



## Inspection Report

**St Illtyd's Wraparound**

**St. Illtyd's RC Primary School  
Jersey Road Bonymaen  
Swansea  
SA1 7DG**



**Date Inspection Completed**

04/03/2025

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## About St Illtyd's Wraparound

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	St Illtyd's Wraparound
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.

<u><b>Well-being</b></u>	<b>Good</b>
<u><b>Care and Development</b></u>	<b>Good</b>
<u><b>Environment</b></u>	<b>Good</b>
<u><b>Leadership and Management</b></u>	<b>Good</b>

For further information on ratings, please see the end of this report

### **Summary**

Children are safe, happy, and thoroughly enjoy themselves at this setting. They are confident to make choices and decisions about their play and learning. Children develop positive relationships with staff and each other. They learn and develop well from the opportunities and experiences provided for them.

Staff promote children's health and safety well. They interact in a warm and respectful manner with children and meet their needs successfully. They provide many opportunities for play and learning which children enjoy and find interesting.

Leaders ensure they care for children in a secure and safe environment. The playroom is large, bright, and welcoming with ample space for children to move about freely and access a very good range of toys and resources independently. Children can access the outdoor area directly from the playroom which provides numerous additional secure play opportunities. They also have use of further areas of the school grounds, which enhances their experiences further.

Leaders have a good vision for the setting. They are enthusiastic and committed to providing high quality childcare. They support staff well and value their contributions. Leaders and staff develop close partnerships with parents, they work well with the wider school community and other agencies as necessary.

## Well-being

Good

Children are happy. They have a strong voice and make purposeful choices and decisions about what they do and how they spend their time. For example, they can choose to play inside or outside and whether they join in with some activities. Children are confident communicators as they know they will be listened to, and staff will respect their contributions. For example, when they ask at the end of the session to go to the pond, staff respond that this is a good idea, and they will add it to their plans for tomorrow. Children feel comfortable to talk about their feelings and what makes them happy and sad.

Children are safe and very settled. They benefit from attending the school nursery class in the morning which operates from the same playroom and where predominantly the same staff care for them. This means their day runs seamlessly from the morning into the afternoon. Children have close relationships with staff and know the routines of the day very well, which helps them feel valued and develop a sense of belonging.

Children behave very well. They play happily alone or cooperatively together, making friendships and learning to share, take turns and behave appropriately in a group community. For example, children squeal with laughter as they spin themselves round and round in a large spinning top. They respond well to kind, caring adults who give patient encouragement and explanations to help resolve any minor issues that arise. We heard staff have a conversation about how sometimes we all like to have a bit of time on our own or explain that after someone has finished it will be someone else's turn to have a go.

Children thoroughly enjoy their play and learning. They learn and develop well from a good variety of activities both inside and outside that support their all-round development.

Children confidently choose activities that interest them. They engage enthusiastically with outside play, using a wide variety of equipment to develop skills and enrich their learning. For example, they use balls to practice throwing and aiming, chalks to draw pictures and practice letters, stepping stones to balance or a mud kitchen to explore mixing and use their imagination. They have opportunities to take part in adult-led activities such as collaborating to make a large daffodil or listening to a story, but do not have to join in if they choose not to. Children show well developed concentration and perseverance as they play and engage with the opportunities and experiences provided.

Children have good opportunities to develop independence and self-help skills. Learning to do things successfully for themselves helps develop confidence and self-esteem. They receive encouragement to put on their own coats, manage their own lunch boxes and drinks, tidy up after themselves and manage their own personal needs such as washing their hands or using the bathroom. Nearly all children manage these tasks independently.

## Care and Development

Good

Staff consistently implement the setting's policies and procedures and work effectively to keep children safe and healthy. Leaders and staff are confident in their understanding of safeguarding policies and procedures and most have received relevant training in line with the National Minimum Standards. Staff record children's attendance, although they did not record specific times if children left before the end of the session. Leaders confirmed they will start to do this. There are suitable systems in place to record accidents, existing injuries, incidents, and medication administration. Staff follow effective hygiene practice and good procedures are in place to manage allergies and children's health needs. Staff encourage a healthy lifestyle through encouraging healthy lunchboxes and ensuring children stay hydrated, regularly asking if they need a drink. They ensure children have plenty of opportunities to be active and outside in the fresh air.

Staff interact very well with children. They create a calm, respectful atmosphere and support children to understand appropriate behaviour by offering lots of praise, explanation and using positive strategies to manage any minor issues. Staff are excellent role models and engage in friendly conversations with children that show genuine interest in what they say.

Staff meet the needs of children effectively and are skilled in supporting their play and learning. For example, they show a child how to draw a square when they want a box to stand in by the basketball hoop, describing the chalking actions and counting each side as they draw it, or give the phonic sound of an 'm' as children chalk them on the ground. Staff introduce children to Welsh through group times, however we did not hear much incidental Welsh used during our visit. Staff provide a play-based curriculum which includes a planned daily activity to support a theme and the children's interests or needs. They know the children very well as they also attend the school nursery class in the morning, which runs in the same playroom with the same staff. As a result, staff interlink observations, planning and assessment between the morning and afternoon sessions to inform an all-round joined up development record for each child. These arrangements also support children's smooth transition into fulltime school. Staff keep parents informed about their children's progress through a variety of methods such as an electronic app and verbal feedback. They arrange events and workshops that parents can attend. Staff are alert to children who have or may have additional learning needs (ALN) and have policies and procedures in place to support this area of their provision if needed.

## Environment

Good

Leaders ensure they care for children in a safe, secure and clean environment. They consistently record visitors who sign in at the school main entrance. The setting runs from a playroom within the school and as such operates under school security systems and maintenance arrangements. Leaders have access to all relevant records and building safety certificates. They have a suitable safety checklist in place for the playroom. However, risk assessments are not specific to the operation of the setting and do not cover all aspects of their operation independently of the school. There is an emergency action plan in place and leaders ensure they take part in termly evacuation practices with the school.

The playroom is large, bright, and welcoming, giving children lots of space to move around and play. The layout allows children to access toys and resources independently. Spacious learning areas such as a home corner and a book area support children's developing skills and learning across all areas of development. A recent grant has enabled the refurbishment of the toilets. These are integral to the room and give children easy access, which supports them to manage their own personal needs. Suitable nappy changing facilities which allow for children's privacy to be respected are available if needed. There is a good size, secure outdoor play area accessible directly from the playroom which allows children to choose to play inside or outside. This area provides further good opportunities to support children's play, learning and development, including areas such as a grassy slope that allow children to take some appropriate risks. Children can also access under supervision other areas of the school grounds such as the pond where they can feed the fish and look for wildlife. This further enhances children's experiences and supports their understanding of the world around them.

There is a wide range of resources and equipment both inside and outside that are of good quality and suitable for the children using them. They are clean and well maintained. The environment is interesting and stimulating for children. Some resources promote and support their understanding of cultural awareness and diversity. Leaders provide a range of open-ended and natural resources that children can use flexibly and with imagination, however these are not always freely available. Many natural materials such as wooden storage units and baskets help give the playroom a calm atmosphere.

## Leadership and Management

**Good**

Leaders have a very good vision for the setting and are committed to providing high quality childcare. They have developed a good range of policies and procedures which they review regularly. Overall, leaders organise paperwork well and keep all required documentation. They maintain a statement of purpose that is useful for parents. However, some records did not have full information or needed minor amendments. Following the inspection visit, leaders confirmed they have amended or updated several policies and documents including the statement of purpose, medication policy and staff attendance records.

Leaders understand the importance of self-evaluation and planning for improvement. They produce a detailed annual quality of care review. This offers some evaluation of their service and identifies relevant areas for improvement such as developing the outdoor area, extending children's toilet facilities and introducing an electronic app to help communication with parents. They respond quickly when other agencies highlight areas for improvement.

Leaders implement appropriate recruitment procedures to safeguard children and ensure staff are suitable to provide care for them. However, not all required documentation was available in staff files during the inspection visit as some records were held centrally by the school. Since the visit, leaders have confirmed that all files now contain the required information. Leaders support staff well through an annual performance management system that identifies and monitors appropriate targets to promote professional and setting development. They ensure staff keep up to date with mandatory training and are supportive of staff attending other training opportunities. Staff we spoke to said they enjoy working at the setting, and feel leaders support them well. Leaders ensure they meet staffing ratios and deploy staff well to support children effectively. They apply for periodic grants and have used these well. For example, they have improved the children's toilet facilities and installed a robust canopy in the outdoor play area with shutter sides to enable children to play outside in all weathers.

Leaders and staff have strong working partnerships with other professionals. They work closely with the school reception teacher and ALN Coordinator and other outside agencies such as the school nurse, local health visitor and educational psychologist. They develop very good relationships with parents, gathering relevant information and parental permissions before children start at the setting to ensure they can meet children's individual needs. However, they did not ask for parental permission for emergency medical treatment should the need arise. They were in the process of sending out updated registration forms which do provide for this and confirmed at feedback they have received most of these back. We have received several feedback surveys from parents, they are all highly complimentary and indicate parents are extremely happy with the service they and their children receive.



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	
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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 24 - Safety	Develop risk assessments that are independent of the school and specific to the operation of the setting.

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 incidental Welsh.
Further develop the provision of natural and flexible use resources so they are more readily available for children to use.

<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.

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