



# Childcare Inspection Report on

**Aberavon Integrated Children`s Centre**

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



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## **Description of the service**

Aberavon Integrated Children's Centre (ICC) was registered with Care Inspectorate Wales (CIW) in August 2006 to provide a full day care service. They care for a maximum of 69 children aged eight weeks to 11 years old. The service is located at Sandfields Primary school, Sandfields, Port Talbot. The responsible individuals are Lisa Davies, Anna Roberts, and Shirley Davies. There are seven named persons in charge who are Jodie Finn, Amy Oates, Anna Roberts, Alexandra Rowlands, Jenna Watkins, Gemma Thomas and Sophie Howard. The setting operates from 7:30am to 6:00pm, Monday to Friday, term time and during school holidays. The service also provides Flying Start places, an after school club, Cylch Meithrin and a play group.

## **Summary of our findings**

### **1. Overall assessment**

Children at Aberavon ICC are settled and happy. The service provides a secure and positive environment for children to develop and grow. The staff are kind, caring, and foster good relationships between themselves, children and parents. The children have a broad range of opportunities to play, learn and become independent. Management and leaders ensure consistency and good practices, which enables effective development of the service.

### **2. Improvements**

Since the inspection, the service has updated their statement of purpose and confirmed that they have found missing information on some staff files.

### **3. Requirements and recommendations**

Recommendations have been made at the back of this report.

# **1. Well-being**

## **Summary**

We (CIW) have found that children have a voice and are listened to. They feel safe, happy and enjoy their play and learning. Children interact well and have ample opportunities to develop their independence.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children communicate their choices with adults and are listened to.

Children were able to choose a song of their choice by selecting one from a laminated picture card. All of the children and staff joined in with the singing and performing the actions of the song. We observed that during the Busy Feet activity children were able to choose not to join in and to play with the resources set out for them instead. Children were able to leave the table at lunch time, once they had finished their food. We observed that children were able to contribute to a 'Be Yourself' display in the after school club. The children approached staff members with toys, books and questions and staff responded to them.

Children have a good voice.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are happy and relaxed with staff and have a warm and positive relationship with them.

Children were seen to be settled and happy. They were comfortable with staff, and happily sat on their lap and cuddled with them. One child was upset but was spoken to quietly, at their level and given a reassuring hug. During nappy change the child was seen smiling and was spoken to during the entire process by the staff member.

Children were familiar with routines and could move freely from one area to another and were able to speak to a staff member when they needed. We noticed that children who had arrived late to lunch were not rushed to finish their food. Children were frequently praised and children responded positively to this.

Children feel safe, happy and valued.

### **1.3 How well do children interact?**

Children are able to participate in a group activity. They are able to understand right and wrong and nearly all can interact positively with others and control their feelings.

Children were seen smiling and talking to each other. One child, who saw another eating an apple, called the child's name and said, "I have an apple in my house."

Children were happy and relaxed and interacted well with staff and other adults. Older

children were seen to ask each other for help and played games with younger children. Children enjoyed looking at books with staff asking, “what’s that?” and spending time exploring the books with the staff. Children chatted to each other and with staff members happily, whilst waiting for their lunch. However, children became restless after sitting at a table for an extended amount of time between washing hands and being served food. The majority of children were well behaved with staff members intervening and promoting good behaviour.

Children interact well with each other and those caring for them.

#### **1.4 To what extent do children enjoy their play and learning?**

Children enjoy their play and learning as individuals and as part of the group.

We observed children joining in and clapping after singing each nursery rhyme or song with encouragement from staff for the quieter children. The children all laughed at the song when they all shouted ‘banana’ and then ‘cucumber’. We observed children playing with the small world farm, playing in the sand, building with blocks, drawing and all of the children showed great excitement at the ‘Tap, tap box’ activity including a baby in the baby room. We noted that children were able to choose an activity or toy from labelled boxes when they had finished with their structured activity.

Children were enthusiastic and motivated when participating in their play and learning.

#### **1.5 How well do children develop, learn and become independent?**

Children are becoming independent. They are given opportunities to develop their skills and interests.

Children were actively encouraged to put their coats on independently with lots of praise and to find their own bag when it was home time. We noted that the children were able to choose food from lunch boxes during lunch time and given choices of what they would like next, “What would you like next, your apple or yogurt? Would you like me to cut it for you or do you want it like that?” Children were supported to use a pedal bin to dispose of their rubbish and children in the after school club were encouraged to rinse their bowl and spoon after eating ice cream, and take them to the serving hatch. Children were encouraged by staff to choose their own activities or they could participate in the structured choice. We saw that the daily routine was clearly displayed on the wall in a child friendly way. We heard the children sing a variety of songs in both Welsh and English.

Children develop, learn and become independent through the variety of opportunities and with staff support.

## **2. Care and Development**

### **Summary**

Staff know the children in their care well and provide a variety of opportunities to promote the child's play, learning and development. Staff actively encourage good behaviour and positive interactions.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

We observed that rooms are well staffed and to ratio. There was enough staff to cover other members of staff during toileting and nappy changes. Staff wore aprons and gloves during nappy change and the mat was sprayed with antibacterial spray. The staff informed us that bedding in cots were changed after each child. Staff did not follow good hygiene practises when putting a used tissue in the bin and not washing their hands after and when a child used the potty, she was not encouraged to wash/wipe her hands. However, staff encouraged good hygiene during lunch with "let's go wash our hands, good boy, let's scrub them clean" and when a child asked a staff member to blow on their food "we can't blow it because of germs, you must blow it yourself." The staff encouraged good eating habits "Sit down its dinner time please, good boy well done" and "sit down angel, you are going to fall." A sandwich was placed directly on to a table however; a member of staff did rectify the situation and provided a plastic plate. We observed staff serving cooked food and although aprons were worn, disposable gloves were not. A menu including fruit, cereal, tuna, pasta, jacket potatoes and beans were offered to children to encourage healthy eating. The service had a Food Standards Agency hygiene rating of 5. There was good detail relating to children with allergies including products used by the nursery. We noted detailed accident records with a clear difference between accident and incident forms and emergency medical treatment was in place. There was evidence that fridge temperatures were recorded however, some dates were not completed. There was a signing in and out form for staff and children. We saw a sickness record pinned to the back of the room door showing individual children's names and sickness issues. We raised this as a confidentiality issue to staff, who moved it to the inside of a cupboard door by the second inspection.

Practitioners work competently to keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Overall staff are able to manage interactions well. They encourage good behaviour and actively praise the children bilingually.

We observed children being praised during each session "well done guys", "da iawn" and "of course you can go to the toilet, good girl for asking". Children were encouraged to take part in activities and to interact with staff members "you enjoyed this, come and build a tower like you did last time" and "Where's everybody's eyes, nose, can you smell our food, and where's our mouth, were going to put our food in

our mouth.” During one interaction, the staff member intervened during an argument over a toy and took the toy from one child and gave it to another with no explanation. However, on other occasions the staff were able to deal with the situation through explanation “oh no, no smacking, kind hands”, “be careful, we want to look after our friends” and “we must be kind to our friends”. Staff were not deployed effectively during after school club as a child became very frustrated during a game and began to take his frustration out on another child. The child held a chair above their head without staff noticing, however, after a short while the staff began to intervene and reminded the child of the after school club rules specific to the child’s behaviour.

Overall staff encouraged and fostered good positive relationships with the children and each other.

### **2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?**

Staff encourage children’s play, learning and development through supportive activities and a stimulating environment. Staff are able to intervene when necessary to encourage positive experiences.

We saw that staff encouraged children to take part in different activities but they were not made to join in. Staff actively encouraged the children to be independent including when putting their coats on, by placing the hood on the child’s head, “Well done O, you put your coat on” and ”put your other arm in.” Staff encouraged children during lunch time “What do you want now? Can you use your fork like a big boy?” and “nearly there” to encourage a child to open a packet of crisps but offered support when the child needed help. Staff arrange activities, which are planned on a weekly basis including tuff tray, cutting and sticking, and any assessed activities were highlighted in red. Staff had a developmental chart for each child, with observational sheets and sticky notes to monitor their progress. We saw files, which contained ‘all about me’ sheets, which included important information including play risk assessments and one page profiles for each child. Staff encouraged children throughout the age groups, to show good behaviour, for example, no smacking, kind hands and children were praised bilingually.

Staff support children’s play, learning and development efficiently and actively promotes independence.

### **3. Environment**

#### **Summary**

Leaders provide a secure and suitable environment for the children. Resources are age appropriate and provide a range of opportunities to develop a variety of skills.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Overall leaders provide a relatively secure environment for the children.

The children have access to indoor and outdoor areas and risks have been identified and as far as possible eliminated. Leaders ensured that the doors were secured and a buzzer/intercom was situated at the entrance of the service. We were informed that visitors are accompanied by members of staff when walking through the school to the 'caterpillar' and Flying Start room. Visitors signed a visitor's book, which was located in the main office. Each room was well staffed and within ratio. Staff allowed the children in the 'caterpillar' room to go to the toilet independently and the latched wooden door into the room was closed behind them. The latch was quite high and difficult for a child to open however, staff did check on the child after a few minutes. Staff did not escort the children to the toilets, as these were not dedicated to the nursery, they were communal toilets for the school and accessed through a communal corridor. Leaders completed risk assessment tick sheets however, records were not fully completed. Individual rooms had risk assessments, for example, doors (jamming fingers), windows and blinds. Part of the outdoor area had sponge flooring and there was a covered area to allow children to play outside and have respite from sun/rain. The fire blanket was wall mounted and fire extinguishers were seen and checked regularly. Safety equipment test (PAT), emergency lighting and a heating certificate was valid. Fire drills were conducted with the last test recorded as April 2018. We saw that the Control Substances that are Hazardous to Health (COSHH) file contained good detail on products used in the nursery, and medicine was stored in a locked cupboard.

Leaders ensure the environment is mostly secure and safe, however children need to be supervised at all times.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders ensure the suitability of the environment by providing suitable resources and plenty of space to play.

The classrooms were set up in a child friendly way and in line with the Foundation Phase with plenty of freedom of movement. The resources were suitable for the age group and were stored at the children's level to allow them easy access. We saw a range of small world resources, books, dolls, clothes, creative resources, construction, wooden blocks, sand and cars. In the after school club there were age appropriate



resources including a Wii, funny face jigsaws, the Beehive Surprise game, Jenga and Frustration. The outside area was large and well stocked including a mix of larger resources including a play house, basket ball hoop, some ride on toys, pushchairs, sand tray and plastic building blocks. In the baby room there was a separate area for sleeping with a low level fence and curtain to separate it from the main part of the room.

Leaders are able to ensure the suitability of the environment and provide a range of resources and space to play and rest.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders ensure there is a range of good quality resources and equipment suitable for the age groups attending.

Leaders ensured that children were able to access a range of good quality and age appropriate toys and equipment. The three to four year olds did not have independent access to toilets; however, furniture, sinks and toilets were of an appropriate size for the age of the children. Resources seen in the variety of areas were linked to the terms theme and there was a range of multicultural resources available to children including dolls, clothes and small world toys showing a variety of cultures. We spoke to children in the after school club and they said that there was only one two-wheeled bike available as the others were broken however, the setting advised us that there was a range of other scooters available for the children to use until the two-wheeled bikes were fixed. We saw that some toys needed cleaning, due to crayon marks, however, leaders advised us that individual toys were cleaned with "Milton" regularly and more often if there was an outbreak of illness within the nursery.

Leaders provide a good range of age appropriate toys and resources for the children.

## **4. Leadership and Management**

### **Summary**

Leadership is well established and they have good practises in place. Staff feel secure and well supported and parents and other agencies have a good relationship with the service.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have a positive ethos and supportive environment to develop a strong service. They have clear aims and a range of policies to ensure consistency.

Leaders have a range of policies in place, which staff sign to show they have read each policy. These policies included behaviour management, equal opportunities including selection criteria for resources, a social media policy and a missing child policy. The statement of purpose, while including good detail, was missing some information, however, leaders amended and updated the statement of purpose to ensure it was now fully compliant. The staff said that they are able to contribute to the planning of activities and the service had a structure to encourage good communication and feedback from staff. Leaders value their staff and there was a yearly staff awards night to highlight and celebrate good practise.

Leaders have developed effective leadership for the service.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have good processes in place which help develop the service.

Leaders reviewed and updated policies which were dated, and highlighted the changes of the appropriate policy. There was evidence of regular staff supervisions and appraisals with new starters completing a three month induction. The service was currently updating their Quality of Care report, which included the views of parents, children, staff and outside agencies. They have included the actions they have taken in response to the views of the children and parents. Currently the staff feedback has been postponed due to high staff turnover and “to enable all new staff members time to settle in and feel comfortable in their new roles and new environment and for existing staff to adjust as well.” The service has been awarded the Gold award in the Small Workplace Health Awards and has completed all areas of the Healthy and Sustainable Pre-school scheme.

The service has an effective process for self-evaluation and plan for improvements.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders show effective management of staff to ensure a high quality of service for the children.

Leaders support the staff well, and staff have undertaken a range of courses including behaviour management, manual handling, safeguarding, Sign Along and Elklan. The service has a safe, robust and timely recruitment process with an overview tick sheet showing the information included in the files however, some information was not available on the day of our visit. Staff were well qualified, with six staff achieving a level 5 in child care, two working towards a level 5, and all others having a level 3, or working towards this. The service also had two apprentices working towards their level 2. During the visits, we looked at a range of children's files and saw that they contained a range of information including contact details, emergency medical consent, allergy information, medication, accident and incident forms and additional learning needs records where appropriate. However not all files were consistent in having permission forms included but the management informed us that some information was kept in individual rooms appropriate to the child.

The leaders have effective management of staff.

#### **4.4 How effective are partnerships?**

Leaders have successful and effective partnerships.

Leaders work with parents on admission to the service to identify the child's individual needs and preferences. Leaders had a daily diary for children, which recorded the child's activities, amount of milk drunk, sleeping pattern, nappy changes etc. and a photograph of their key worker. We saw, in the corridor, there was a staff photo board and a notice board with the statement of purpose, complaints policy and child protection information. We also noticed in the corridor a range of posters which highlighted ways for parents to interact with children at home including "listen to me not the TV", "lets look at a book", "sing me a rhyme at any time", and "lets play everyday." A regular newsletter informs parents of staff news, important dates and information about the services available. The service works on a regular basis with a range of outside agencies including speech and language, health visitors etc. and when we spoke to a health visitor she told us there was "good communication at the end of the phone" and a "good relationship with the centre for 6 years." Parents are very pleased with the service with one parent explaining the service had "helped me loads, X came on leaps and bounds, X didn't really go to anyone else, so its brought him out of his shell." Another parent commented that she was "100% happy with staff, management team, everyone is fantastic" and that the service had adapted to meet

the specialised needs of her child. Leaders and staff raise money for a variety of charities including Macmillan.

Leaders ensure they have good partnerships with parents and visiting professionals.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommend that:

- Children are accompanied to the toilets which are shared with the school;
- staff use gloves or tongs when serving food to children;
- children spend less time sitting at a table, waiting for food;
- there is consistency when completing forms including medicine records, fridge temperatures and daily risk assessments;
- at least twice yearly fire drills are undertaken and
- children's files are consistent and hold all important information including consent forms from parents.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections. Two inspectors jointly undertook the visits to the service on 15 and 18 January 2019.

- We inspected a sample of documentation and policies during the visits;
- we observed practice during the visit to capture evidence of children's engagement and the care being provided by staff;
- We spoke to the registered person's and some parents and staff. We also spoke to children at the service where possible.

Feedback was given to two registered person's on 21 January 2019, by telephone.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Lisa Davies Anna Roberts Shirley Davies
Person in charge	Jodie Finn Amy Oates Anna Roberts Alexandra Rowlands Jenna Watkins Gemma Thomas Sophie Howard
Registered maximum number of places	69
Age range of children	Eight weeks to 11 years old
Opening hours	7:30am – 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 October 2016
Dates of this inspection visit	15 and 18 January 2019
Is this a Flying Start service?	Yes, there are 68 places in total.
Is early year's education for three and four year olds provided at the 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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

