Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

All Born Curious Limited

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

07717338524

Date(s) of inspection visit(s):

20/05/2025, 11/08/2025

Service Information:

Operated by:	All Born Curious LTD
Care Type:	Children's Day Care
Registered places:	111
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 service 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	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy, settled and enjoy attending the setting. They develop well as they follow their interests and confidently explore their play environments. Children interact positively with their friends and staff, co-operating suitably together. Their independence skills are promoted well.

Staff communicate well with children and respond to their needs effectively. They have a flexible plan of fun activities and encourage a free play learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is safe, secure and clean. There are large play spaces for the age range of children cared for. A good range of age-appropriate resources and equipment is available both indoors and outdoors.

Leaders run an effective setting. They are committed to providing a good-quality service. They have effective systems in place for evaluating and improving their setting. Leaders manage recruitment of staff well. They develop positive partnerships with parents, with local schools and outside agencies.

Findings:

Well-being — Good

Children make purposeful choices and move around the setting confidently. For example, they freely choose resources such as the building blocks or role play items, whilst some children decide to complete craft activities. Babies explore their space with independence, choosing soft play and educational items. Some children express themselves clearly using words and phrases whilst others communicate and express their wants and needs using non-verbal cues such as pointing and reaching out their arms.

Nearly all children are settled and happy at the setting. They form close bonds with staff, which has a positive impact on their well-being and motivation. When needed, children seek gentle comfort and reassurance from staff. For example, they approach them when they are tired or upset and feel immediately comforted by them. Children have a strong sense of belonging because their own photographs and craft work are on display throughout the setting.

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they explore the doctor's surgery, caring for the dolls, whilst others ironed clothes and created bouquet of flowers for their friends and staff. Babies explore their environment with ease, happily playing with the soft toys and educational items, whilst others had a nap. We heard some children ask staff for resources and their request were met. A child's request to take their craft work home, was met, with staff responding with, "*Yes of course, we'll put it in your bag*". A group of children told us that they were having fun and gave us a thumbs up. They told us that they had been playing outdoors with water and bubbles. We heard children spontaneously sing a song, other children joined in, and some children happily engaged in a ball game with us. A few children tickled each other with feathers, laughing and giggling as they did so. Children identified colours and counted, to include using the Welsh language. They listen to instructions well, for example, to sit on the chairs properly at lunch time and to help tidy up. Children thoroughly enjoy outdoor play which is offered regularly throughout the day.

Children's independence skills are developing effectively. They know the routine well. Many older children complete self-care tasks independently. For example, they visit the toilet alone, whilst staff remind them to wash their hands. Younger children and babies manage to feed themselves at lunch time, with little or no support from staff. Some children independently pour their own water from jugs and we saw babies confidently gesture for their dessert following lunch.

Care & Development — Good

Staff implement the settings policies and procedures effectively. Staff have completed their safeguarding training and respond appropriately to safeguarding scenarios. They follow suitable hygiene procedures. For example, they wash their hands regularly and wear appropriate protective clothing when required. Staff are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They support and encourage children to get fresh air and provide healthy meal choices. They ensure children's safety by putting on suncream and hats before going outdoors. Staff supervise children well and offer support if needed. For example, when a child is struggling to eat their food. Accident procedures are followed closely, and they complete records in relation to accident, incident and medication effectively.

Staff communicate well with children and create a relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit at children's level, modelling good social and communication skills. Staff share a positive approach to managing children's behaviour and follow the setting's behaviour management policy effectively. They have developed a successful range of strategies to promote positive behaviour, such as a range of distraction methods tailored to the children's age and understanding. They praise children for their efforts and accomplishments. For instance, they clap their hands, "*Well done, good boy/girl and da iawn*". This has a beneficial impact on children's behaviour and self-esteem.

Staff support children's learning and development effectively. They focus well on the interests of the child, their individual needs and development. They ensure that they take time to know each child well, which enables them to provide suitable and tailored support to all children. They regularly observe children's play and learning to track their progress and this helps staff plan activities to enable children's next steps in their learning and development. Staff have effective systems in place to ensure children's individual needs, preferences along with any dietary and allergy needs are adhered to. For instance, staff follow babies individual eating, nappy change and sleeping routines. Staff work well together as a team to build the children's confidence, resilience and independence. They provide interesting opportunities, which are led by the child's choices and decisions. Staff use some incidental Welsh well at the setting and there are Welsh displays and signage throughout the setting.

Environment — Good

Leaders ensure the indoor and outdoor environments are safe and secure. The door is locked to prevent unauthorised access and gates are secured. There are a range of suitable risk assessments in place ensuring staff know how to keep children safe. However, a discarded gazebo had been placed in the corner of the outdoor area. Following the inspection, leaders confirmed that this had been removed. Health, safety and hygiene practices are effective. Leaders ensure maintenance checks for the building and appliances are up to date. Fire drills are practised regularly and recorded to ensure all staff and children know how to evacuate the building safely in the event of an emergency. Leaders ensure the appropriate vehicle documentation is in place for transporting children.

Leaders ensure the premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development and there are separate rooms for the various age ranges cared for. The areas within the playrooms allow children to choose where they want to play such as the book corner, craft work activities, floor play activities or role play area. There is a suitable baby room, with plenty of space for babies to play and a separate space for them to rest comfortably. The 2+ room has good free flow play opportunities as the outdoor area is situated directly off this room. The outdoor area is stimulating and has a good range and variety of toys, resources and equipment to meet children's needs, such as a mud kitchen and exploration area. Leaders are currently in the process of developing a greenhouse for children to plant and grow seeds. The toilets are child-sized and support children to develop their independence skills well. There are suitable nappy change areas.

Leaders provide a good range of developmentally appropriate toys and resources that engage children well. The toys, furniture and play equipment are clean and well-maintained. The setting has introduced some natural and authentic materials in children's play effectively, for example real clothes for dressing up and household items. Leaders successfully encourage active learning through activities such as messy play, where children experiment with the water and bubbles. Resources are stored at a low level so children can access them and make choices independently. For example, we saw children help themselves to the selection of dolls, soft toys and explore the range of role play items. There is a good range of play equipment to promote physical development, such as bikes and a slide. There are sufficient play materials to promote cultural awareness and diversity effectively, for instance dolls and jigsaws. Leaders told us that they also celebrate various festivals such as Chinese New Year, Diwali and St David's Day. This ensures that children gain an appropriate understanding of the world they live in.

Leadership & Management — Good

Leaders and staff are committed to providing a good-quality service and they are passionate and enthusiastic about their work. They share a clear vision for the setting and there is an accurate and up to date statement of purpose. Leaders have appropriate policies and procedures in place which contribute effectively to the smooth running of the setting. For example, safeguarding, concerns, behaviour management and sickness and illness policies. Leaders told us these are available to parents/carers within the contract pack and a file is in place at reception. Leaders regularly review these policies and procedures and ensure staff implement them effectively. Leaders ensure they collect, record and monitor the required records. We looked at a sample of records including children's registers, children's records and accident forms, which were suitably maintained. Staff registers are in place and records are made of which staff work in the various rooms and when staff take breaks away from caring duties. Records sampled confirmed that the staff to child ratio is maintained. Leaders ensure they engage well with Care Inspectorate Wales and other regulators when necessary.

Leaders have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents and children to review the quality of their care. They have developed a written report which highlights strengths and areas for improvement. For example, review menus, change the set-up of rooms and purchase additional resources for children.

Leaders follow a safe recruitment process to safeguard children. They have good recruitment systems in place to ensure the suitability of all staff, and they successfully implement an effective induction procedure. Nearly all staff hold the required child-care qualifications and have certificates for safeguarding, food hygiene and first aid. Regular meaningful supervision and yearly appraisals are integral to their practice and drive improvement. Staff told us they feel very well supported by leaders and they are really happy in their work.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, they offer 'open day' opportunities and individual meetings to the parents. Staff keep parents and carers informed about what their children are learning and how well they are progressing through a range of means, for example, photographs, electronic, daily diaries and verbally. Parental feedback is very positive. Leaders and the setting have good links with external agencies and the local primary school which supports children in their transitions into the setting and in their next stage of education well.

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.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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)
	No NMS Recommendations were identified at this inspection

Best Practice

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.

Recommendation(s)
To have and follow clear procedures for notifying parents/carers of illnesses at the setting.
Ensure that policies and procedures are easily available in any format to parents/carers.

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