether to engage in adult-led activities or free play. Children make good efforts to find their coats and get themselves ready for outside play.

Care and Development Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and well-being. Staff spoken to have a thorough understanding of their responsibilities to protect children, and confidently answer safeguarding scenarios. 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. Children are encouraged to wash their hands and surfaces are routinely wiped down. However, children did not thoroughly clean their hands prior to rolling snack. Nappy changing procedures are appropriately followed. However, the positioning of the nappy changing mat requires further consideration, to allow for privacy and an easier working practice for staff. Accurate attendance records of children and staff are kept. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Staff practise fire drills with children, so they know what to do in an emergency.

Staff display a good understanding of the behaviour management policy, consistently implementing positive behaviour management strategies. They use gentle tones and positive reinforcement with the children. Staff promote children's self-esteem to very good effect. A staff member commented that a child was *"clever, very clever",* when they had made a lid for a perfume bottle. The staff member values this and shows other children, the child looks very proud of their achievement. Staff ensure children chosen as the daily helper are rewarded with a sticker and made to feel very important and special. Staff have a strong understanding and knowledge of children's development, which reflects on how they manage children's behaviour. They know the children well and have extensive knowledge of their needs. Providing individual and attentive care is a real strength of the team. Staff are consistently responsive. They genuinely listen, chat and laugh alongside children and respect their views. Interactions are very positive, demonstrating warmth and kindness. Staff sit and talk with children during mealtimes, ensuring support is on hand if needed and promote a sociable experience.

Staff are committed to providing a good range of play and learning activities. We saw staff supporting and extending children's understanding, they know when to interact and when to let play unfold. For example, during an activity to explore weights, staff introduced new vocabulary and phrases such as *"which one is the heaviest?"* Staff ask open questions to children during play. For example, a child handling an empty lotion bottle was asked, *"what does it smell like to you?"* to which the child replied *"soft".* There is a good balance of adult and child led activities. Staff support and provide for children with additional learning needs. They are aware of the need to provide a flexible environment and routine for children. Some staff use incidental Welsh during the session. However, this was not consistent. Staff reflect on recent training opportunities and seek ways to implement strategies which will have a positive impact on all children in their care. This is a real strength of the staff team.

Environment — Good

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate general risk assessments, which are regularly reviewed, and any identified hazards are swiftly addressed. The setting is clean, tidy, well maintained and welcoming. Thorough cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. The premises both inside and outside are secure, and an appropriate system is in place to record any visitors to the setting. People who run the setting ensure they carry out an appropriate number of emergency fire drills at varying times.

People who run the setting make certain the environment has good indoor play space which children freely explore. They ensure the environment meets the children's needs. The playrooms are bright, welcoming and accessible. Children's work is displayed and pictures of their families and pets further strengthens their connection to the space. The two playrooms are divided into interesting areas which support children in their play and learning. Children have opportunities for exploration in the curiosity corner and role play in the home corner using authentic 'real life' resources. People who run the setting ensure the outdoor play space is used frequently. Children access a large area which offers ample opportunities for exploration and physical play. There is careful consideration and planning of outside areas, with interesting, varied resources and play equipment, to challenge and stimulate children's curiosity and interest.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources, to ensure children have good variety and choice. They provide stimulating resources for all stages of development and show a very good understanding of current best practice. For example, in providing innovative 'loose parts' play resources. Younger children were observed playing imaginatively with the innovative resources and older children highlighted the resources as a very enjoyable part of the service, which encouraged them to use their imaginations. Children can access toys and resources easily, as they are set up at low level or within their reach.

Leadership and Management — Good

People who run the setting are effective in the way they manage and operate the service and are committed to ongoing improvements. They share their strong vision effectively with others and have engaged positively with CIW during the inspection process. They update the setting's policies and ensure staff implement these in practice. People who run the setting maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards and regulations. People who run the setting display a commitment to ongoing training and improvement.

People who run the setting ensure that documentation is well organised and easily accessible. There are strong procedures in place for self-evaluation of the setting. The quality-of-care review is a purposeful and thorough document which strives to include the views and opinions of children and parents using the service. It clearly identifies strengths of the service and prioritises areas for improvement. The people who run the setting implement safe recruitment procedures to safeguard children. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. People running the setting ensure staff receive regular training keeping them up to date with new initiatives to further their professional development.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Regular verbal handovers are exchanged between staff and parents at the start and end of sessions. CIW has received a number of questionnaires from children, parents and staff following our visit. Feedback is generally very positive. Parents tell us, *"There are so many opportunities for children. My daughter is given a wide range of activities,"* and *"My child's development is where it should be. He is encouraged to learn as he is playing."* One younger child commented that*, "The best thing about wraparound is playing with lots of toys. I like doing painting and art too."* The people who run the setting have positive relationships with a range of professionals and other stakeholders.

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)
Standard 10 - Healthcare	Ensure children are encouraged to thoroughly wash hands before all meal times.

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)
Further develop the use of Welsh within the setting.
Consider the positioning of nappy changing to allow for privacy and easier working practices.

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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