



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# 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 Childcare Centre (Aberavon ICC) was registered in August 2006 to provide a full day care service. They care for a maximum of 53 children aged 0 - 11 years. The setting is located in Sandfields Primary school, Sandfields Port Talbot. The setting's responsible individuals are Jeffrey Dinham, John Edward Sparks and Lisa Davies. There are four named persons in charge who are Anna Roberts, Jodie Finn, Amy Oats and Natalie Bevan. Lisa Davies and Anna Roberts were present for the duration of the inspection.

The setting operates from 8am to 6pm, Monday to Friday and during school holidays and term time, with the exception of the Flying Start provision which runs term time and for part of the holiday period.

## **Summary of our findings**

### **1. Overall assessment**

Children at Aberavon ICC Nursery are happy and settled. A range of activities and resources are provided to promote children's overall development. Parents are happy with the care that their children receive and children enjoy the time they spend at the service. Children are safe and overall their individual needs are met. The environment offers plenty of areas for children to play and learn. Staff are kind and caring. Leaders implement changes in order to improve the service.

### **2. Improvements**

Since the inspection the leaders at Aberavon ICC have amended their statement of purpose and child protection policy. They have also risk assessed the hazard in the baby changing room and purchased more appropriate cups for the older children.

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

We recommended that;

- All children wash their hands before eating snack
- The temperature of the food in the after school club is monitored to ensure it is of a suitable temperature
- There is a record of medication storage temperatures
- The resources for the older children are age appropriate, including furniture.

# 1. Well-being

## Summary

Children are settled and happy at Aberavon ICC Nursery. Children have good relationships with their carers and are forming friendships with their peers. They are able to freely choose toys and resources and staff are flexible to their individual requests. Children are becoming independent with the wide range of free choice opportunities.

## Our findings

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

Children speak and express themselves confidently. They participate well and are able to make choices and decisions.

We saw the younger babies having their needs anticipated by staff, when they were hungry or tired; one child was held by staff as they were rocked to sleep. Older children were able to freely move around the room helping themselves to the activities set out for them, or by helping themselves to other low level items. Children were involved in decision making such as “what song would you like to sing?” Children also told us how they had been asked for a ‘wish list’ of activities and resources that they would like to have. They said that the staff were ‘good fun’.

Children know that their voices and opinions are listened to.

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

Children feel secure, happy, comfortable and relaxed and form positive emotional attachments. Many children are forming friendships with others, and show affection to the staff that care for them.

Children were happy and content in the nursery as the children smiled and laughed as they took part in activities and followed the daily routine. One child had a birthday and everyone sang ‘happy birthday’ and ‘hip hip hooray’, the child was beaming, as staff said “happy birthday sweetheart” and was very proud when staff asked about his birthday.

One child was still attending the nursery under a ‘settling-in’ period; she had a few tears initially but with staff distraction, started to settle and as she didn’t want to sit at the table for snack, was able to play with the toys with a staff member. The child constantly looked for reassurance from the staff member, showing that they had started to develop a positive emotional attachment to them and felt comforted by them. Children in the after school club record their feelings on arrival by placing a cartoon picture showing emotions, next to their name. They told us that most of them had been coming to Aberavon ICC since they were babies.

New children are becoming settled and all children feel happy and secure.

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

Children are aware of the feelings of others and show consideration to each other.

Children interacted well with one another and were happy to play by themselves or with others. There was a calm atmosphere and children were engaged in the activities that had been set out for them, which included the outside play area, construction area, dinosaur area, quiet area and reading corner. Children played alongside each other and chatted easily to one another. Children in the after school club told us that they were with 'their best friends' and that they had known each other since they were babies.

Children at Aberavon ICC Nursery interact well with other children and staff.

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

Children are engaged and interested in the activities that the nursery sets out for them, and they experience freedom to choose what and how they play.

Children in the after school club told us that they enjoyed making dinosaurs out of play dough, and staff took pictures. Younger children were making a 'mud bath' later for the dinosaur figures. Children also sang in Welsh before going out to play. They sang "3 Pysgodyn", an action song incorporating numbers and the Welsh language. We saw the children had good use of Welsh language, and were confident in using it. Children smiled and laughed as they played in the outside play space with trays and chalk. Children's art work was displayed around the room showing what activities they had been involved in, some were in relation to the dinosaur theme.

The babies had a selection of age appropriate toys on the floor, within their reach which allowed them to explore them and how they moved or made noises.

Children greatly enjoy their play and learning and enjoy a range of organised, free play and recreational activities.

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

Children are becoming more independent and are developing their skills and knowledge. However some improvements are needed for the older children to further promote independence.

At mealtimes we saw younger children were given a fork and spoon to eat and encouraged to eat independently. Children were given a bib to protect their clothes. Children were asked 'can you use your fork?'; "Do you want some help?"; "No, ok no problem", as staff sat with them at the table. Children were encouraged to take cups back to staff by the sink. Children used wet wipes to wipe their hands and faces and when they did, they received praise from the staff. Children attending the after school club had drinks already poured by staff; they had plastic cups and plates, and were given a fork. Children had difficulty eating their food without a knife. However the children scrapped their food scraps into the food bin, and took their cups and plates up to the counter.

Younger children are developing physically and creatively through their learning and are able to become more independent. Older children need their independence promoted.

## **2. Care and Development**

### **Summary**

Staff are kind and caring. They interact well with children and show genuine affection towards them. Overall staff help to keep children safe and are well trained. They understand and follow the service's procedures to safeguard children. Overall staff work well to promote children's health, with regards to infection control procedures and food hygiene standards, however there are some areas for improvement.

### **Our findings**

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

Overall Aberavon ICC Nursery keeps children healthy and safe; however there are some areas for improvement.

Leaders try to provide well balanced and varied snacks, they have signed up to the Healthy and Sustainable Pre-School Scheme and have one element to complete. However lunch is provided by the school, and therefore there is no control over the menu during this time. We watched children in the after school club, wash their hands and saw children having chicken nuggets and spaghetti; however some were saying their spaghetti was cold. Leaders provided children with a selection of fruit after their snack. In the 'Flying Start' provision a special treat of birthday cake was given to the children however children did not wash their hands prior to eating. After eating children were given wet wipes to wipe their hands and faces. Leaders provided the children with a drink of milk or water.

We saw good engagement with health initiatives. We saw the staff and the children around the table brushing their teeth in relation to the Designed to Smile scheme. The staff member also brushed her teeth too and a cd was used to play a song until the brushing time was up. There were good opportunities for physical exercise in the outside covered or uncovered play area which allowed children to play outside in all weathers.

We observed staff nappy changing and apron and gloves were used and changed for each child. Staff used anti-bacterial spray on the changing station after each child had been changed. However in the small nappy changing room, the tumble dryer was on and the dryer door was very warm. Leaders told us they would risk assess, and ensure this was only used in the evening. We were shown the medication storage and recommended temperatures in medication storage are recorded to ensure medication is stored correctly. We saw from the accident records that when a child had an accident, it was dealt with and recorded appropriately and parents were informed.

Leaders provided us with their safeguarding policy; and when questioned staff were able to explain what their duties were with regards to keeping children safe. We recommended adding a section on the process if there was an allegation against a member of staff or an allegation against the responsible individuals. The name of people authorised to collect child and password were recorded for each child to ensure children are only returned to an appropriate adult.

Overall staff keep children fairly safe and their health is usually promoted.

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

Staff know the children very well. Overall staff provide a nurturing and caring environment that promotes children's manners.

Staff promoted positive behaviour. We heard "Good listener, good little boy" whilst a child was sitting eating cake and "can you say please?" We saw staff encouraging a young child to sit down on the chair to eat his cake, and when he walked off again was asked to "come and sit down" he was helped onto a chair, and we heard "well done good listening". When he walked off again carrying his cake he was gently directed back to his seat. Staff were heard saying "no thank you, we need to be nice to our friends" and "We are not shouting at our friends are we? Kind voices." However we heard staff telling one child who was displaying unwanted behaviour "No we don't" when they didn't listen and showed more unwanted behaviours. Staff repeatedly said "stop" and "no". When the child continued they were then placed on 'mat meddwl' for time out with a visual sand timer. We did not hear staff explaining to the child as to why he was placed on the mat meddwl but we were later told that an explanation had been given at the start of the unwanted behaviour.

We saw good interaction with staff with the older children silently holding up their hand, until eventually the children noticed and one by one raised their hand and went silent. The staff member then asked them to wash their hands for snack.

Overall staff are good role models; they interact positively with children and promote good behaviour, however staff need to explain why certain behaviour is unacceptable.



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

Staff provide a nurturing and caring environment that meets children's individual needs. Staff know the children well.

We saw staff with a child who had just started attending the nursery and as the child arrived later and was quite upset, the staff let her play until she settled instead of sitting down to eat her snack with the other children. We saw staff all had a lovely, gentle way of dealing with the children.

Staff kept children's contracts, and registration forms which included dietary requirements, medical information and emergency medical consent, needs and abilities, allergies accident, incident and medication information. We saw permissions for sun screen, outings, videos and photo's and Designed to Smile. Staff kept sleep records and there were individual baskets for each baby for personal items such as dummies.

Staff provided the children with different activities and play opportunities throughout the day. A clear routine was in place, which the children were familiar with. For example they knew when to sit at the table for snack. Staff knew what the children's sleep preferences were. We saw staff holding and rocking babies until they fell asleep. We saw staff comforting and cuddling a child who was tired and was still settling-in.

We saw that staff followed the principles of the Foundation Phase, and that staff showed a very good knowledge of this when spoken to. Staff also had a sound knowledge of each child and assessments had taken place at an early stage. We saw that staff observed and assessed children. A tracker system was used to track their development as well as noting observations and achievements on post it notes which then transferred to the child's file/record. Staff in the Flying Start provision assessed children two to three weeks after they start attending, and again at approximately 21 weeks and 42 weeks. A tracker and transitional document was provided by Flying Start.

Staff recorded a nine week programme with a bank of words and noting if child could say them clearly, imitate sound, and repeat. .

We saw that there was early intervention with an Educational Psychologist and records of speech and language needs identified where they may have an impact on behaviour. Staff told us that the early intervention has helped a great deal in dealing with a child and their needs.

Staff provide children with a range of different play and learning experiences at Aberavon ICC. Children's individual needs and abilities are well planned in order for staff to promote their development.

### **3. Environment**

#### **Summary**

Leaders provide access to a safe, secure and well-maintained environment. The children have access to a selection of large indoor and out door areas that provide a range of play opportunities. The nursery is stocked with a good range of toys and resources.

#### **Our findings**

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

Leaders have arrangements in place to ensure that the environment is safe, clean and secure.

Leaders ensured the entrance to the building was locked and a buzzer/intercom was sited at the front door. Code locks were situated on the main door into the nursery area to ensure the access was safe, and parents were met at the door by staff members. We were asked to sign a visitor's book which was situated in the office area.

Leaders completed daily risk assessments and recorded these on a tick list We saw near miss forms had been devised to inform the leaders of anything that needed consideration. We saw maintenance records that showed that Portable Appliance Testing was valid until January 2017; the gas boiler had been serviced in February 2016. Fire extinguishers had been serviced in January 2016. and fire drills had been logged, with the last one taking place in September 2016. We saw that the Control Substances that are Hazardous to Health (COSHH) file contained good detail on products used in the nursery. The rooms were seen to be clean and well maintained, and the nursery had valid insurance cover valid until 30 April 2017. The service has registered with the Food Standards Agency, and was awarded a 5 rating.

Leaders and staff ensure that the environment is clean and safe and have systems in place to identify and deal with safety issues.

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

The leaders at Aberavon ICC Nursery provide children with a well-resourced environment that has plenty of space to play.

Leaders provided areas that were well decorated and contained a good variety of toys and activities. We saw a personal tray for each child was available to store their personal items for example a dummy or blanket. Low level toilets and sinks were available for the children to use and wash their hands. All areas were set out in line with the Foundation Phase to allow free movement, and this included a good out door play space which was partly undercover to provide respite from the sun or rain. We saw the under two's room partitioned off with a gate with curtains behind for babies to sleep. Leaders provided low chairs with trays, low tables and bucket chairs, baby swing and walkers.

At Aberavon ICC Nursery, there is plenty of space and a good range of age appropriate equipment and facilities for all age groups of children to play or rest.

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

Leaders provide a good range of toys, resources and materials. However some consideration to the older children's resources is needed.

Leaders provided children with access to a range of toys and resources. The baby area was well stocked with age and developmentally appropriate toys such as sit and ride and push along toys which were within easy reach. The older children were able to enjoy toys which included the home corner with a multi cultural doll, construction area, small world with a garage and cars, to name a few. The theme was 'dinosaurs' and this was evident in each room, including the large constructed dinosaurs made out of card board boxes within the covered outside play area. The toys and equipment seen were clean and of a good quality.

However we saw some of the after school children having difficulty sitting at the low level tables and chairs which were used by the younger children. The leaders also supplied these children with plastic plates and cups which were not age appropriate. Knives were not given to the children, which made it difficult to push food onto their forks and so they used their fingers.

Leaders provide a good variety of toys and resources which are of suitable quality; however some resources do not meet the needs of the older children.

## **4. Leadership and Management**

### **Summary**

The leaders have built a strong team and the aims of the service are clear. The service is well run and internally monitored. Staff feel well supported and the nursery has good links with parents and the community and is actively involved in raising money for charity. There is a thorough and robust vetting process before staff start work and good record keeping.

### **Our findings**

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

Leaders have a full understanding of the regulations and provide an accurate picture of the service that they provide. They have an understanding of what needs to be in place to effectively run the service. Leaders have developed well written documentation to support the smooth running of the nursery and drive up good practice.

We saw that the statement of purpose, in conjunction with the Parent's/Carers Handbook sets out the overall aims and objectives of the service. The leaders were advised that the statement of purpose required a minor amendment to include the arrangements for dealing with an emergency.

We were shown well written policies which were reviewed annually, including equal opportunities, mobile phone and social networking, nutrition and healthy eating, and parental involvement policies. We saw the new policies, for example 'radicalisation' had a read and sign section for staff to complete, and a Prevent Duty document was available. There was also a settling in/admissions policy with timings based on individual needs which stated that the settling in would end once a firm relationship is formed with the key worker.

We also asked staff about the confidentiality policy, which they were also very familiar with. They told us that information was on a "need to know basis, never discussed with other people, staff or children, unless it was a disclosure, then would have to say it can't be kept confidential".

Leaders value their staff; they have a regular staff award night/themed evening. They also involve the whole nursery in charity events such as 'Jeans for Genes Day, and Macmillan fund raising. All staff spoken to during the inspection told us that they felt well supported personally and professionally by the leaders.

Leaders have developed effective leadership for the service.

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

Leaders are continually striving to make improvements to their service, by signing up to quality audits, and to drive up quality.

We found that the service was in the process of reviewing their service; questionnaires had been sent to parents during the parents evening and a report was in the process of being devised for 2016. Leaders were aware that a report on the quality of the service was required annually.

We saw that the service had achieved the Small Workplace Health Award in bronze and silver. They had also signed up to the Healthy and Sustainable Pre-school Scheme and had one element left to complete. The service had also renewed their Investors in People award.

Leaders are continually reviewing the service to plan and make improvements.

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

The recruitment processes are robust. Each member of staff has a completed file in place which contains all the required information. This ensures that suitable staff members are in place to care for the children.

Leaders ensure that there was a robust staff recruitment process. We saw a sample of staff files which contained all the required checks to make sure staff were suitable to care for the children. We saw that staff supervisions took place every four months and allowed leaders and staff to discuss all aspects of the nursery. We noted all of the staff had valid child protection, first aid training and food hygiene certificates. Three staff were trained in First Aid at Work. We saw overall that staff were deployed effectively to allow them to undertake duties without compromising the staffing ratios; however there was a slight delay in the baby room where one staff member was on her own, until a second staff member replaced the staff that was changing a nappy. The Leaders follow a theme every term, which they plan as a unit. We saw a 'Staff Handbook' which was given to them when they start employment. When asked, it was apparent that staff were aware of their duties and what responsibilities they held.

The leaders manage staff and resources effectively.

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

Leaders and staff enjoy good relationships with parents and carers. The nursery keeps parents well informed about children's general well-being.

The leaders told us that they hold regular discussions with parents to promote good relationships. We spoke to four parents; all were positive, and told us that they had seen improvements, in their child such as potty training. All four parents confirmed that the nursery was brilliant and they wouldn't go anywhere else. We saw a daily diary which was sent back and forth with a photo of the child's key worker included and information on how the child ate, slept, and what activities they had been involved in. Leaders held a parents evening in June/July, where questionnaires were given out to parents to inform the quality review. Leaders provide a newsletter for parents during the summer and at Christmas, where they inform parents of themes, closure dates, and staff changes. We saw an informative 'Parents/Carers Handbook' which was given to parents when their child starts at the nursery.

The leaders are building good relationships with parents.

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

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

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

We recommended that;

- All children wash their hands before eating snack;
- The temperature of the food in the after school club is monitored to ensure it is of a suitable temperature;
- There is a record of medication storage temperatures;
- The resources for the older children are age appropriate, including furniture.

## **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 3 and 6 November 2016
- We inspected a sample of documentation and policies during the visits
- We observed practice during the visit and completed observations on one child using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff
- We spoke to the person in charge, parents and staff. We also spoke to children at the service where possible

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)



## About the service

<b>Type of care provided</b>	<b>Children's Day Care Full Day Care</b>
<b>Responsible Individual</b>	<b>Lisa Davies Jeffrey Dinham John Sparks</b>
<b>Person in charge</b>	<b>Natalie Beavan Amy Oates Jodie Finn Anna Roberts</b>
<b>Registered maximum number of places</b>	<b>53</b>
<b>Age range of children</b>	<b>Eight weeks – 11 years</b>
<b>Opening hours</b>	<b>8 am – 6pm</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous CSSIW inspection</b>	<b>4 August 2015</b>
<b>Dates of this inspection visit</b>	<b>3 and 6 October 2016</b>
<b>Is this a Flying Start service?</b>	<b>Yes</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>The provider is working towards providing the 'Active Offer' in relation to the Welsh Language</b>
<b>Additional Information:</b>	