Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Abbey Childcare

C/o Abbey Primary School
Heol Penlan
Longford
Neath
SA10 7LB



Date Inspection Completed

06/03/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Abbey Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Abbey Childcare ltd
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	This was a post-registration inspection
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are very happy and relaxed in the setting. They have a strong voice and plenty of enjoyable play and learning opportunities. Children interact well with peers and staff members. They are developing a good level of independence for their ages and stages of development.

Staff implement policies and procedure effectively. They are positive role models to children and have an appropriate understanding of how to keep children safe and healthy. Staff are aware of children's individual needs and abilities and how to support their progress and development. We have noted one area for improvement relating to children's records.

The environment is warm, inviting and interesting. The setting is organised effectively, making the most of the space available. The outside area is safe and stimulating. There is a good selection of high quality and well-maintained resources both inside and outside. Staff complete risk assessments and follow procedures to ensure the environment is safe and suitable for children.

Leaders are passionate and committed to providing high quality childcare and they manage the setting effectively. Leaders build strong partnerships with parents, carers and the school, which benefit the children at the setting.

Well-being — Good

Children are happy, settled and engaged in the setting. Their needs and preferences are considered and respected. There are a wide range of interesting resources and activities available to children and they freely decide which activities they would like to play with. Children feel confident approaching staff and their voice is heard. For example, one child who was upset on entering the setting was comforted and reassured by staff who stayed with them until they settled.

Children are confident expressing their wants and needs. They feel valued by staff and are praised. Overall, they cope well with separation from their parents and carers and have positive relationships with each other and staff. We saw children laughing and smiling whilst playing and when asked, children said they felt happy and had fun at the setting.

Children interact well for their ages and stages of development. They are learning to share and take turns when playing with toys. We saw children taking turns playing with the bikes in the outdoor area. Interactions between children and their peers and staff are positive. Children confidently explore the environment and engage in child led activities.

Children are interested and enjoy their play and learning activities. There are a variety of resources on offer which promotes their development. We saw children improving their fine and gross motor skills completing craft activities, playing in tuff trays with playdough and in a suitcase filled with sand. Children follow their own interests and staff follow the children's lead and ask questions, responding to imaginative play. For example, in the kitchen role play area, we saw children smelling different ingredients and staff asking them what they were going to make.

Children are learning to develop their independence skills. They wash their hands and put on their coats independently or with support. During snack time, staff encourage children to serve themselves with tongs and to pour their own drinks. When they have finished, children are encouraged to clear their plates away. Water is available to children throughout the day from a water tank to which the children help themselves.

Care and Development — Good

Staff understand the importance of ensuring the safety and wellbeing of the children attending the setting. They implement policies and procedures to keep children safe and healthy. Staff have a good understanding of how to keep children safe and of their role in protecting children. Staff appropriately answer safeguarding questions. Most staff have completed nearly all mandatory training, including, safeguarding, first aid and food hygiene. During the inspection, we found not all children had appropriate records and permissions in place prior to attending the setting. This is placing people's health and well-being at risk, and we have therefore issued an area for improvement, and we expect the provider to take action. Following the inspection visit, leaders have reviewed this.

Accident, incident and medication records are completed by staff, and parents are informed by phone calls, paper copies and via the interactive app 'Blossom', however they are not always signed. A nutritious menu is in place for snacks, and children who attend all day have the option to bring a packed lunch or have a hot meal provided from the school canteen. There are appropriate cleaning and hygiene practices in place. Staff sanitise table areas before snack and lunch time, ensure children wash their hands and wear appropriate personal protection equipment (PPE) when preparing and serving food. They tidy up sand and craft areas following messy play. During nappy changes, staff wear PPE, ensure changing mats are sanitised, and follow their nappy changing policy.

Interactions between staff and children are warm and friendly. Staff consistently praise children and use positive phrases such as, *'well done'* and *'da iawn'*. Staff and children have strong bonds, and the children feel comfortable asking for help and reassurance when they need it. For example, children asking staff to turn *'off'* the hand dryers when going to the toilet if they are sensitive to the noise. Staff interactions demonstrate warmth and kindness, and they are great role models to children. They promote the use of good manners such as, *'please'* and *'thank you'* during mealtimes.

Children are supported to follow their own interests and ideas by staff. They spent quality time with a child settling in to the setting, encouraging them to play with the dinosaurs, singing songs and ensuring they were comforted and relaxed. Staff observe children's progress and track their development and next steps. Staff are aware of children's additional learning needs and understand how to support them effectively. They are committed to providing a variety of play and learning opportunities and are focusing on child led learning.

Children's language and development is supported as staff ask them questions and promote their language skills in both English and Welsh. In the kitchen role play area, children gave pretend food to staff who asked them, *'What do you think?'*, *'Is it sour?'*.

Environment — Good

Leaders ensure the environment is safe, well maintained and inviting. Doors have secure entry systems with key codes in place and all visitors sign in via the school and then in the setting. The outside area has a coded padlock which is secure. People who run the setting regularly review and complete a range of risks assessments. Daily safety checks of the environment are completed and identify and eliminate any risks to children.

The environment is warm, inviting and child friendly. There are many high quality natural and wooden resources for children to access. The area is organised effectively, considering the needs and abilities of the children and the space. The area is bright and provides exciting and interesting areas for the children to explore and develop their interests. The setting has suitable furniture and resources which supports children's independence. There are tables, chairs and plenty of low-level storage, which allows the children to access and choose their own resources.

Leaders invest time and finances in every area of the setting when purchasing resources and equipment. They ensure they are of high quality and provide a variety of developmentally appropriate play and learning activities. They provide resources for the children's ages and stages of development which stimulate their interest and imagination. For example, wooden blocks and puzzles, crafts, sensory toys, small world resources, and imaginative play areas. They have designed the environment so that children have the option to play safely in the outdoors regularly. The outdoor area is thoughtfully designed with different role play areas such as a garage, café and supermarket. These could be developed throughout the year to include resources which stimulate curiosity and imagination during all seasons. We saw children thoroughly enjoying playing in the outdoor area with bikes and bubbles. Staff told us children have wet weather clothing, allowing them to access the outdoors in all weathers.

Leadership and Management — Good

Leaders are passionate about the setting. They take pride in the service they provide and have a strong vision for the future. People who run the setting are organised and ensure their records are easily accessible. Leaders have not informed Care Inspectorate Wales of recent changes to the service, however, during the course of inspection these have been quickly updated. There are a range of policies and procedures in place which reflect current guidance. Following the inspection visit, an updated statement of purpose has been uploaded via the online portal which accurately reflects the setting, including the change to becoming a Flying Start service. Policies, procedures, and documents are regularly reviewed and updated. The records of attendance for staff and children show ratios are consistently met. Leaders have suitable systems in place to record communications with parents and monitor any concerns they may have.

Leaders have completed the Self-Assessment of Service Statement (SASS) and a quality of care report that considers the views of children, parents, carers and staff.

Leaders ensure staff suitability checks are in place. Most staff hold current Disclosure and Barring Service (DBS) checks. Any new staff are not left unsupervised with children until their checks come through. Staff attend mandatory training and commented on the helpful induction process when starting at the provision. Staff express they feel supported in the setting and enjoy working there. Staff hold appropriate qualifications and have regular supervisions and appraisals that enable them to reflect on their continued professional development.

Staff form strong relationships with a variety of partners including parents, carers and the school. Parents are kept informed of their children's day using an interactive app and through verbal discussions. Parents we spoke to were very complimentary about the nursery. They explained the children are *'warmly welcomed in the morning'*, staff are *'willing to help and support in any way they can'* , *'genuinely care about the children'* and that it is *'a wonderful childcare setting with helpful, friendly staff'*.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
30	Ensure that signed contracts and permissions are in place for all children.	New

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 21 - Notifications of significant events	Ensure Care Inspectorate Wales is informed of any significant changes to the setting.

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.

Best Practice
Recommendation(s)
Continue to develop the outdoor area for all weather play.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 26/04/2024