Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Shaping Futures

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www.shapingfutures.uk

The inspection visit took place on 29/04/2026

Service Information:

Operated by:	Shaping Futures ABC Limited
Care Type:	Children's Day Care
Registered places:	40
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 provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children enjoy their time at the setting, form positive relationships with staff and their friends, and make some choices about how they spend their time. They are developing independence and engage in play that supports their learning and development.

Staff provide caring support and meet many health and safeguarding requirements. They understand children's individual needs and generally follow procedures to support safety, hygiene and inclusion.

The environment is clean, secure and mostly suitable for children's care and play. However, leaders do not always take appropriate action to ensure a safe environment for children, and an Area for Improvement has been highlighted.

Leaders have suitable systems for recruitment, training and parental partnerships, which support

the day-to-day running of the setting.

Findings:

Well-being — Adequate

Most children express themselves and make appropriate choices in play and daily routines. They speak confidently to staff, share ideas and ask for resources. For example, when requesting a painting activity, children specified which paint they wanted and independently collected brushes from the trolley. However, although babies' non-verbal communication is valued, they do not always have consistent opportunities to influence what happens to them. For instance, requests to hear favourite songs again are occasionally overlooked.

Most children are settled and secure in the setting. They seek comfort from familiar staff and respond well to reassurance, helping them settle quickly when upset. Children show confidence, develop a sense of belonging and enjoy positive interactions throughout the day. For example, babies and children sit on staff members' laps for stories and cuddles, move confidently around familiar spaces and proudly show their lockers. Staff praise and encourage children, helping build confidence and a sense of achievement. For example, when a child demonstrated skill with a hula hoop, staff's enthusiastic applause strengthened the child's pride in the achievement.

Children's interactions are mostly positive. Children of all ages are beginning to understand boundaries and respond well when staff use reminders such as '*kind hands'*. They chat openly with staff and each other during activities and mealtimes, helping create a social atmosphere. However, these experiences are not consistent across all age groups. We saw babies waiting several minutes for snack with limited staff interaction.

Children of all ages enjoy play and learning that follow their interests. They move confidently between activities and become involved quickly indoors and outdoors. Babies enjoy stories, songs and simple interactive games such as "row, row your boat". Children told us they enjoy making bracelets, playing with small bricks and doing arts and crafts.

Children of all ages are developing suitable independence through daily routines. Most manage personal care tasks such as toileting, handwashing and accessing drinking water with confidence. After mealtimes, many clean their hands and faces, and staff provide support where needed. Babies are supported to feed themselves, drink from suitable cups and show some independence when deciding if they are ready for sleep.

Care & Development — Adequate

Staff use suitable systems to support children's safety and health. They understand their duty to report and record concerns and are confident in their responsibilities to implement the setting's safeguarding procedures. Which includes the steps to take in relation to whistleblowing practices. Staff complete appropriate accident, incident, existing injury and medication records, which are monitored each month to identify patterns and follow up concerns. Staff support some healthy routines during the day. For example, most children wash their hands before mealtimes, access drinking water independently to stay hydrated and receive homemade balanced meals. Staff offer children second helpings to ensure they are fully satisfied. Staff also keep food preferences and allergy information available and use an appropriate system to manage these if needed. However, staff do not always follow infection control practices in accordance with their written policies and procedures. We saw staff wipe children's noses and return to close-contact care without washing their hands. In addition, some staff do not follow effective procedures when completing nappy changes. For example, they do not wash their hands before or after, and do not always change their Personal Protective Equipment (PPE) between children. This increases the risk of infection spreading.

Staff build positive relationships with children and interact with them in a warm, kind and patient manner. They offer reassurance when needed, use calm language and support children to understand expectations through consistent routines and suitable behaviour management strategies. For example, they use visual prompts such as yellow and red circles to support transitions, and children understand these routines well. During key routines such as mealtimes, staff set clear boundaries. For instance, they remind children that their friends are trying to eat and intervene when children become a little boisterous. Staff also model manners and use calm language with children. However, during free play, staff do not always notice developing tensions between children early enough to prevent disputes from escalating. For example, a disagreement between children escalated before staff responded, and they intervened only after the inspector drew attention to it.

Staff use some systems to support children's learning and development. Children's individual development files viewed include photographs, monthly observations which identify basic next steps linked to the Curriculum for Wales. Staff also identify and respond to children's individual needs. They work with the Local Authority inclusion team, seeking advice to support children appropriately. We saw some of the suggested strategies in practice, including the use of visual prompts and practices such as reducing language when giving instructions. Staff also promote cultural awareness through celebrations such as Diwali, Eid and Chinese New Year, and have started to introduce some Welsh culture by celebrating St Dwynwen's Day and St Davids Day.

Environment — Adequate

Leaders maintain a suitable range of safety measures which support children's health and well-being. The environment is clean, secure and suitable for children's day-to-day care and play. For example, visitors sign in and doors are secured after entry. The garden gate is suitably locked when children have access to the space, which helps keep children safe outdoors. Leaders provide staff with daily checklists to complete for all rooms and maintain a range of suitable risk assessments covering key aspects such as the building, play equipment, outings and transport. However, leaders do not identify or mitigate some hazards promptly, we saw exposed boiler pipes, loose wires and an unsecured nappy changing mat. Leaders took immediate action to address these matters once highlighted. Leaders ensure there are suitable procedures in place to maintain fire safety checks, such as completing routine tests on fire alarms and emergency lighting. Regular fire drills are carried out, however, records viewed showed these are carried out during the morning period only. This does not ensure that all children and staff are familiar with the steps to follow should they need to leave the setting in an emergency. In addition, leaders have not completed all actions identified in the setting's fire safety risk assessment within the required timescales. Which include carrying out an assessment of the suitability of the fire doors. Therefore, outcomes for children require improvement and we expect the provider to make these improvements.

Leaders provide an environment that supports children's independence. Playrooms are organised so children can move around easily and access resources for themselves. Low-level furniture, accessible bathrooms and well-organised areas help children manage routines with increasing confidence. Sleep spaces for babies are calm and suitably prepared with dim lighting, soft music and monitoring arrangements. The outdoor area provides a suitable safe space for daily physical play and exploration, with a high fence to provide security and privacy while children play.

Leaders provide children with a suitable range of toys, resources and equipment that support their play, learning and development. Children have access to a range of items such as books, sensory toys, role play materials, construction toys and creative materials. Which enables them to follow their own interests. Some items such as books and dolls promote diversity and help children learn about the wider world. Resources such as natural, real life and recycled materials are on offer to children, igniting their imagination and adding value to their play experiences. The outdoor area hosts a range of different play opportunities such as a water tray, mud kitchen and wooden blocks which children use as stepping stones. These features support children's independence and allow them to enjoy a wide range of experiences.

Leadership & Management — Adequate

Leadership and management are adequate. Leaders have some suitable governance arrangements in place to support the running of the setting. They maintain a current statement of purpose and complete children's contracts before admission. Leaders gather a suitable range of information about children's needs and obtain parental permissions for key aspects of care, such as outings, medication, emergency treatment and the use of photographs. This supports the safe day-to-day operation of the setting. However, leaders' monitoring arrangements do not always ensure that actions are completed promptly or that important procedures are followed consistently in practice.

Leaders show an awareness of their responsibilities for reviewing and improving the service. As the setting has not yet operated for 12 months, there was no annual quality of care review available at this inspection. Leaders told us that they have plans to complete this in November 2026, following a full 12 months of operating the service. In the meantime, leaders use staff meetings and senior team meetings to share information, identify issues and agree actions. Leaders have taken some appropriate action to improve practice, for example when reviewing their potty-training practices and introducing guidance for parents.

Leaders have appropriate systems in place to recruit and support staff. Staff files viewed showed safe recruitment processes, including Disclosure and Barring Service checks. Leaders ensure staff hold relevant qualifications or are actively working towards achieving them, and nearly all staff have completed the required mandatory training, including paediatric first aid, safeguarding and food hygiene. New staff complete a structured induction programme and staff receive supervision. Staff told us supervision was informal but helpful. However, staffing arrangements and the accuracy of related records are not consistent. While registers viewed show accurate details in relation to children's time of arrival and departure, other records did not always provide clear assurance that adult-to-child ratios were maintained during key parts of the day, such as during staff lunch times and at the start and end of the day.

Partnerships with parents are positive. We saw warm exchanges during hand over periods and records viewed showed that parental queries are responded to appropriately.

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
Children's health and safety may be compromised as the Responsible Individual does not complete all identified fire safety actions and ensure all staff and children are suitably practiced in evacuating the setting in an emergency.	29/04/26

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 7 - Opportunities for play and learning	Ensure babies consistently receive positive and intentional interactions during key routines such as mealtimes and minimise unnecessary waiting periods.
Standard 10 - Healthcare	Ensure infection control procedures are followed consistently by all staff, including effective hand hygiene and appropriate Personal Protective Equipment (PPE) use during nappy changing and after wiping children's noses.
Standard 24 - Safety	Ensure staff actively supervise children during play and respond promptly to emerging situations to reduce the risk of incidents, particularly during free-play times.
Standard 24 - Safety	Identify and address environmental risks promptly to reduce potential hazards to children.
Standard 15 - Staffing ratios	Ensure staff are deployed safely at all times and that related records accurately reflect practice, including during lunch cover and at the start and end of the day.

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