Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sunshine Wraparound Club

Swansea Children's Centre
Eppynt Road Penlan
Penlan
Swansea
SA5 7AZ



Date Inspection Completed

30/01/2025

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About Sunshine Wraparound Club

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection since registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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 settled and make excellent progress. They thoroughly enjoy attending and form strong, warm relationships with staff. Children communicate effectively, and consistently make purposeful choices about what they do. They behave and interact with each other extremely well, developing confidence and independence.

Staff have a very good understanding of their role and implement policies successfully. They are calm and caring and support positive behaviour skilfully. Staff provide a play-based curriculum with enhanced activities that support and extend children's skills and learning. They place an emphasis on supporting children's social and emotional resilience.

Leaders ensure the environment is secure, safe, clean and well maintained. Detailed risk assessments and safety checks are in place. They provide a welcoming playroom with ample space and a good range of suitable resources and equipment both inside and outside to promote children's play and learning.

Leaders have a strong vision for the setting and are committed to providing high quality childcare. They are dedicated, highly motivated and work very well with staff. Leaders have developed a good range of policies and procedures and complete most paperwork to a high standard. Leaders and staff have strong relationships with parents and work well with outside agencies, the school and other settings on the school site.

Well-being Excellent

Children feel very safe, happy and valued at the setting. They have a very strong voice and are free to decide what they want to play with for much of the time, making purposeful choices about what they do. Children become confident communicators as they know staff will listen to them and respond. For example, when children say they want to paint, staff quickly provide them with the space and resources to do this. If they want a story, staff sit with them to read.

Children settle quickly when they arrive whether from home or from their nursery class. They cope extremely well spending time away from their parents and carers. Children have extremely close relationships with staff and are happy to seek support when they need it. They know and follow confidently the routines and rules of the day helping them to develop a clear sense of belonging. On arrival children find their picture to put on the board by the happy, sad or angry face. This helps them learn to recognise and name their feelings and those who don't choose happy have an opportunity to speak quietly to a member of staff about why. We saw children change their picture to happy after these discussions.

Children behave and interact with each other extremely well. Many develop friendships. For example, children play together imaginatively in the role play area and we heard another say "*can I play with you*" at the sand tray, which they did. Children cope well with minor upsets and respond positively to explanations and resolutions offered by staff, such as having a similar toy when someone else has the one they want. They learn the importance of sharing and taking turns as they wait patiently for their turn to choose from the song bag or share the toys in the sand tray.

Children are highly engaged and interested in their play and learning. They have fun and can explore a varied range of toys and resources that support their all-round learning and development. For example, they develop physical skills as they draw or use clipboards to practice emerging writing or run and climb outside, and concentration as they persevere with painting pictures or listen to a story. Children also join in enthusiastically with singing sessions and other short group times. They have excellent opportunities to develop and learn and make very good progress.

Children develop independence and self-help skills well. The manage their own lunch boxes and eat independently. Nearly all increasingly manage their own personal care such as washing their hands and using the bathroom. They help to tidy up and put on their coats with some assistance from staff when needed. Learning to do things for themselves successfully supports their confidence and developing self-esteem.

Care and Development — Good

Staff work well to follow policies and procedures that overall keep children safe and healthy. Leaders and staff have a good understanding of their responsibilities to protect children. All staff have undertaken relevant safeguarding courses, with additional training booked. There is a system in place to record the times of children's and staff attendance. However, the staff record did not detail staff breaks or staff coming in to cover. Leaders confirmed they would amend the register accordingly. Staff implement effective hygiene practices and there are good procedures in place to manage allergies. They complete appropriate records for accidents, incidents and any injuries children may arrive with, which they ask parents to sign. There is a policy and suitable system in place for administering medication including on-going medication. Very occasionally leaders have not followed the policy, however, they rectified this on the day of inspection. Staff promote a healthy lifestyle. They prepare healthy snacks such as fruit and toast daily on the premises and encourage parents to provide their children with a healthy lunch box. Staff ensure children have daily opportunities to be physically active inside and outside.

Staff interact with children extremely well. They are calm, patient, and caring, acting as excellent role models. They manage behaviour skilfully with clear explanations of what children need to do if there is a problem. Staff use distraction methods and lots of praise to reinforce good behaviour. They develop close bonds with the children, who respond positively to them. As a result, children's behaviour is extremely good.

Staff are highly effective in supporting children's play and learning. They provide a play-based setting where children can follow their own interests and lead their own play. Alongside this, staff plan and provide enhanced and group activities that support and extend children's skills and learning. They use Welsh during group times and in singing but we did not hear much used during general play. Staff place an emphasis on developing children's social and emotional resilience. They get to know children very well and have a clear understanding of individual children's needs and abilities. Leaders and staff work closely with the Flying Start and nursery class provision based in the same building which is highly beneficial in supporting children to make smooth transitions between different stages of their early years. They also work closely with parents and other agencies to support children with additional or emerging additional learning needs. As a result, all children settle very well and make very good progress.

Environment — Good

Leaders ensure the environment is safe and secure inside and outside. The setting operates from a children's centre attached to a school. Security procedures are in place for both the building and the setting and staff operate these well, including keeping a record of visitors. Leaders have detailed risk assessments in place and staff carry out and record comprehensive daily safety checks for the indoor and outdoor environments. The building maintenance is the responsibility of the local authority and leaders have relevant appropriate records. Leaders ensure staff and children take part in regular evacuation practices with the school. The school keeps records for these centrally, but leaders stated they will keep their own log in addition going forward. The setting is clean, well maintained and provides a warm and comfortable environment for children to play and learn.

The playroom is light and welcoming. The layout allows children space to move about freely and access toys and resources independently. The setting shares their space with an after-school club who use the room after them. However, they make the best use of the shared space and storage to ensure they provide an age-appropriate environment. Staff escort children to toilet facilities in the children's centre to ensure their safety. Once there, children can use the facilities independently. Good nappy changing facilities are available close by which enable staff to ensure children's privacy is respected. The setting benefits from a good size outdoor play area, part of which they share with the Flying Start setting, which provides further good opportunities for play and learning. Their dedicated outside area has a good range of physical play equipment and plenty of room for children to run around and be energetic. There is a covered area within this space that means children can benefit from outdoor play in most weathers.

There is a good range of furniture, resources and equipment that are of good quality and suitable for the children using them. They are clean and well maintained. The setting has some limitations on the scope of resources they can provide because of the shared space. However, where possible they make use of natural materials and resources that children can use flexibly and with imagination and some resources promote cultural awareness and diversity.

Leadership and Management — Good

Leaders have a strong vision for the setting and are committed to providing high quality childcare. They have developed a good range of policies and procedures to support the smooth and safe running of the nursery although they have not fully reviewed these since registration. Leaders complete most paperwork to a good standard and keep it in an organised way. They maintain a suitable statement of purpose that is useful for parents. Overall, they keep Care Inspectorate Wales (CIW) informed of relevant information, although they have not notified us of recent staff changes. Leaders work very well with staff to ensure outcomes for children are very good.

Leaders carry out an annual quality of care review and produce a report. They collect the views of children, parents, staff and senior staff to inform their review. The report is evaluative of the service they provide and identifies relevant areas they would like to improve. For example, continuing to develop the outside play area and making time for staff meetings. Leaders are reflective and receptive to ideas to improve their service; they acted quickly on one or two recommendations on the day of inspection.

Leaders follow safe recruitment procedures to ensure staff are suitable to work with children. Staff are well qualified and experienced, and leaders ensure they keep up to date with mandatory checks such as Disclosure and Barring (DBS) checks. However, whilst there are sufficient staff to meet the regulations relating to paediatric first aid there are not enough with relevant training to meet the requirements of the National Minimum Standards. Some staff had also not undertaken food hygiene training at the time of inspection, although staff involved in preparing food had. Leaders support staff well on a day-to-day basis. Although they are developing a system for staff supervision and appraisal, this is not yet effective. Staff we spoke to told us they love working at the setting, feel well supported and part of the team. Leaders deploy staff well to ensure they meet staffing ratios and children's needs successfully.

Leaders develop strong partnerships, working with other professionals to meet the needs of children. They have excellent relationships with parents and carers, collecting relevant information about children before they attend the setting to ensure they can meet individual needs. They keep parents informed about their child's day and progress. We received many feedback questionnaires from parents who are all extremely happy with the service they and their children receive and recommend the setting unreservedly.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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 the requirements of the National Minimum Standards relating to paediatric first aid training for all staff are met.
Standard 13 (Child Minder) - Suitable Person	Ensure all staff receive regular one to one supervision and appraisal that contributes to their professional development and the development of the setting.
Standard 21 - Notifications of significant events	Ensure staff changes are notified to CIW.

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)
Develop the use of incidental Welsh.
Ensure paperwork, policies and procedures are regularly reviewed and updated as necessary.

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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