Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

All About Kids Childcare

All About Kids Childcare , Rural North Flintshire Family Centre , Nant Y Gro , Gronant , LL19 9YP

07538715134

Date(s) of inspection visit(s):

15/07/2025

Service Information:

Operated by:	All about kids Childcare
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children are confident and enthusiastic. They communicate effectively, make choices, and engage purposefully in play. Children feel secure and valued, supported by positive relationships that enhance their development. They demonstrate respect, resilience, and sustained interest. Inspiring opportunities promote their independence, self-care, and the freedom to follow their interests.

Staff are aware of the setting policies, procedures and routines and these are embedded in practice to ensure children are safe. They provide opportunities, resources and activities which support children to lead a healthy lifestyle. Staff interact well with the children to support their learning and development. Staff get to know the children well and encourage children to be independent and develop a range of skills.

Leaders ensure appropriate risk assessments are in place and implemented, so the environment is secure. The environment provides suitable space for children to play and learn. There is a light, bright and well-maintained indoor area and opportunities to be active and get fresh air in the inviting outdoor space. Leaders ensure children have access to good quality resources and facilities. These are successfully enhanced with natural and authentic resources to create interesting opportunities for the children.

Current people leading the setting show commitment and dedication in providing a good service for all those who use it. Self-assessment of the setting has been completed previously but this is not consistent. The setting has a good team of staff who work well together, but improvements are needed to ensure staff receive regular supervisions and appraisals and information is collected to evidence their suitability to care for children. The setting has a good relationship with parents and close links with the school which benefit the children.

Findings:

Well-being — Good

Children are confident communicators who feel assured their voices will be heard. They readily share their thoughts, ideas, and experiences, knowing they are listened to and their contributions are valued. For example, children were asked to choose the games they wanted to play at the end-of-term party. They have good opportunities to make choices and decisions about matters that affect them, such as how they spend their time. Children move freely and purposefully between a wide range of activities and resources, following their interests and engaging in play.

Children settle well and are happy in their environment. They show enthusiasm in their play, such as when using jugs and funnels to pour water into bottles. Children form affectionate bonds with staff and feel at ease seeking reassurance or comfort when they need it. For instance, younger children approach staff and indicate they want a cuddle when they are tired. Children approach visitors confidently to share their experiences and invite them into their play, which demonstrates they feel secure in their surroundings.

Children interact positively with staff and one another. They enjoy playing alongside their friends, and nearly all show respect and understanding by sharing resources and taking turns. For example, children waited patiently for their turn as they attempted to cross a slide balanced between a tyre and a pallet. They learn to be polite and well-mannered by observing the positive role models who support and guide them. Most children are developing resilience and show pride when sharing their achievements, confident their efforts will be recognised and celebrated by staff. For instance, children were excited to show how they could climb up and over the climbing frame, smiling proudly when praised for their efforts.

Children enjoy their play and learning. They are active and engaged, with many showing sustained interest in activities. For example, children spent extended periods exploring play dough and natural resources, demonstrating focus and concentration. Children of different ages play well together, particularly in the home corner, where they take part in imaginative role play and build positive relationships. Most children participate enthusiastically in play-based activities. In the outdoor mud kitchen, they use plants and fallen apples from a nearby tree, experimenting with textures and natural materials as part of their play.

Children have regular opportunities to develop their independence. They independently wash their hands before lunch, using a step at the sink. Most children eat their lunch without support, taking their time to open packaging and enjoying the social aspect of mealtimes. The setting provides facilities that enable children to use the toilet independently, further supporting their self-care skills.

Care & Development — Adequate

Staff keep children safe, supervising them well and implementing the policies and procedures effectively. However, they do not always deter children from walking around when eating, which could be a possible choking hazard. Staff accurately record accidents, incidents, and any pre-existing injuries, and share this information with parents and carers in a timely and transparent manner. Staff understand safeguarding and know the procedures to follow should they have concerns about a child. Fire drills are carried out routinely, and attendance registers are completed to ensure children are always accounted for. However, the registers do not clearly identify which staff are caring for the children at any given time.

Staff implement some positive practices to help children lead a healthy lifestyle. When food is offered at the setting the staff ensure they are healthy choices such as fruits and crackers. They allow children to have free access to their drinks, so they remain hydrated. Staff make sure children have regular opportunities to be active and get fresh air. They make the outdoor area available daily and plan regular walks and activities using the large field. Staff complete routines including nappy changing and cleaning procedures effectively which help prevent the spread of germs. However, they provide a communal towel for children to use when drying their hands.

Staff are supportive and caring. Many staff interact well with the children to support their learning and development. They sometimes get involved in their play when it is appropriate to do so. This positively impacts on the children's enjoyment and focus. For example, staff created an aeroplane using the chairs. Children enjoyed talking about where they wanted to go. Staff listen and respond with interest to what the children have to say, supporting their communication skills. They implement some effective behaviour management strategies that teach children about sharing and being respectful towards others. However, during certain busier times of the day and when children are getting tired staff are not always proactive in helping children learn appropriate behaviour from their peers or reinforcing the rules in place. This leads to children struggling to share and not being fully engaged in an activity.

Staff get to know the children well and maintain organised records for each child. They complete regular observations of the children and use these to effectively track progress and identify next steps in their learning. Records and information related to medical, or care needs are clearly recorded and kept current in children's files. Staff encourage children to be independent during routines such as lunch and during their play. For example, when a child was getting a lot of equipment out of the cupboard in the home corner, staff stood back and asked if they would like some help before they intervened. Staff plan some activities related to celebrations or events, but most activities and experiences are child led. They provide children with some opportunities to develop their skills and allow them to take measured risks in a safe environment. For example, having climbing apparatus indoors. Most routines are appropriate for the children's ages and

stages of development. However, sometimes routines do not meet children's needs and lead to some children not engaging appropriately. For example, when sharing a story children did not always understand or were shown, how to sit nicely so others could see the book and follow the story.

Environment — Good

Leaders ensure appropriate risk assessments are in place and implemented, so the environment is secure. Staff follow effective routines that keep children safe. For example, accompanying children to the toilets as they are outside of the main room. Appropriate safety checks such as electrical tests are completed in a timely manner. Visitors are controlled and sign in and out of the premises and registers of children and staff attendance are kept so everyone can be accounted for.

The environment provides suitable space for children to play and learn. Indoors is light, bright and well maintained, with suitable toilet and handwashing facilities available. Children's work is attractively displayed giving them a sense of belonging and pride. The availability of storage for children's belongings ensures they are accessible and kept safe. Leaders and staff ensure the outdoor space is used as much as possible. This gives children opportunities to be active and get fresh air. They extend children's knowledge and experiences by providing different areas. These include a sheltered area with a mud kitchen, a grassed area with some fixed play equipment and space to ride bikes and trikes. The availability of extra outdoor spaces allow staff to plan exciting opportunities for the children. This includes the forest school, where they can learn about the world around them.

Leaders ensure children have access to good quality resources and facilities. Items are stored well so they remain clean, in good condition and freely accessible to children. Areas of learning have been created to inspire children's curiosity, imagination and creativity. They successfully support children's learning through play. For example, children enjoyed using the different equipment in the play dough and identifying the shapes and patterns they had made. The environment and areas of learning are enhanced with natural and authentic resources to create interesting opportunities for the children. For example, the home corner had a real settee, table with flowers, an old log burner and a clock. This creates a lovely, homely feel that children relate well to and enjoy using during their play. Suitable furniture and facilities are available including child sized chairs and tables so children are comfortable and can be independent. The good-sized outdoor play area is an extension of the learning available indoors. There are areas created where children can develop their skills and learning. For example, musical area, threading activities and climbing apparatus where children can be physical and take measured risks.

Leadership & Management — Adequate

The setting does not currently have a Responsible Individual, however, the staff leading the setting have stepped up to fulfil the role. They show commitment and dedication to continue to provide a good service for all those who use it. Current people leading the setting have ensured policies and procedures are updated and reflect current practice. The statement of purpose meets requirements and includes the information parents need to decide if it is the right care for their child.

Leaders have previously completed an annual quality of care; however, this is not consistent and does not sufficiently evidence continuous improvement. Leaders are not successfully self-evaluating the setting to ensure they have reviewed what has gone well and planning improvements. While no immediate action is required, this is an area for improvement, and we expect the leaders to take action.

The setting has a team of staff who work well together. Leaders and staff have regular conversations to share daily experiences. However, meaningful supervisions and appraisals are not always completed in a timely manner to ensure staff are able to share information and possible concerns. While no immediate action is required, this is an area for improvement, and we expect the leaders to take action. Some evidence is collected to evidence the suitability of staff to care for children. However, some information was missing from staff files. While no immediate action is required, this is an area for improvement, and we expect the leaders to take action.

The setting has a good relationship with parents and regularly shares information about their child's day and development. Close links with the school are created. This aids transition as children are familiar with the setting and supports staff in providing consistent care as information is effectively shared. It allows resources such as the environment to be shared to give children a range of experiences. Staff help children feel part of the community as they take them or regular trips and walk around the local area.

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
Improvements are not always effectively identified as self evaluation of the care provided is not always completed.	15/07/25
Children are being put at potential risk of harm as the setting cannot evidence the suitability of staff to care for children.	15/07/25
Training and information is not always identified and shared effectively as staff do not receive regular supervisions and appraisals.	15/07/25

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)
Standard 9 - Behaviour	Ensure behaviour management strategies are implemented and appropriate for the children.
Standard 5 - Records	Ensure staff attendance is clearly recorded to show which staff are caring for the children at all times.
Standard 10 - Healthcare	To provide children with individual hand drying facilities and not use a communal towel to dry hands.
Standard 12 - Food and drink	To encourage children to sit when eating and not walk around with food as this is a possible choking hazard.
Standard 7 - Opportunities for play and learning	Ensure routines and activities are implemented effectively for the needs, ages and stages of development of the children so they remain engaged and interested.

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