



Inspection Report

Aberavon Integrated Children`s Centre

**c/o Sandfields Primary School
Lilian Street
Port Talbot
SA12 6AX**



Date Inspection Completed

09/11/2023

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About Aberavon Integrated Children`s Centre

Type of care provided	Children`s Day Care Full Day Care
Registered Provider	Aberavon Integrated Children's Centre
Registered places	69
Language of the service	English
Previous Care Inspectorate Wales inspection	15 January 2019
Is this a Flying Start service?	Click or tap here to enter text. Yes
Does this service promote Welsh language and culture?	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's voice is strong. They are happy, settled and cope well with separation from their parents or carers. Children follow their own interest and are developing independence skills well.

Staff understand their role and implement policies well. They promote children's safety and apply positive behaviour strategies. Staff promote children's all-round development, with a mix of child and adult led activities. There are systems in place to support individual needs.

People who run the setting ensure it is secure and generally well maintained. The environment provides a range of indoor and outdoor play opportunities, with a variety of play and learning resources.

Overall, people who run the setting comply with nearly all the regulations and national minimum standards. They have taken swift action following the inspection visit to implement changes. We have noted one area for improvement and three recommendations.

Well-being

Good

Children have good opportunities to make choices and decisions and have their voice heard. They freely decide activities and resources to play with. For example, we saw a child choose to paint, taking an apron and start painting. They confidently ask adults for help. Babies have their wants recognised. For example, a non-verbal child's requests were recognised, and the child was provided with more food at lunch time.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other and staff, receiving support and reassurance, when needed. For example, when children are tired or upset, staff support, and comfort them. Children know routines very well, allowing good transitions as they engage in their play. We saw children laughing and smiling whilst playing. Children confidently sing a 'goodbye' song at the end of the session. In the after-school club, when asked, children said they felt happy and enjoy attending.

Children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw children share resources and cooperate with one another whilst playing with a watering can and leaves in the outdoor area. Younger children are beginning to share and are developing their skills with support from adults. For example, when building a train track together. Older children are very engaged with one another, laughing, and playing together during after school club. Children confidently explore the environment and engage in mostly child led activities, alongside some group activities such as 'tap, tap, box' and registration time.

Children are interested in their play and learning. They access a range of opportunities within the setting and in the local area, which promote their all-round development. They follow their own interests. For example, when it started to rain, children ran to the exterior door and started singing 'It's raining, it's pouring' together, whilst watching the rain fall. Children engage with sand play, smiling and laughing as the sand pours from height through fingers into the sand tray. Children confidently explain their painting, telling staff "*It's daddy at his party!*".

Children are developing their independence skills well. They wash their hands, wipe their noses, and put on their coats independently or with support. Older children competently serve their own snack, pour their own drinks, and clear their plates when they finish. Younger children are supported by staff to do this. They independently feed themselves at mealtimes and support staff with tidying up.

Overall, staff understand and implement policies and procedures to promote the safety and wellbeing of children. They have a good understanding of their role in protecting children and appropriately answer safeguarding scenarios. Although, they are not always clear what to do if concerns are in relation to leaders. Following the visit, the safeguarding policy has been updated to include further details. Most staff have completed nearly all mandatory training, including, child protection, first aid, and food hygiene. Accident, incident, and medication records are completed by staff. However, they are not always acknowledged by parents via the app. Following the inspection visit, leaders have developed a system to review this. Systems are in place to meet allergy and dietary needs. Basic information is available regarding children's dietary needs. Following the inspection visit, this now includes signs, symptoms, and actions to take if required. A simple weekly menu is in place for snacks. Children who attend all day bring a lunch box. Overall, there are appropriate cleaning and hygiene practices in place. We saw staff clean tables and highchairs. They tidy up sand and paint following messy play. Children competently wash or wipe hands prior to meals. Staff supervise and model to ensure good practice. Children serve snacks using tongs and staff handling food wear PPE when preparing and serving food.

Staff understand the behaviour management policy and implement positive strategies successfully. Using positive reinforcement and encouraging children through praise. We heard staff say, "*Good girl/boy, good sharing*", "*Da iawn*" and "*Bendigedig!*" Staff respond promptly to unwanted behaviour, asking children not to climb on furniture and encourage them to use "*kind hands*". Staff remind children to use their manners, prompting a "*please*" when asking for a drink. Staff encourage children to follow instructions, with mostly good responses. For example, when lining up after outside play, children quickly stand by a coloured spot on the wall, whilst staff undertake a head count before going inside.

Staff are caring and responsive. They know children very well, engaging in conversations with them about their families. They actively seek out and support new children to settle in, finding out their interests and likes. Interactions are positive, demonstrating warmth, kindness, and patience. We saw a staff member ask a child about their painting, who was able to explain about their picture. Staff are positive and effective role models. They sit with children at snack and mealtimes, to provide support and promote an engaging social time.

Staff provide a range of play and learning opportunities, with a balance of child and adult led activities. They are at the early stages of implementing the Curriculum for Wales. Children take the lead in free play. Staff informed us, they undertake observations and discuss children's next steps as a room, with records kept in their development trackers. Planning covers a topic with ideas and notes on notice boards. Key worker systems are in place, allowing for staff to monitor children's progress. They recognise if children have emerging needs and act. There are clear systems in place to support children who have additional learning needs, with a range of support available to them and parents or carers. Welsh is spoken throughout the sessions with children, this is a strength of the setting.

Environment

Good

People who run the setting ensure the environment is safe, secure, and generally well maintained. Doors have secure entry systems with key codes in place and all visitors sign in. The exit button in the main area, has been boxed at low levels to limit children's access. People who run the setting complete a range of risk assessments, with annual reviews in place. Following the inspection visit, a risk assessment has been introduced for school runs. Staff complete daily health and safety checks. People who run the setting complete regular fire drills. Following the inspection visit, they will also record the exits used.

People who run the setting ensure access to all, with rooms being all on one level. Within the main hallway, there are notice boards available to parents and visitors. Some of which include, a staff board and recent achievements and updates. The environment is flexible. Indoors it is organised to provide children with space to freely move within their rooms. They have base rooms which are suitable for their age or stage of development. The outdoor play space has an all-weather canopy area alongside further space for bikes and gross motor play. Two rooms have direct access into the outdoor area. The outside area encourages further opportunities, with a mud kitchen, gross motor, and sensory activities in place. Staff told us, children and staff have wet weather clothing, allowing them to access outdoors in all weathers. A large field, woodland and playground are also available to use.

People who run the setting provide a variety of developmentally appropriate play and learning resources. They provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. Children freely access toys and resources, as they are stored at low level or within their reach. People who run the setting provide resources and opportunities to promote children's curiosity about the wider society, celebrating equality and cultural awareness. Children undertake a variety of visits to local areas on interest such as parks, RNLI lifeboat station and the war memorial.

Leadership and Management

Adequate

People who run the setting comply with almost all the national minimum standards and regulations. There is an established management structure in place, with people in charge

and responsible individuals supported by a committee. People who run the setting engage positively with CIW and are keen to drive improvement. Following our visit, they acted promptly to provide information and make swift changes to practices at the setting. Following the inspection visit an updated statement of purpose has been uploaded via the online portal. The setting is in the process of transitioning from paper records to using an online application.

Regulatory records are mostly complete. Registers for children and staff are maintained on the app. However, during the inspection, it was not clear which staff were working in specific rooms, if they leave the premises to undertake a school run, or when they are on lunch break. Following the visit, a new system for recording staff breaks and room changes has been implemented. Consent forms are in place for a variety of activities at the setting. Following the inspection visit, a consent form has been introduced for school runs. Policies, procedures, and documents have regular reviews. However, they are not always updated with changes in legalisation, guidance or reflect changes within the setting. Following our visit, several policies and documents have been updated to reflect changes.

People who run the setting have self-evaluation systems in place. They seek the views of children, parents, and other professionals. There is a supportive team working environment. The setting has recently achieved two awards from the local authority, in relation to the promoting of Welsh language and culture and inclusivity.

People who run the setting follow robust recruitment processes to safeguard children. Staff information is complete and suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction is strong. Staff comment on how this helps when starting at the provision. Senior team meetings take place, with information shared within teams to other staff members. Staff feel well supported. However, regular supervisions and appraisals, have not been undertaken consistently. This is an area for improvement, and we expect the provider to take action. There are opportunities for continuous professional development, which allows staff to develop and extend their qualifications.

People who run the setting have established relationships with parents and carers. They have strong support from a range of other professionals, which enhances the provision to children and families attending the setting. This clearly is a strength to all accessing the setting. Parents are kept informed of their children's day using an interactive app and verbal discussions.

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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29	The responsible individuals must ensure staff receive regular supervision meetings and annual appraisal which allows them to effectively support the needs of children.	New
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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 5 - Records	Ensure all mandatory records are accurate and complete with regular reviews to ensure consistency
Standard 18 - Quality assurance	Ensure all documentation is effectively reviewed, including any updates to legislation, guidance or the provision.

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)
Continue to develop and embed the Curriculum for Wales throughout planning and provision across the setting

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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