



Inspection Report

All Born Curious Limited

**Princess Of Wales Court
Seaway Parade Industrial Estate
Port Talbot
SA12 7BT**



Date Inspection Completed

09/07/2024

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About All Born Curious Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	All Born Curious LTD
Registered places	111
Language of the service	English
Previous Care Inspectorate Wales inspection	4 May 2022
Is this a Flying Start service?	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>	Adequate
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children enjoy their time at the setting. They are offered choices and most make their own decision about what to play with and where. Children play co-operatively and have developed good relationships with the adults caring for them. They take part in a range of activities and have some opportunities to develop their independence skills enabling them to do some things for themselves.

Staff work sufficiently to implement most of the setting's policies and procedures. They understand their responsibilities and roles for keeping children safe. However, procedures to promote good health and hygiene are inconsistent. Staff have a positive and caring relationship with the children in their care.

Leaders ensure the environment is secure. They provide a suitable indoor play space and ensure most children access the outdoor environment regularly. Children have access to resources, toys, and equipment which are mostly suitable for their age and stage of development.

Leaders have a developing vision for the setting. They have adequate processes in place to review, and update documents and policies. Recruitment processes are adequate. Leaders keep parents suitably informed. However, leaders do not always ensure the service meets the requirements of the regulations and national minimum standards. We have identified several areas of non-compliance and expect the provider to take action.

Well-being**Adequate**

Children are confident communicators as their wants, moods and needs are considered. They have suitable opportunities to make choices and decisions. For example, most children are able to decide whether they want to play indoors or outdoors. Children's opinions and interests are taken into account. Most explore their environment freely and are confident to move about and play as they wish.

Children feel safe, happy, and valued at the setting. The morning routine is consistent and positive meaning nearly all children settle well. Any unsettled children are reassured and comforted. Children are familiar with the routines; they know to take their coats off and place them with their bags in the storage boxes.

Interactions between children and staff are good, children co-operate well and are actively engaged. Nearly all children play alongside each other, sharing and taking turns. For example, a group of older children shared the blocks during table top play and waited their turn for the scissors. Children develop good bonds of affection with staff. They seek out staff for attention and reassurance throughout their time at the setting.

Children are engaged in their play and learning. They enjoy a reasonable selection of appropriate opportunities indoors and outdoors and can also relax and have quiet time. Older children thoroughly enjoy outdoor play, exploring the area and making cakes in the mud kitchen. They take part in activities resulting in a good feeling of achievement. For example, older children enjoyed putting on a puppet show for their peers and received praise for their efforts. Children develop concentration and many spend extended periods involved in the activities. For example, they persevered for some time using scissors to cut out and identify shapes. Babies thoroughly enjoy song time, giggling and smiling as they imitate the actions of the song. However, babies do not always have sufficient outdoor play opportunities.

Children have some opportunities to develop their independence skills enabling them to do things for themselves. For example, older babies place their dirty dishes in the bowl and older children visit the toilet independently. However, older children are served snacks and their drinks are poured for them.

Care and Development

Adequate

Staff implement the setting's policies and procedures effectively overall. Generally, they follow good hygiene procedures. For example, a staff member asked a child to rewash their hands after noticing them crawling along the floor before snack time. However, staff do not always wipe down tables before snacks and place snacks directly onto the tables. Staff mostly provide healthy meal and snack choices, for example freshly cooked meals and fruit. However, during the inspection, pizza was provided as an afternoon snack for older children and younger children were given biscuits. Staff maintain correct staff to child ratio. However, at busy times of the day, the deployment of staff does not always meet the caring needs of the children. Appropriate incident and accident recording systems are in place. First aid training is current and suitable for the ages of children cared for. A safeguarding policy is in place and all staff have completed training and were confident when asked about potential safeguarding scenarios.

Staff communicate effectively with children and create a calm and relaxed atmosphere. They are responsive and affectionate with children and reassure them when needed. For example, when a child spilt a drink over them, the staff member immediately consoled the child, reassured them, and took them to be changed. Staff share a positive approach to managing children's behaviours and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour. For example, using distraction and positive reinforcement techniques. They praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff support children well in their chosen play activities. They read stories to both individual children and to groups, play alongside children modelling how to use resources and talk to children about their ideas. Staff recognise additional learning needs, and they consistently implement suggestions for support from outside agencies. Staff have developed their activity planning and complete observations on children's learning and development and there are progress records in place, which allow staff to plan for the next steps in children's learning. Incidental Welsh is sometimes used, and staff encourage children to repeat words.

Environment

Adequate

Leaders have satisfactory measures and policies in place to ensure that the environment is safe and secure. For example, external doors are kept locked, access is controlled, and visitors are recorded. Leaders complete general risk assessments; however, these have not been reviewed since December 2018. At the time of the inspection, potential risks to children's health and safety were identified. Some areas of the environment were not sufficiently maintained and some children's sleeping resources were not always appropriate. While no immediate action is required, this is an area for improvement and we expect the provider to take action. Following the inspection, leaders told us that sleeping mats are now available for sleep and they are awaiting funding to replace flooring. Leaders carry out and record fire drills regularly to ensure that staff and children know how to evacuate the premises in the event of an emergency. Safety checks of the premises have not been routinely completed and certificates had expired, for example the heating test certificate. Following the inspection, leaders told us that the heating system test had been scheduled.

Leaders ensure the environment has good indoor play spaces for children to move freely. Children move confidently around their dedicated playrooms, utilizing the floor space, quiet areas, craft space and soft play areas. Babies are situated on the first floor. They have play space for floor play and meals and access a separate space for quiet activities and sleep. They also have a dedicated space for messy play. The outdoor area available for children is inviting and provides a range of experiences for them to access. For example, there is space for bikes and trikes and areas to learn about the world around them. However, babies do not access the outdoor space frequently. There are suitable facilities available including toilets, hand washing and nappy changing areas.

Leaders ensure that many children can access an appropriate variety of age-appropriate toys and equipment. These are stored at low level to ensure children can access these independently. Leaders have reviewed the environment and introduced more natural materials. Overall, they ensure that furniture and equipment are suited to the age and stage of the children in their care. Bilingual signage is visible throughout the setting as well as some items and celebrations depicting our multi-cultural society.

Leadership and Management

Adequate

Leaders manage the service adequately. They are open, sincere and have a developing vision for the service. They have a meaningful statement of purpose which reflects the service provided. Leaders keep most of the regulatory information about the children including contracts, personal details, and permissions for most children, however, some sampled files did not contain all the necessary information. They have a wide range of policies and procedures in place, to include safeguarding and behaviour management, however, some policies and procedures are not always dated or reviewed in a timely manner. Leaders operate a clear and detailed school run system. Appropriate and valid vehicle documentation is in place. Staff and children registers are maintained for the various rooms and for the building. However, not all staff are recorded on the room registers when they are working in the room.

Leaders have a good self-evaluation system to review the quality of care annually. They seek and implement the suggestions of children and their parents/carers. They produce a relevant quality of care report, looking at what they do well and where they would like to improve.

Leaders ensure they employ suitably qualified staff or staff working towards the required qualifications to work at the setting. They mostly follow a safe recruitment process to safeguard children. However, some staff files did not contain all the necessary suitability checks. This issue was highlighted at the previous inspection. This is placing people's health and well-being at risk and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Leaders ensure staff attend a range of training, including all mandatory training. Staff told us they feel very well supported by leaders. Leaders undertake appropriate staff supervision; however, this is inconsistent across staff files. No evidence of annual appraisals were available at the time of the inspection. This issue had been highlighted at the previous inspection. This is placing people's health and well-being at risk and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. Following the inspection, leaders told us that appraisals has been scheduled.

Leaders ensure that communication systems with parents are good. They keep parents informed through daily written and verbal feedback. Leaders respond positively to information and advice given to support and improve the setting and children's identified needs. Feedback from parents is very positive.

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
28	The provider must undertake and evidence thorough and timely suitability checks on all staff.	New
29	The provider must ensure that all staff receive regular supervision and annual appraisals.	New
38	The provider must ensure that staff and children conduct regular fire drill practices and are familiar with the procedures to follow in the event of an emergency when evacuating the setting.	New

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
25	The provider must identify, reduce or eliminate risks to children's health and safety.	New

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 7 - Opportunities for play and learning	To ensure that babies have appropriate opportunities to have fresh air and play outdoors.
Standard 12 - Food and drink	Ensure that children of all ages have sufficient opportunity to do things independently.
Standard 5 - Records	Ensure that all children's information is fully completed and kept in the children's file, to include consent for emergency medical treatment.
Standard 15 - Staffing ratios	Ensure staff are deployed effectively throughout the service at all times and to ensure all staff working in the various rooms are recorded on the room registers.
Standard 10 - Healthcare	Ensure that good hygiene practices are followed at all times.

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)
To follow the new Curriculum for Wales.
To follow the Welsh Government healthy eating guidance - food and nutrition for child care providers

To ensure that policies and procedures are reviewed at least annually.

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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