



# Childcare Inspection Report on

**Llangyfelach Primary Wraparound**

**Llangyfelach Primary Wraparound  
Llangyfelach Primary School  
Pengors Road  
SA5 7JE**



**Date Inspection Completed**

18/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

## Description of the service

Llangyfelach primary wraparound was registered in 2013. The service provides care for up to 50 children aged 3 to 12 years. They operate from Llangyfelach Primary School between the hours of 7:30am to 5:30pm term time only. The service is provided through the medium of English with the use of some Welsh language. The registered person is Mr Lee Burnell and the person in charge is Mrs Sarah Griffiths.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Adequate
<a href="#">Care and Development</a>	Adequate
<a href="#">Environment</a>	Adequate
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children enjoy a suitable range of acceptable play activities both indoors and outdoors. They play confidently and are comfortable and relaxed at the service. Staff generally meet the children's individual needs and reasonably promote their development. Children benefit from a mainly safe and sufficiently resourced environment. Leadership and management of the service is adequate. Improvements are needed.

### 2. Improvements

None.

### 3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to the following in order to meet the legal requirements:-

Review of quality of care (regulation 16) – Parents, children and staff must be consulted for their views on the service on an annual basis and a report produced within 28 days of the review taking place;

Staffing (regulation 27) – a sufficient number of suitably qualified, skilled and experienced persons must be employed to care for the relevant children. Ensure that at least 80% of the non-supervisory staff hold a qualification at least at level 2 from the Care Council for Wales and at least half of these have a qualification at level 3;

Suitability of workers (regulation 28) - All of the required checks and information must be obtained in respect of all staff working in the service to show and that a robust recruitment procedure had taken place;

Employment of Staff (regulation 29) - Staff should receive regular supervision sessions that enable them to discuss and focus on their child care roles and responsibilities

Keeping of records (regulation 30) - Attendance registers must reflect when children arrive and depart the service. They must also reflect the times that staff are caring for the children throughout the day;

Provision of information (regulation 31) - CIW are to be notified of staff changes in the service/amendments to the statement of purpose.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

We have made some recommendations at the end of this report.

# 1. Well-being

**Adequate**

## Summary

Children have a sufficient voice at this service. They feel safe, happy and valued. Children interact well with each other and the staff. They enjoy their play and learning and are generally developing well. Children have adequate opportunities to improve their independence skills.

## Our findings

Children have some opportunities to make choices and decisions about what affects them. They therefore have sufficient voice. Children were asked what they wanted to do; some chose painting or playdough and others went outside to play. This showed that they had a degree of choice about how they spent their time, based on their interests and preferences.

Children are active and express enjoyment. They have a sense of belonging and are familiar with the routines, therefore, children feel secure and are happy. Children were settled and content. Children felt comfortable in their surroundings and in the company of the staff.

Children are generally engaged and show respect for people and property. They interact appropriately with others. Children chatted animatedly to each other as they played, showing that they had developed friendships. Children were equally happy to play alone, such as one child who played with the playdough. Although most interactions were appropriate, at lunch time many children were very loud and disruptive. For example some children raced cars along the floor and were disturbing other children who were trying to eat their lunch.

Children are suitably engaged and interested in their play and learning because they enjoy a reasonable selection of appropriate opportunities that are adult and child-led. On the whole, children were engaged and interested in the activities on the whiteboard. They sang 'Penblwydd Hapus' because a character in the story on the whiteboard had a birthday. Children answered questions in Welsh and were keen to participate. Children sustained interest for a reasonable length of time such as when free painting and playing with blocks to create a castle.

Children are developing skills because they experience an acceptable range of activities. Children have some opportunities to do things independently and to develop skills through a mix of adult and child-led activities. For example, they develop gross motor skills during the parachute activity, language and communication with rhymes on the whiteboard and creative and fine motor skills when painting and playing with playdough. Children showed familiarity with the routines and answered "yma" when their name was called during registration. However, there were missed opportunities for children to do things independently. For example, staff tended to hand children their snack, meals and drinks

rather than allow them to fetch and lay the table themselves. Children therefore only had limited tasks to undertake independently.

## 2. Care and Development

Adequate

### Summary

Staff generally keep children safe and healthy. Staff mostly manage interactions appropriately. They generally promote children's play, learning and development and meet their individual needs.

### Our findings

Staff are working towards implementing policies and procedures in order to keep children safe and healthy. Most staff were aware of their duties and responsibilities to report any concerns in relation to child protection, however some showed a lack of basic awareness of the signs and symptoms. Staff mostly followed basic hygiene practices. For example, staff wore an apron to prepare snack for the children and wiped down the tables. However, they did not encourage children to wash their hands before snack or lunch.

In the main, staff promote positive behaviour management strategies. Most staff know the children well and therefore manage interactions adequately. Some staff praised children and provided positive encouragement. *"That's beautiful that is!"* and *"I have some good sitters here. You're sitting nicely do you want to choose a song?"* Most staff were caring and warm towards the children such as providing reassurance and comfort when one child said that they were missing their parents. However, we heard a few staff using raised voices to get the children's attention. There were also instances when very few staff members sat and watched the children for long periods without interacting with them or only chatting with them in general terms. This did not further or enhance the children's play or experience.

On the whole, staff know, understand and meet children's needs and abilities well. They provide a sufficient range of play and learning experiences to enhance their development as they work closely with school staff. Staff promoted language development satisfactorily. They told us that they had been focusing on the letter 'B' to tie in with the nursery class' beach theme. They sang the alphabet rhyme on the whiteboard encouraging phonetics to develop language and communication. There were no specific development records, observations or targets for the children. Staff used exercise books to include activity sheets that the children had completed. Staff liaise with the nursery and share information. Daily sheets were available for parents but they were not completed on either inspection visits. Staff generally promoted independence well such as encouraging the children to visit the toilet independently but there were missed opportunities such as at lunch time when they did not provide some children with knives and served all the food.



### **3. Environment**

**Adequate**

#### **Summary**

Leaders ensure the safety of the environment well. They provide a relatively suitable environment, although they do not use all areas effectively. Leaders ensure children have access to a reasonable supply of resources and equipment.

#### **Our findings**

Leaders successfully ensure the environment is safe for children as the premises is secure and regular maintenance checks are carried out. The entrance to the service was secure from unauthorised access and a visitors' book was in place. Leaders had completed and reviewed comprehensive risk assessments for all areas of the premises, indoors and outdoors. Records evidenced annual tests of heating and electrical equipment and that staff carried out regular fire drills to keep children and visitors safe.

Overall, the environment is welcoming, friendly and is potentially a rich environment for play and learning. The after school club was held in the school hall and another adjoining room. This meant that the children had plenty of space to spread out and enjoy different activities. However this was not the case for the younger children because leaders do not always use the available space effectively. For example the dedicated rooms were not used solely for the children that attend the service. At lunchtime, on our first visit, there were 25 children using one dedicated room and 23 children using the same room during our second visit. Children had little floor space to play resulting in a hectic environment. Measurements taken showed that the room could only accommodate a maximum of 12 children in line with the National Minimum Standards. We saw children accessing one dedicated toilet. Staff told us that there are other toilets available but these are based in the school classrooms and children do not always have free access to these during the school day. Children did not have free access to outdoor play as they used the school yard on a rota basis with the school children. The registered person told us that they were already considering improvements to how they used the premises

Leaders provided an adequate supply of age appropriate toys and resources that suited the children's needs and interests. Children could easily access some toys and resources as they were stored in open boxes on the floor of the carpeted area. This included small world toys, vehicles, play farm and a small selection of paperback books. A sand table and some craft materials were also available to the children. Children attending the after school club had a wider selection of toys, resources and equipment. Leaders provided appropriate furniture and equipment to suit the children's needs and varying age groups. These were of good quality and were clean and in good condition.

## 4. Leadership and Management

**Adequate**

### Summary

Leaders do not always ensure that the service is compliant with the regulations and national minimum standards. Therefore, leadership and management is adequate.

### Our findings

Leaders are experienced in the field of education but are developing their skills in terms of running a child care service. They do not have a clear understanding and knowledge of how the service operates. A statement of purpose was available and meets regulatory requirements but is not truly reflective of practice. There was a range of policies and procedures and these had been recently reviewed. Children's records sampled were completed and in order, however, some records had not been counter signed by all relevant persons. Leaders maintained three different registers of children's attendance. However, these were not all consistent and fully completed. For example, one register showed that there were 23 children present but there were 25 children in the room. Therefore, not all children were accounted for. The staff register did not show which staff members were caring for children at various times of the day. The registered person had not informed CIW of changes to the staffing team and how the service operates.

Leaders implement a basic system for gathering parents' views in order to review the care they provide. However, self-evaluation and planning for improvement is inadequate as it does not comply with requirements. The quality of care report does not reflect the views of the children, parents and staff and is a direct copy of the latest CIW inspection report.

Leaders manage staff and resources inconsistently because staff recruitment processes are not fully robust. Whilst leaders ensure staff undertake training, this does not fully meet the requirements to work in a child care role. The selection of staff records viewed did not contain all the required checks and information to demonstrate staff suitability. Many staff did not hold a relevant child care qualification in line with the Social Care Wales Qualification Framework for Social Care and Regulated Childcare in Wales. On our second visit, there was no staff member with a child care related qualification. The registered person told us that that all current staff held child care related qualifications, however, there was no evidence available at the time of our visits. He also said that they were in the process of recruiting new staff. Training records showed that leaders promoted staff learning and development, however, certificates viewed were not valid and not all staff had completed the required core training. For example, at the second visit there was no staff member caring for the children with a valid first aid certificate. Leaders did not undertake regular supervision, mainly because the staff worked in the service on an occasional ad-hoc basis and there was no consistent staff group. Leaders did not always ensure that the correct staff to child ratio was adhered to this is because at various times of the day on both visits, there was insufficient staff available to care for the children. For example, at lunch time, on the first visit there were only three staff caring for 25 children. There was no supernumerary manager as the named person in charge was undertaking another role

within the school and therefore there was no-one overseeing and ensuring that the service was compliant with child care regulations.

On the whole, the service has strong partnerships with parents and the school. This is because leaders work with parents to identify children's individual needs prior to them starting. They also provide parents with information about the service through the school website. Leaders had close links and liaison with the school and they told us that the provision is an integral part of the school. A 'partnership with parents' policy is in place to promote partnership working.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommend that the provider should:

- provide more opportunities for children to do things independently;
- ensure that staff working at the service should have child protection training so they are able to identify causes for concern and know the procedures to follow if any concerns are identified;
- ensure staff review the behaviour management policy;
- ensure there is sufficient space for children; and that staff are deployed appropriately;
- ensure that all toilets allocated to the service are available for use;
- ensure that there is a named supernumerary person in charge is overseeing the service;
- undertake an audit of infection control procedures and ensure that staff consistently follow the guidelines published by Public Health Wales such as encouraging children to wash hands prior to eating.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections.

Two inspectors visited the service on 18 June 2019 and 12 July 2019 for approximately 9 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to some children, some parents and to the staff and
- provided detailed feedback over the telephone to the registered person on 18 July 2019.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Lee Burnell
Person in charge	Sarah Griffiths
Registered maximum number of places	50
Age range of children	3 – 12 years
Opening hours	Monday to Friday from 7:30am – 5:30pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 December 2016
Dates of this inspection visit(s)	18 June 2019 and 12 July 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 15/08/2019