Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Aberavon Integrated Children`s Centre

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

01639897841

www.aberavonicc.org.uk

The inspection visit took place on 06/05/2026

Service Information:

Operated by:	Aberavon Integrated Children's Centre
Care Type:	Children’s Day Care
Registered places:	69
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture, or is working towards a bilingual service.

Ratings:

Well-being	Good
Care & Development	Adequate
Environment	Adequate
Leadership & Management	Poor

Summary:

Children have opportunities to make choices, decisions and have their voice heard. They have mostly positive relationships with each other, staff and know one another well. Nearly all children express enthusiasm and enjoyment. They confidently access resources and equipment, taking part in a variety of activities. Children are developing independence skills suitably.

Children's health and well-being are suitably promoted. However, there are inconsistencies with nappy changing practice. Safeguarding knowledge is basic; some staff lack confidence in escalation and whistleblowing procedures. Staff build positive relationships and manage behaviour appropriately, supporting children's emotional security.

Leaders have systems in place to promote safety and security, which are mostly implemented. The environment is generally clean, spacious, and supports independence with accessible, well-defined indoor and outdoor areas. Resources are mostly good quality and encourage creativity across many of the rooms.

Leaders show some awareness and understanding of the regulations and National Minimum Standards (NMS), although there are inconsistencies in achieving these effectively. They have acted following our inspection. However, they need to recognise, sustain and embed improvements independently of Care Inspectorate Wales (CIW). Leaders tell us they have effective partnerships in place.

Findings:

Well-being — Good

Children have opportunities to make choices, decisions and have their voice heard. They decide which activities and resources they want to play with from the selection available. For example, playing on bikes outside, exploring in the sand and with vehicles. Children express how they are feeling verbally and pre-verbally with their communication valued. Children's needs and preferences are met during mealtimes, and they make choices when selecting fruit and drinks at snack time. Children confidently ask, "Can I do chopping?" when engaging in activities in the home corner. They interact confidently with us and involve us in their play.

Nearly all children are settled and happy. They have mostly positive relationships with each other and staff and know one another well. Those who are settling or tired, are given reassurance, and are supported by staff and comforters, as needed. Children know routines well at meal and transition times. Many children smile, laugh and engage well with one another. For example, we saw young children engage in 'sleeping bunnies,' excitedly joining in the action song. Older children call one another and staff by their names. Children welcome their friends and invite them to play.

Nearly all children express enthusiasm and enjoyment. Many children interact with each other and adults in line with their age and stage of development. Some children need support to engage with one another appropriately. Younger children play alongside one another, taking part in sensory play, exploring the sand and many older children effectively cooperate. Children demonstrate increasing confidence and independence, proudly stating "*I did it*" as they successfully manoeuvre a wheelbarrow outdoors. They also show positive social interaction, calling to one another, "*Do you want this one*?" as they share resources during outdoor play. Children engage during small group time activities and participate in the 'tap, tap, box' activity with staff support.

Nearly all children are interested in their play and learning. They confidently access resources and equipment of interest to them. Children take part in activities such as outside gross motor play, singing, story time, sensory and role play. They follow their own interest and engage in child-led play, with adult-led group activities. Children show sustained interest when engaging in sensory play. They confidently build towers with blocks and rebuild when the tower falls and engage in role play.

Children are developing independence skills suitably. Older children wash their hands, with support from staff, if needed. They help to serve their own food and pour drinks at snack times. Children change into their school uniforms and are provided with encouragement from staff. They help to tidy up when transitioning to the next activity.

Care & Development — Adequate

Children's health and safety are suitably promoted. They benefit from healthy snacks and overall, staff are appropriately vigilant in identifying risks. Staff support healthy lifestyles, physical activity and personal well-being with daily access to the outdoor play areas. Most staff follow good hygiene practices in line with infection control guidance. For example, they wipe tables and wash hands before eating, embedding good hygiene routines. Although, there were some inconsistencies with nappy changing procedures not being effectively followed. Staff demonstrate a basic understanding of safeguarding responsibilities. However, this understanding is not fully embedded or consistent throughout the setting. Not all staff are confident in escalation procedures, including how to respond if concerns are not appropriately managed or involve senior staff. Improvements are required to strengthen consistency and ensure all staff fully understand and apply safeguarding and whistleblowing procedures. Staff use an online application to record and share information, including medication, incidents and injuries with parents and carers.

Staff respond appropriately to children's needs, preferences and requests, using suitable behaviour management strategies. For example, staff support children to share, using a soft voice and explain why sharing is important. During the inspection, we observed positive interactions, with staff offering comfort, praise and encouragement to support children's behaviour and achievements. Children of all ages settle in well across the rooms. Communication with parents is managed suitably, including adapting approaches for those with English as an additional language.

Staff interact appropriately with children during activities using suitable language. They build positive, respectful relationships with the children, supporting their engagement and emotional well-being. Staff demonstrate an awareness of children's individual needs and stages of development by planning activities to support the children's development of skills, knowledge and independence. For example, staff provide children with pipettes to fill containers and sponges to wash toy frogs, developing the children's vocabulary and fine motor skills as they play. Planning reflects seasonal themes and covers the areas of learning suitably. Some observations are recorded. However, links between observations and children's next steps are not always clear or consistently used to inform planning. Assessments for additional learning needs are completed promptly and are suitably thorough. Staff consult with relevant professionals and parents to ensure they are following the most appropriate advice and guidance to best meet the child's needs.

Environment — Adequate

Leaders have appropriate systems in place to promote a safe and secure environment, including the use of key code access to control entry across the setting. Staff ensure the environment is clean and suitable risk assessments are in place. However, staff do not consistently demonstrate dynamic risk assessment throughout the day to minimise potential risks. Fire drills are undertaken and fire safety equipment was observed to be up to date. Whilst fire evacuation drills are co-ordinated with the onsite primary school, records of recent fire drills were not readily available during inspection. Leaders have since taken action to strengthen recording systems to include more detailed information.

Leaders ensure most rooms provide spacious environments allowing children to move freely and explore. The environment meets most children's needs, with clearly defined areas that are appropriately resourced, enabling children to make independent choices about their play. For example, reading corners, construction area and kitchen/home areas. Toilets and sinks are accessible for older children to use them independently and nappy changing facilities allow for privacy and dignity. There are two secure play areas for babies and older children which includes, bikes, sand pit, mud kitchen climbing frame and slide. Use of the outdoor area is timetabled so all children get to use the area safely during the day.

Most rooms within the setting have a variety of good quality equipment and resources. They are generally stored within easy reach, supporting children's independence. However, while many of the resources are suitable for the ages of children cared for, this is not consistent across all areas of the setting. The range of resources encourage creativity. For example, children create ramps out of guttering when playing with the toy cars or having role play conversations with staff members using old 'mobile phones'.

Leadership & Management — Poor

Leaders show some awareness and understanding of the regulations and National Minimum Standards (NMS), although there are inconsistencies in achieving these effectively. Leaders engage positively with CIW and generally keep us up to date with any changes at the setting. Following our inspection visit, a current statement of purpose and up to date staff training matrix has been provided. Leaders ensure regulatory records are in place. Although not all lunch breaks or instances where staff members provide cover within rooms are clearly recorded in paper records. Leaders currently complete paper and electronic records, with most records completed via an online application. However, they need to maintain records consistently. Leaders sustain the correct staff to child ratio, often having above the expected ratio of staff in place. Leaders complete annual reviews of policies and documents. They have appropriate public liability insurance, car documents and are registered with the Information Commissioners Office (ICO).

Leaders have basic self-evaluation systems in place. They seek the views of parents and staff which is provided as a summary in the report. It highlights some areas which require development but there is no plan in place as to how these will be achieved. The report does not clearly identify any improvements made over the last year or plans for the future.

Leaders follow recruitment processes to safeguard children with suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff spoken to on the day of inspection, tell us they feel well supported by leaders. However, there are no records of consistent supervisions and appraisals. This was highlighted as an area for improvement at the last inspection, inconsistencies remain, we have therefore raised this to a Priority Action Notice. We expect leaders to act immediately. Following our inspection visit, a timetable has been developed to support the implementation of staff supervisions and appraisal. Team meetings take place with senior staff members, and an open-door policy is promoted with all staff. Leaders provide some opportunities for staff to undertake training and continuous professional development. However, not all staff have completed the appropriate level of safeguarding training in line with their role. Outcomes for children require improvement as not all staff have completed safeguarding training appropriate to their role. This impacts on outcomes for children, as staff may not be fully equipped to respond effectively to safeguarding concerns. We expect the provider to make improvements in this area. Following the inspection, arrangements have been made for staff to complete Group B safeguarding training.

Leaders tell us they have effective partnerships in place. Explaining the links they have with outside professionals, alongside feeder schools, Family Information Service and Flying Start. Parents are kept up to date through verbal discussions and the use of an online application. As part of the inspection process, we gained feedback from parents, carers and staff at the setting, which was mostly positive and complementary of the staff and service provided.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
We found poor outcomes as children are not always safeguarded from potential risks as they may not be cared for by suitable adults who are in receipt of appropriate safeguarding training for their role and are not fully aware of their responsibilities to safeguard children.	06/05/26

Summary of areas for Priority Action	Date identified
We found poor outcomes as children are not always safeguarded from potential risks as they may not be cared for by suitable adults who are in receipt of regular supervision meetings and annual appraisals in respect of their specific roles.	09/11/23

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 5 - Records	Ensure all mandatory records are accurate and complete with regular reviews to ensure consistency
Standard 7 - Opportunities for play and learning	Prioritise opportunities for play and supporting children interests effectively.
Standard 10 - Healthcare	Consistently follow their nappy changing procedures effectively.
Standard 22 - Environment	Staff to be vigilant in relation to risks and have effective dynamic risk assessments in place.
Standard 24 - Safety	Ensure Fire drill records are accurately and effectively completed.
Standard 4 - Meeting individual needs	Develop the environment and resources to better meet the needs of the children.

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