



Inspection Report

Mayals Wrap Around

**Mayals Primary School
Fairwood Road
West Cross
Swansea
SA3 5JP**



Date Inspection Completed

23/09/2022

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About Mayals Wrap Around

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Mayals Primary School Board of Governors
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post-registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children enjoy their time at Mayals Wraparound. They are happy, relaxed, and they have positive relationships with staff. Children have many opportunities to play and develop their independence skills.

Staff are aware of their roles and responsibilities, and it is evident that they strive to ensure children enjoy their time at the setting. They are nurturing and attentive to the children. Staff understand and implement policies and procedures to keep children safe and healthy and they are good role models. Staff promote children's play effectively, providing a good range of activities for them.

The setting operates from a demountable classroom and the school hall. People who run the setting ensure it is safe and stimulating for the children. There is a sufficient range of resources and equipment which ensures play and learning is fun and engaging. People who run the setting ensure there is a good outdoor play space which supports the children to explore freely.

People who run the setting have a compliant statement of purpose. They have a suitable knowledge of their regulatory responsibilities. People who run the setting manage their care staff well; ensuring they are aware of their roles and responsibilities. However, there is an area for improvement for breaching conditions of registration. Partnerships with parents are effective.

Well-being

Good

Children have good opportunities to make choices and decisions about what affects them. They are confident communicators as staff consider their wants, moods and needs. Children confidently retrieve resources independently and they are happy to ask staff for anything they cannot find. For example, two children wanted to play chess but couldn't find the pieces, so they asked a member of staff to help them. Children follow their own interests and move freely from activity to activity. They said they knew who to go to if they felt upset or worried.

Children enjoy their time in the setting; they express enjoyment and enthusiasm, and they told us they are happy, *"I like seeing my friends and having the best toast!"* Children have a sense of belonging and they are forming positive relationships with staff as they acknowledge their feelings, likes, dislikes and needs. For example, when one child was watching a group of children playing a game with staff, the member of staff noticed and asked them if they wanted to join in.

Children and staff interact consistently well. Children listen to the requests from staff and follow their instructions attentively. They show excitement when staff members join in with their play, smiling and chatting with them. Children have developed friendships and co-operate well. For example, children greeted each other when they arrived and asked each other if they wanted to play together.

Children are enthusiastic and interested in their play. They enjoy a good range of opportunities indoors and outdoors and can choose to have quiet times and relax. For example, some children chose to sit down and colour and play board games, whilst other children ran outside to play in the garden. Children spend their time taking part in activities of their choice with some children choosing to play with their friends, others choosing to play with staff and some playing independently.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For example, children help themselves to the resources, they choose where they want to go and play, and they wash their hands and use the toilets independently.

Care and Development

Good

Staff understand and implement policies and procedures well to ensure children remain safe and healthy. They follow and implement robust cleaning and good hygiene practices. Staff regularly remind children about keeping safe and they manage risks well. For example, they consistently communicate with each other and the children and they monitor the movement of children between the outdoor and indoor play areas appropriately. Staff confidently answered a child protection scenario and are confident with the safeguarding procedures. During the course of inspection, staff have attended food hygiene training and the setting has registered with the Food Standards Agency. They offer children a limited range of healthy snacks but they are aware of children's preferences.

Staff are good role models; they demonstrate warmth and kindness to the children and promote expected behaviour in a positive way. They engage with the children, asking if they are okay and want to join in with an activity, asking them questions and providing encouragement and praise. Staff show an interest in the children, for example they talked to a child about their role in an upcoming family wedding. They understand the behaviour management policy and consistently implement positive behaviour management strategies. For instance, when a child was reluctant to share, staff explained it was kind to share when they had finished their turn. Staff also encouraged children to engage in a different activity. Staff have developed strong, positive relationships with the children and as a result the children respect staff and listen to what they say.

Staff create a warm, friendly and relaxed atmosphere for children to play and learn. Children are happy to play energetically or spend time in quiet activities; for example colouring and craft. They engage in activities for appropriate periods of time. They talk to staff and each other excitedly about what they are doing. Staff know the children well and provide an appropriate range of play activities for them and adapt them when they need to. For example, a younger child had joined in a board game with the older children and staff used colours and numbers so that the child could play at an appropriate level with their friends.

Environment

Good

People who run the setting carry out regular maintenance checks to ensure the premises are safe, clean and well maintained. The local authority is responsible for all of the school's maintenance checks in respect of the premises such as gas and electrical safety certificates. The Responsible Individual ensures the certificates are up to date and the systems are safe. Staff undertake daily, weekly and termly risk assessments for indoors, outdoors and resources/activities which they review and update when necessary. People who run the setting carry out fire drills regularly and maintain the appropriate records. The setting uses the school kitchen preparing snack, which is clean and well maintained.

People who run the setting provide a suitable environment for play activities to ensure it meets the children's needs and enables them to reach their full potential. People who run the setting ensure that the outdoor play space is used as often as possible, and children are able to access the outdoor area when they want to. There is a good space for children to play both indoors and outdoors. They ensure the outdoor area is secure so that children can explore freely. The children spend a lot of time in the outdoor area, and they are looking forward to work being done to improve the space. People who run the setting organise the environment well so that it provides a good range of play opportunities suitable for all the ages cared for. The premises are warm and welcoming. They are well maintained with good ventilation.

People who run the setting ensure that children can access good quality furniture, toys and equipment. They ensure nearly all children can access good quality resources and a broad variety of age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate their interest and imagination. A good range of play opportunities is provided and suitable for the ages cared for. For example, there is a range of arts and crafts materials, construction toys, small world play resources and books. There is plenty of space for physical play and tabletop games. Resources and activities are varied from day to day, based on children's engagement. The outdoor play area is well-maintained and provides interesting opportunities for the children.

Leadership and Management

Adequate

People who run the setting have a suitable understanding of their role and responsibilities. They have implemented changes during the course of inspection to ensure they effectively operate the different provisions within their setting separate to the school. Staff work well together as a team and speak highly of each other. People who run the setting maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They ensure most required protective measures are in place. People who run the setting have policies and procedures in place, however they need to regularly review and record the dates on their documents. They keep all records in relation to children's contracts and their preferences and the setting have all appropriate parental permissions in place. The setting is registered to care for 16 children, but there have been a few occasions where they exceeded this number. Therefore, they were not always compliant with their conditions of registration. However, the responsible individual has made changes to ensure this does not happen again and therefore this is an area of improvement which we will follow this up at the next inspection.

People running the setting have submitted the Self-Assessment of Service Statement (SASS). They have completed a quality of care report which includes the views of staff, parents and children and any actions planned. People who run the setting inform Care Inspectorate Wales of any changes to the running of the setting.

People who run the setting support staff effectively in understanding their roles and responsibilities with conversations and regular training. Staff confirmed people who run the setting support them very well and they feel confident to approach them. People running the setting ensure that there are sufficiently qualified staff to care for children who are deployed effectively to ensure that staffing ratios are met. However, staff have not had regular supervisions and annual appraisals separate to their school roles. The responsible individual addressed this immediately and has taken appropriate action to complete these.

The service works well with parents to establish trust and clear communication. Effective systems are in place to identify the needs and preferences of children. Parents provide the responsible individual with all necessary information on enrolment. Staff provide feedback to parents about their child's time at the service at the end of the session. Parents told us they are extremely happy with the care provided and feel that staff and management are very approachable.

Recommendations to meet with the National Minimum Standards

R1. Ensure all documents are regularly reviewed, signed and dated.

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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27	The provider is not compliant with the Children and Families Measure section 29 (4) because during our inspection on 16/09/2022, we found that the service had breached their conditions of registration and cared for more than sixteen children on two separate occasions.	New
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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.

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