Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## The School House Wraparound Childcare

4 Bangor Road, Johnstown, Wrexham, LL14 2SW

01978840463

**The inspection visit took place on 15/09/2026**

## Service Information:

| | |
|---|---|
| Operated by: | The School House Wraparound Childcare |
| Care Type: | Children's Day Care |
| Registered places: | 35 |
| Main language(s): | Welsh and English |
| Flying Start service: | No |
| Receive funding to provide early years part time education: | No |
| Promotion of Welsh language and culture: | The provider is not promoting the Welsh language and culture needs of people, and this requires improvement. |

## Ratings:

| | |
|---|---|
| Well-being | Good |
| Care & Development | Good |
| Environment | Good |
| Leadership & Management | Good |

## Summary:

Children are confident, happy and engaged in their play. They make meaningful choices, share their views and contribute to decisions about activities and resources. Children form positive relationships with staff and other children. They demonstrate kindness and respect and play cooperatively. Children access resources independently, develop creativity and independence, and benefit from a nurturing environment that supports their learning, well-being and enjoyment.

Staff provide a safe, caring and supportive environment where children are well supervised and encouraged to develop good behaviour, independence and respect for others. They promote children's health and well-being through effective hygiene practices and regular outdoor play. Staff use their knowledge of child development to plan engaging experiences and provide tailored support.

Leaders create a safe, welcoming and well-maintained environment where children play and learn confidently. Effective risk assessments, daily safety checks and secure routines help keep children safe. Children benefit from a wide range of good-quality resources and stimulating indoor and outdoor learning opportunities that support their creativity, independence, physical development

and problem-solving skills.

Leaders demonstrate a strong commitment to providing effective care and positive leadership, creating a supportive environment for children and staff. They use robust self-evaluation processes to drive improvement and identify priorities. Leaders foster effective teamwork, support staff development, and maintain strong partnerships with parents and the school. These close collaborations enhance communication, support smooth transitions, and help provide consistent care and a broad range of experiences.

# Findings:

## Well-being — Good

Children make choices and decisions about how they spend their time. They choose what and where they play, including whether they play indoors or outdoors. Children confidently share their play experiences and ideas because staff listen to them and respond positively. Staff regularly seek children's views on the resources and activities they would like to access, ensuring they have a meaningful say in the provision. For example, children attending the after-school club expressed an interest in playing football, and staff made a suitable area available to enable them to do so safely.

Children settle well and show they are happy and comfortable in their surroundings. They develop positive relationships with staff, whom they know well and confidently approach for care, support and reassurance when needed. Children feel valued because staff meet their individual needs and celebrate their achievements. For example, staff share children's artwork with colleagues to recognise and praise their efforts. Children form meaningful friendships, which promotes their sense of belonging, supports their well-being and enhances their enjoyment of their experiences.

Children interact well with one another and demonstrate understanding, kindness and respect towards others. Nearly all children share resources and take turns appropriately, requiring only occasional reminders from staff. Children enjoy playing alongside their friends and readily welcome others who wish to join their play. They use resources respectfully and take responsibility for helping to tidy away items when they have finished using them. Children develop caring behaviours and show empathy towards one another. For example, they demonstrate concern and offer support when a child falls from their bicycle.

Children engage well in activities and show enthusiasm for their play. They happily play independently or alongside their friends. Children confidently self-direct their play and actively participate in planned group activities, such as singing sessions and story time. They access a wide range of resources independently to support and extend their play. For example, they freely select puppets and take them outdoors to create imaginative games.

Children access a range of appropriate resources that support their learning and development through play. They use these resources confidently to explore, create and develop new skills. Children demonstrate creativity and teamwork as they use bingo dabbers to create patterns and work together to fill a bucket with sand so they can build a sandcastle. Children develop their independence by freely accessing resources and managing their own belongings. For example, they place the pictures they have created into their bags to take home at the end of the session.

## Care & Development — Good

Staff keep children safe by consistently implementing effective policies, procedures and routines. They understand their roles and responsibilities and organise themselves effectively to ensure children move freely around the setting while remaining appropriately supervised, including when accessing both indoor and outdoor areas. Staff maintain accurate records of children's attendance and log all visitors to the setting, ensuring they can account for everyone present. They implement lockdown procedures and regularly practise fire drills, helping staff and children understand how to respond in an emergency.

Staff promote good hygiene by following appropriate procedures, including cleaning tables before snack times and using suitable utensils when serving food. They encourage and support children to wash their hands regularly to reduce the spread of infection. Staff promote children's health and well-being by providing regular opportunities for physical activity and fresh air through free-flow access to the outdoor environment.

Staff are caring, supportive and act as positive role models for children. They interact with children in a warm and respectful manner, helping them to develop good manners, kindness and consideration for others. For example, staff encourage children to tell their friends when they have finished using a resource so that others can have a turn. Staff implement consistent behaviour management strategies that reflect the ages and stages of development of the children. They respond appropriately to children's needs and redirect behaviour positively. For example, when a group of children wish to run and chase one another, staff guide them to the outdoor area where they can do so safely.

Staff demonstrate a good understanding of child development and use this knowledge effectively to plan suitable activities and resources that inspire children’s curiosity, play and learning. They support children's learning well through effective questioning and by extending experiences. For example, staff provide a brush when a child wants to wash chalk from the floor, enabling the child to explore and develop their learning. Staff know the children well and use this knowledge to provide tailored support that meets the individual needs of all children, including those with Additional Learning Needs (ALN). However, systems for tracking children's development and identifying next steps are at an early stage of development. Leaders and staff have plans to further develop the use of Welsh; however, they currently use very little incidental Welsh during interactions with children.

## Environment — Good

Leaders demonstrate a commitment to providing a safe and secure environment where children play and learn. They ensure risk assessments are in place, regularly reviewed and implemented effectively. Staff follow appropriate routines to promote children's safety. For example, they control access to the setting and keep external doors and gates locked to prevent children from leaving unsupervised. Staff complete effective daily checks of the environment, enabling them to identify and manage any new hazards promptly. This helps ensure children remain safe at the setting.

Leaders provide a welcoming and inviting environment that offers children suitable space to play and learn. They maintain all indoor and outdoor areas to a good standard of cleanliness and repair. Attractive decoration and child-friendly displays create a calm and welcoming atmosphere, helping children develop a strong sense of belonging. Leaders and staff make effective use of the outdoor environment, giving children regular opportunities to be active and enjoy fresh air. They enhance children's learning and experiences by providing a variety of outdoor areas, including water play, a mud kitchen, a grassed area, and spaces for riding bikes and trikes. Leaders also make additional outdoor space available for children attending the after-school club who wish to take part in activities such as football, ensuring these activities do not disrupt the play and learning experiences of other children.

Leaders equip the environment effectively with stimulating resources and well-planned areas of learning. They provide a wide range of beneficial resources that support children to develop their skills and learning successfully. Children access good-quality resources and facilities, which staff store appropriately to keep them clean, well maintained and readily accessible. Leaders and staff enhance the environment effectively with natural materials, including sand, water and recycled materials for craft and construction activities. They provide suitable resources that encourage children to be creative as they paint and explore their ideas. Children also develop their problem-solving skills as they use tyres, wooden planks and crates to create obstacle courses. Leaders provide appropriate furniture and facilities, including child-sized tables and chairs, enabling children to remain comfortable and develop independence. Leaders continue to improve the environment and have plans to further enhance outdoor provision, including enabling children to access outdoor play opportunities in all weather conditions.

## Leadership & Management — Good

Leaders demonstrate dedication and commitment to providing effective care for children attending the setting. They provide calm and positive leadership, creating an environment where adults and children feel respected and supported to achieve their best. Leaders maintain an appropriate statement of purpose that accurately reflects the service, and they ensure a suitable range of relevant policies and procedures are in place. They notify Care Inspectorate Wales (CIW) of some required events. However, they do not always submit information relating to changes in leadership roles in a timely manner.

Leaders implement effective self-evaluation procedures. They produce a comprehensive quality of care review that serves as a working document. This is used effectively to identify relevant targets and priorities for improvement. For example, leaders apply for funding for a shelter after identifying that it would benefit children and increase opportunities for outdoor play. They gather and consider the views of children and parents as part of the self-evaluation process.

Leaders promote a strong culture of teamwork and ensure staff feel happy in their roles and understand their responsibilities. Staff report they feel valued and well supported. Leaders hold regular discussions that enable effective information sharing and contribute to the smooth running of the setting. They carry out annual appraisals with staff to identify professional development needs and support ongoing improvement. However, leaders are still developing the process for regular supervision sessions to ensure it is fully embedded in practice.

Leaders and staff maintain strong and effective partnerships with parents and carers. They share information about children's well-being and development through digital app updates and regular face-to-face communication. As the setting operates within the school grounds and most staff also work within the school, close working relationships are established that support effective collaboration. These links help children transition smoothly, as they are familiar with the setting and its staff. They also enable staff to share information effectively and provide consistent care. Leaders and staff make effective use of shared resources, including the environment, to provide children with a broad range of experiences.

# 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.

**CIW has no areas for improvement identified following this inspection.**

**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 22 - Environment | To continue to develop the outdoor environment so children have access to more activities that positively impact on their play and learning experiences. |
| Standard 21 - Notifications of significant events | Ensure notifications relating to changes to staff and their roles are completed in a timely manner so all information is up to date and reflects current practice and organisation of the setting. |
| Standard 13 (Day Care) - Suitable Person | To continue to implement an effective system of conducting regular supervisions with all staff. |

# 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) |
|---|
| To continue to implement an effective system for tracking children's development and identifying next steps in their learning. |
| To continue to introduce the use of the Welsh language to further enhance the knowledge and confidence of staff and children. |

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

**This report is also available in Welsh**

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