



## Inspection Report

**Ysgol Alexandra**

**Alexandra CP School  
Bodhyfryd  
Wrexham  
LL12 7AZ**



**Date Inspection Completed**

01/11/2021

**Welsh Government © Crown copyright 2021.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk) You must reproduce our material accurately and not use it in a misleading context.*

## About Ysgol Alexandra

Type of care provided	Children's Day Care Out of School Care
Registered Person	Lisa Roberts
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	26 June 2017
Is this a Flying Start 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.

## **Summary**

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children's wellbeing is at the heart of the setting. They have a voice and enjoy attending. Children interact well, playing cooperatively alongside one another and enjoying their play and learning.

Staff are caring and get to know the children well. They keep children safe and provide a range of suitable activities and resources. Staff are good role models and promote positive interactions.

The environment is secure, clean, well maintained and provides a welcoming space for children. People who run the setting ensure resources and areas of learning are suitable for the ages and stages of development of the children.

People who run the setting manage it well. They use self-evaluation to review the care they offer and make improvements. Management of staff is good and positive relationships with parents are developed.

## Well-being

Children's wellbeing is at the heart of the setting. Children make choices and decisions about how they spend their time and explore the environment confidently. For example, they moved around the indoor and outdoor areas freely. Children confidently speak to others and communicate with staff well, as they know they will be listened and responded to appropriately. For example, children asked for resources they wanted but could not reach from the cupboard themselves.

Children are settled and show enjoyment when attending the setting. Children arriving after school, are happy to see the staff and share experiences of their day. Children form positive relationships, making friends with one another, helping them to feel secure and happy. Children develop a sense of belonging as they are familiar with the environment and there are displays of their work. This supports their independence and confidence.

Children play and interact together well. They learn to cooperate and share the space and resources. For example, a child was playing with a toy computer keyboard and phone. Another child joined them and wanted to join in, so they shared the keyboard. Children learn to respect each other and the resources, using them appropriately and returning them when they have finished.

Children enjoy the activities available and actively engage in play experiences they have freely chosen. They are keen to share their experiences with us as they clearly enjoy their play. For example, they were offering us food they had made in the mud kitchen. Children explore the environment freely and choose to play alone, with other children or alongside a member of staff. For example, a group of children enjoyed playing alongside a member of staff during a play dough activity, whilst another group happily played with the doll's house alone.

Children develop their independence as they freely access resources and areas they want to play. They independently choose to play indoors or outside and confidently attempt things for themselves before asking for support if needed. For example, children accessed the storage cupboard and got boxes of resources out they wanted, only asking for help if they were out of reach.

## Care and Development

Staff understand their roles and responsibilities and implement the policies and procedures effectively. Children and staff attendance is recorded on registers. However, it is not always clear which staff are caring for children. Staff have up to date safeguarding training and understand the procedure to follow should they have concerns about a child. Fire drills are practised, evidencing staff and children are generally aware of the procedure to follow should they need to evacuate the premises in an emergency. However, these are only conducted alongside the school and not when there are just children attending the setting.

Appropriate accidents and incidents records are completed. However, records did not evidence they were shared with parent but staff confirmed parents received a photocopy. Staff promote a healthy lifestyle with nutritious food available for snacks and lunch. For example, children were provided with a range of fruits to choose from and milk to drink for snack in wrap around care. Children have regular opportunities to access the outdoor areas, giving many opportunities to be physically active, get fresh air and learn about the world around them.

Staff are warm and caring towards the children. They provide comfort, reassurance and interactions that support the children's wellbeing and development. Positive interactions support children to develop their speech and language skills. Staff communicate in a way that is appropriate for the children's ages and stages of development. They talk and listen to the children, making their experiences more sociable and interactive. For example, staff sat on the floor with the children when they had snack. They talked about their day and experiences. Staff are consistent in their management of behaviour and use effective strategies to celebrate children's achievements. For example, at the end of the wrap around care children sat together and looked at pictures of themselves taking part in an activity. They were very pleased and proud to share their experiences.

Staff get to know the children well, which allows them to plan suitable activities for children's ages and stages of development. They provide suitable resources and activities to support children's learning, which helps to ensure children remain, engaged and focused. For example, children enjoyed taking part in the play dough activity that helped them develop their fine motor skills. They were following instructions to manipulate the dough by rolling it and poking it with their finger. There was lots of laughter and enjoyment as they completed the activity alongside staff. Staff promote children's independence by giving them opportunities to complete tasks and routines themselves. For example, Staff encouraged children to collect their own snack and drink and supported them to peel their own fruit.

## Environment

People who run the setting ensure the environment is secure. Entrance is through the main school reception and records of all visitors are recorded. Secure fencing surrounds the outdoor play areas and gates are locked. Risk assessments are completed and hazards eliminated or managed effectively. For example, internal and external doors are locked so children cannot leave unsupervised. Staff are able to unlock the doors quickly when required.

The environment is well maintained and clean. Spaces are child friendly and suitable for children to play and learn safely. People running the setting make sure children are familiar with the environment, which helps them to feel relaxed and confident to move around. The outdoor area directly off the main playroom used for wrap around care is welcoming and has many interesting activities that support children's learning and development. It includes a grassed area with tyre swing, mud kitchen and balancing equipment. The sheltered area allows child to access the outdoors in all weathers. It has resources and areas of learning, which include sand tray, construction toys and themed storage boxes. The outdoor area used for after school club provides a space for children to play and be active.

People who run the setting provide suitable resources for the children to access. The two main rooms and one of the outdoor areas are well equipped with a range of toys and activities. However, the outdoor area used for out of school club had very few resources available for children. Equipment provided supports children to learn to take turns and develop their physical skills. For example, a child played a game where they tried to throw balls into a crate.

## Leadership and Management

People who run the setting have a good understanding of the care they offer. Paperwork is well organised so information can be found easily. A statement of purpose reflects what they provide. It contains all the required information, meaning parents can make an informed decision about whether the setting meets theirs and their child's needs. Policies and procedures reflect the care provided and staff implement these effectively. They are reviewed regularly and most are complete. Small changes to the complaints policy would ensure all information and procedures are clear and easy to follow.

People who run the setting gather the opinions of parents and consider children's interests and needs when evaluating the setting. Improvements have been made and further ones are planned. For example, plans are in place to develop and build a separate building for the setting to use rather than sharing space with the school. The quality of care report evidences that people who run the setting consider views of staff, children and parents as part of the self-evaluation process. We heard staff asking children what resources they would like them to buy.

Staff are managed well and people who run the setting ensure all staff are suitably qualified and experienced to care for children. There is a good team of staff, who work well together, helping the setting run smoothly. People who run the setting conduct regular supervisions and appraisals with staff. This allows them to identify training needs and any issues or concerns are shared. Staff files evidence that recruitment is robust. Staff have up to date training and their Disclosure and Barring service checks are current. New staff members complete appropriate induction, which helps to ensure they understand their roles and responsibilities. Staff we spoke with said they felt supported by managers and were confident they could approach them if they had any concerns.

People who run the setting and the staff have a good relationship with parents. Those we asked said they were very happy with the care their children received. Close links with the school enables information and the environment to be shared effectively. People who run the setting consider and seek advice from outside agencies to help them provide the best care possible.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure parents sign the accident/incident forms to evidence they have received a copy.

R2. Fire drills to be conducted and recorded for the setting and not just with the school.

R3. Provide more resources specific to outdoors for children attending after school.

R4. Ensure it is clearly recorded which staff are caring for children so it is clear they are meeting ratios.

R5. Update the complaints policy so the timescale for responding to parents is clear.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
N/A	No non-compliance of this type was identified at	N/A

	this inspection	
--	-----------------	--

**Date Published** 25 November 2021