



Childcare Inspection Report on

St Joseph's Cathedral Wraparound

**St. Josephs Cathedral Primary School
Caepistyll Street
Swansea
SA1 2BE**



Date Inspection Completed

18/09/2019

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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

Description of the service

The Governing body of St Joseph's Cathedral Primary School Wraparound registered in 2018. The wraparound facility is located within the nursery school building within St Joseph's Cathedral Primary School Swansea. The service provides 20 places and is open Monday to Friday from 11:30am to 15:30pm term time only for children aged three to four years. The responsible individual is Maria Davies and the Person in Charge on a daily basis is Donna Dawkins. St Joseph's Primary Wraparound is an English medium setting, which encourages and develops the Welsh language to promote bilingualism through the daily use of incidental Welsh.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

St Joseph's Primary Wraparound is a welcoming service where children are happy, confident and fully engaged in a range of age appropriate activities. They have a voice and receive meaningful responses. Staff know the children well, are genuinely interested in the children's views and opinions and tailor support to meet their individual needs. Policies and procedures are clearly understood by staff that ensure children are safe and healthy. Children are cared for in a suitable environment that is welcoming and provides a rich environment for play and learning. The environment is stimulating and enables children to express curiosity and interest. Leadership and management are effective. Leaders have a definite vision for the service that they share with others.

2. Improvements

Since registration the service has:

- Purchased new toys, resources and child sized furniture;
- fitted a second wash hand basin in the children's toilet area and
- rearranged the play rooms and conservatory to further promote the Foundation Phase.

3. Requirements and recommendations

- None

1. Well-being

Good

Summary

Children are happy and contented. They experience warm and caring relationships and have a sense of belonging. They have a voice as most speak and express themselves well. They receive an effective and meaningful response from staff. Overall, children have plenty of opportunities to make choices and decisions about their play. Their opinions and interests are highly valued, and they are included in making decisions. Children develop and become independent well; they learn to interact and to cooperate with each other and staff confidently and purposefully.

Our findings

Children have many opportunities to engage in numerous and varied activities. We saw children were thoroughly engaged in their play, talking animatedly about what they were doing and showing their creations off with pride. For example, making sand castles in the sand and showing off with pride their paintings and drawings. During free play children lead their own play making independent choices to play with their favourite toys. They had great fun riding on bikes and rolling hula hoops around the yard. Children were wholeheartedly involved in contributing their ideas. For example, they made a choice to follow a 'pirates' theme, voicing their ideas and following them through making pirate hats, they also wrote letters and put them in bottles and made treasure maps. Many children spoke excitedly about how they went on a treasure hunt, finding seeds to plant and how they tended to them by watering them and watched them grow.

Children clearly expressed a sense of security and belonging. They feel safe, happy and highly valued due to positive relationships and familiar routines. On arrival children were excited to show that they knew what to do. They went to wash their hands and sat to eat their packed lunch, a sociable time where children settled and spoke to each other. They approached staff with ease, showing affection through cuddles, standing close or holding hands.

Children's interactions are positive, age appropriate and purposeful. They are forming friendships and learning about how to cope with emotions, share, take turns and play with their peers. Every day a child is chosen to be "Helpwr Heddiw" and is responsible for helping hand out plates and cups to the other children at snack time.

Children have a broad range of opportunities to develop their independence and self-help skills, which they are accomplishing very well. Opportunities enable them to 'have a go'. For example, they followed self-care routines such as hand washing, toileting and tooth-brushing. They also used the water container to pour a drink for themselves. Play experiences enable them to problem solve, develop creatively, to experiment and be imaginative. For example, they chose utensils to mould, roll, measure and shape playdough, enjoyed sand and water play, used an iPad to play puzzle games and counting

games and enjoyed taking photographs of things that interested them. They extended their learning and curiosity. For example, by counting, measuring and experimenting to establish that their messages in a bottle can float. Outdoors they wanted no assistance to balance on their ride on toys or to climb onto the pirate ship, being very pleased with what they successfully accomplished independently.

2. Care and Development

Good

Summary

Staff are well trained, caring and very attentive; they keep children safe and promote healthy lifestyles. Staff know the children well and provide a meaningful and age appropriate range of activities to help children learn and develop. They are committed and actively involved in assessing each child's individual needs and preferences.

Our findings

Staff are very dedicated and committed, working together exceptionally well as a strong team. They know the ethos of the service and understand and implement the policies and procedures with confidence to ensure that children are kept safe and healthy. For example, each child is provided with individual support as may be required in the light of any particular health, behavioural or medical need. Staff are suitably qualified and well trained and utilised their knowledge to promote best practice outcomes and well-being for the children in their care. Staff understand their responsibilities with regard to safeguarding children and have attended child protection and "Prevent Duty" training. Staff are actively working towards the implementation of Welsh Government's best practice guidance, Food and Nutrition for Childcare settings. Activities are used with children to learn about different cultures, they had been involved in tasting different foods for the first time. For example, celebration of Chinese New Year where they tasted Chinese soup, prawn crackers and made Chinese moon cakes. They also tasted Indian foods for the first time. Children had opportunities that focused on their curiosity about where and how foods are grown and planted their own potatoes, peas and peppers. Additionally, their daily routines ensure that children have lots of fresh air and exercise through both indoor and outdoor play.

Daily routines ensure cross infection was minimised these included table wiping, wearing of aprons and/or gloves when necessary, hand washing, cleaning routines and nappy changing procedures and records. Staff recognise and have a clear understanding of any children's food allergies and ensured that foods were prepared separately. Staff have attended training in Food Hygiene. They were aware of any child's medical condition and/or allergies and are trained first aiders.

Staff management of behaviour is age appropriate. They understand each child's preferences and/or additional needs. For example, giving children extra help and/or support so that they could get the most out of their learning. Staff sit at the children's level and give each child time to talk about their feelings. They give praise to children at every opportunity which encouraged positive behaviour. Staff have a very good understanding and knowledge of child development and how this affects children's behaviour. They act as good role models at all times, leading by example, being calm, responsive and encouraging. Children's behaviour is very good.

Overall, staff promote and monitor children's play, learning and development very well. They meet their needs by creating a natural, stimulating learning environment which enables children's engagement. Staff take purposeful and timely action if necessary, to support children with additional needs and make effective use of services in consultation with the child's parents. Their home language is celebrated and promoted at every given opportunity.

3. Environment

Good

Summary

Staff provide a welcoming, friendly, and suitable environment for children. A very good variety of play and learning opportunities indoors and outdoors stimulate children's curiosity and interests. Children's safety is ensured through identifying risks and hazards and minimising or eliminating them. Resources and furniture are of good quality and suitable for the needs and age range of the children.

Our findings

Leaders promote children's safety both indoors and outdoors and take precautions to prevent accidents. The environment is safe and secure. An electronic signing in and out system ensures that no strangers can enter the building. Externally, a fence and gate secure the play area and staff supervise children during outdoor play. Registers detailed the arrival and departure time for staff, visitors and children on the premises. Comprehensive risk assessments identifying and eliminating possible dangers to children were available. Electrical tests, heating tests, safe keeping of chemicals and emergency lighting tests are undertaken as the responsibility of the school. Fire drills and emergency evacuation procedures are performed regularly. Risk assessments are completed that ensure the premises is functional and orderly.

The play space was large, with precise consideration for its arrangement; ensuring children could follow their own interests and develop their learning through play. The premises provide a warm, inspiring and welcoming atmosphere where children and parents can establish a sense of belonging. Staff had recognised that the design and layout of the premises was essential for children to gain purposeful and innovating experiences and have recently redesigned the indoor play area to give children more space and ease of access to resources and various play areas in line with the Foundation Phase. In turn we saw that this gave children very good opportunities to be inquisitive and easily select what they wished to play with.

The environment is well maintained, child focused and brightly decorated with children's work. The layout, across one level, allows children to access all areas regardless of their needs and abilities. Resources are stored at child height encouraging children's decision making and independence. We saw that children sat on age appropriate chairs with tables to their height. There is an abundance of toys and learning resources including small world toys, a home corner, outdoor play equipment, various equipment for role play, sensory play, a construction area, art and crafts area and a quiet area to name but a few. Daily and weekly cleaning and checking of toys and resources ensure their general suitability and cleanliness.

4. Leadership and Management

Good

Summary

Leaders have an innovative vision for the service that they share effectively with their team. Leaders are committed to monitoring and improving the service with a strong culture of continuous professional development. They are very open and professional and have effective partnerships in place with parents, the school and external agencies. Leaders manage the service very well. Leaders comply with the relevant regulations and exceed the national minimum standards. They take pride in maintaining up to date policies, procedures and records.

Our findings

Leaders have an informative statement of purpose, which is up to date and compliant with the regulations. Over and above this staff chatted with parents and/or carers at the start of the session and on collection of their child. There is a comprehensive and methodically kept range of policies and procedures in place which have been updated if necessary. For example, the safeguarding policy now includes information on the 'Prevent Duty' and prevention of radicalisation. Parents and/or carers are given an informative 'welcome pack'. We saw that leaders maintain the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance. The standard of record keeping sampled was very good, well organised and easily accessible. Leaders take pride and are enthusiastic in evaluation of their service. They plan for improvement as they have developed a comprehensive self-evaluation system. This included distribution of questionnaires, use of 'Twitter' on line, involving children in taking photographs of things they liked and use of a child questionnaire. They also present all parents and/or carers with a book called 'It's a Wrap' with photographs and comments of what activities children have been involved in. Parents we spoke to said that they were delighted with this book that gave them evidence of the many activities their child was involved in and fond memories to look back on. Information received is acted upon in identifying areas for improvement.

Leaders are very well organised in the management of the service. They follow an effective recruitment process and promote the development of staff through regular training opportunities. Staff confirmed this saying that they felt highly valued and motivated to give of their best. Staff confirmed that they receive supervision and an annual appraisal is arranged. They said that they were very passionate about sharing good practice as their ideas, suggestions and personal development goals were taken seriously, listened to and acted upon at every given opportunity. Leaders have ensured that staff files contain all the required information.

- Leaders have very open and effective relationships with the parents and carers and with the school nursery, external agencies and health care professionals. They take

pride in the sharing of any relevant information that promoted best practice. Parents and carers we spoke to were exceptionally complimentary about the service and staff who provide for their child. They stated, “My child is very happy and settled”, “staff are excellent”, “staff are so wonderful”, and “my child can’t wait to come here every morning”.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Following the inspection, the following recommendation was made:

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit on 18 September 2019 for a period of approximately six hours. One inspector provided feedback and ratings to the responsible Individual and Person in Charge on the 19 September 2019.

During the visit we:

- observed practice and the care provided by staff;
- spoke to the person in charge, staff, responsible individual, some parents and children;
- looked at a range of records including the statement of purpose, policies and procedures, and contracts.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Maria Davies
Person in charge	Donna Dawkins
Registered maximum number of places	20
Age range of children	3 to 4 years
Opening hours	11:30am to 15:30pm Monday to Friday term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First Inspection
Dates of this inspection visit(s)	18/09/2019
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 service 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 consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 12/11/2019

No noncompliance records found in Open status.