



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Myrtle House Day Nursery**

**22 Myrtle Terrace  
Llanelli  
SA15 1LH**

**Date of inspection: February 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, His Majesty's Inspectorate for Education and  
Training in Wales**

**This report is also available in Welsh.**

## About Myrtle House Day Nursery

Name of setting	Myrtle House Day Nursery
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Ellen Chapman
Person in charge	Karen Marshall, Claire Rees, Catrin Stephens
Number of places	97
Age range of children	0-12 years
Number of 3 and 4 year old children	25
Number of children who receive funding for early education	4
Opening days / times	Monday to Friday 08:00-18:00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	23/01/2018
Date of previous Estyn inspection	November 2015
Dates of this inspection visit(s)	07/02/2023

## **Non-compliance**

**No non-compliance was identified during this inspection.**

## **Recommendations**

- R1 Improve monitoring procedures to ensure that practitioners have a clear understanding of each child's stage of development
- R2 Improve self-evaluation processes to accurately identify strengths and areas for development and ensure that actions are evaluated effectively

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### **Well-being:**

Most children express themselves clearly and make effective choices within the setting. They confidently explore areas freely and decide what to play with and where to explore. Nearly all children have a strong voice in the setting. They approach practitioners frequently with requests and naturally engage in conversation with them. For example, when they see practitioners involved in different activities, they ask them what they are doing and decide whether to join in.

Children feel valued and have a keen sense of security and belonging because practitioners celebrate children's achievements. For example, there is an area specifically for children to display their work for everyone to look at.

Babies and children who were new to the setting settle in quickly and are content in their surroundings. Children are happy and have strong bonds with the practitioners, who welcome them warmly. Children regularly approach practitioners for cuddles, who always reciprocate.

Children are developing their personal and social skills well. They share resources and show kindness with very few prompts from practitioners. For example, they comfort and help each other when they see someone fall or hurt themselves. They are beginning to understand and take turns, such as when using the binoculars or clipboards.

Children participate enthusiastically in their play and learning for extended periods of time. For example, children enjoy cutting activities so much that they return to the activity to have another go. Nearly all children are happy and settled. They move around the indoor and outdoor environment freely and they gain a sense of achievement from what they do. Children relish the opportunity to direct their own play and are confident in asking questions to extend their learning, such as why owls are not seen in the daytime.

Many children are developing their independence skills well. They wash their hands, and all children are confident helping themselves to snack. Most children decide when they want to eat, and they enjoy choosing where to sit. During snack, most children chat with staff and each other at the table. Together they talk about what food they have chosen and ask staff when would like some more.

### **Learning (only applies to three or four year old children who do not receive education in a maintained setting):**

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

### **Care and development:**

The responsible individual ensures that safeguarding has a high priority and promotes children's health and well-being very successfully. Practitioners have attended safeguarding training and hold relevant first aid qualifications. They understand their responsibility to safeguard children from harm, including how to respond to child protection concerns. The setting's arrangements for safeguarding children exceed requirements and are not a cause for concern. Practitioners implement the setting's policies and procedures, which they follow well to keep children safe and healthy. For example, they follow the medication policy appropriately and meet the needs of children with allergies safely. The setting encourages healthy eating effectively by providing rolling snack for children to access freely. Practitioners are good role models. They treat children and each other with respect.

Practitioners support children's physical development well. They encourage children to have exercise and fresh air by providing frequent opportunities for them to play outdoors. Practitioners adhere to cleaning procedures effectively to ensure that there is a hygienic environment and to minimise cross-contamination. They regularly encourage children to wash their hands.

Practitioners manage children's behaviour very well, using a warm and nurturing approach with their interactions. They are consistent in giving praise and acknowledging children's efforts. All practitioners encourage children to be kind and take turns. For example, when a child wanted the jug that another child had, a practitioner gently reminded them that it was their friend's turn and there were sufficient resources for them to use. Practitioners promote and prompt the use of good manners.

Practitioners know the children well and have a clear understanding of their individual needs, abilities and preferences. Children receive care that is consistent with their individual routines. Practitioners work hard to provide a nurturing and caring environment where the needs of the children come first. For example, practitioners encourage children to make decisions for themselves. They know when to intervene to develop and extend children's play and when to step back to allow children to use their own initiative. Practitioners provide children with meaningful opportunities to promote learning and development through accessing a wide range of interesting and varied activities. They conduct regular observations of children's play and learning, which enables them to track their milestones. Practitioners collaborate successfully with external agencies, such as health professionals to support children with additional learning needs.

### **Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting):**

Nearly all practitioners have a thorough understanding of how children learn through play and exploration. They respond well to children's varying needs, interests and abilities, and have an inclusive ethos where all children's individual qualities are valued. This is a strength of the setting.

Practitioners plan interesting and engaging learning opportunities and provide children with access to a wide range of stimulating resources in the indoor and outdoor areas. This encourages children to be confident in their play and promotes their curiosity well. They notice what captures children's interests very well and they respond by providing additional resources to enhance children's play. For example, after observing children flapping their arms like birds, a practitioner made fabric wings for the children to explore. Practitioners provide exciting activities that develop children's understanding of the natural world and how to care for it. They grow flowers and vegetables and mix lard and seeds to make bird feeders.

Practitioners promote children's communication skills appropriately. They encourage children to respond to open-ended questions and provide thought-provoking comments on what they are doing, for example discussing why some birds make nests on the ground and others in trees. This has a positive effect on children's thinking skills and allows them to share their ideas and views readily. Practitioners have provided children with indoor cosy book areas, where children can relax and enjoy stories. There are valuable opportunities for children to engage in mark making activities and there is a range of suitable ICT resources for children to use in their play.

Practitioners plan activities that promote the cultural heritage of Wales well by celebrating St David's Day and having resources such as food, costumes and books in the learning environment. Most practitioners promote Welsh during sessions effectively. They sing songs with the children and read simple stories to them. They use Welsh to question children and name colours and numbers appropriately when they are playing.

A good range of learning experiences promote children's spiritual, moral, social and cultural development well. Practitioners foster a sense of awe and wonder through planning around the seasons. They provide suitable activities for children to learn about other cultures and their traditions and celebrations, such as Chinese New Year and Diwali. Practitioners develop the children's creative skills appropriately, for example by providing materials for children to use malleable material to make models of flamingos.

Practitioners have developed a more flexible approach to planning to reflect children's interests and preferences more closely. They record observations in children's individual books and use them to inform future learning experiences. The setting has recently started to record children's progress in learning journals; however, they do not show how children are acquiring skills clearly enough. As a result, practitioners have a limited understanding of each child's current stage of development.

Practitioners provide parents and carers with beneficial information about their child's progress through frequent discussions and regular written reports.

### **Environment:**

Practitioners provide a welcoming and rich environment that supports children to learn and play successfully. They care for children in a safe, secure and clean environment. For example, practitioners lock all external doors, and they record all

visitors to the setting. The setting has effective risk assessments, for both the indoor and outdoor learning environment, and reviews and updates them often. The building is well maintained with all required safety checks in place, including fire and electrical tests. Regular fire drill practices ensure that practitioners and children know how to evacuate the premises in the event of an emergency. Practitioners embed safety measures into the daily routines, which helps to ensure that the setting runs smoothly. Children thoroughly enjoy and benefit immensely from playing outdoors. For example, they enjoy making patterns in flour, playing on the climbing frame and imagining that spaghetti in the water are worms. The outdoor space allows for appropriate challenge and risk, whilst also considering the need to promote children's safety and protect them from harm.

Practitioners organise the play and learning environment to support children's independence effectively. For example, all furniture is of appropriate size and height and the low-level storage enables children to identify and choose resources easily. The playrooms provide interesting areas for children to explore and learn through play. Natural storage baskets are well organised and appealing to children. The indoor and outdoor environments are spacious and well laid out, where children of all needs and abilities can access all areas safely.

Practitioners offer excellent resources and change them regularly to fit the children's needs at the time. There is a wide range of good quality toys and resources to stimulate children's interests, including authentic and natural materials. Recycled materials and natural items such as twigs and leaves are available for children to enjoy playing with. Children benefit from a wide range of books and play resources that reflect cultural awareness, including the Welsh heritage. This ensures that children gain a good understanding of the world they live in. Practitioners frequently clean toys and resources and dispose of any broken items appropriately. Toilets and nappy changing facilities are clean, age-appropriate and easily accessible. Children have access to appropriately sized furniture, such as tables and chairs, as well as equipment to promote their physical development and independence skills successfully. Resources allow children to explore and enhance their play, choosing what they want to do with the different objects.

### **Leadership and management:**

The managers and leaders share a clear vision for the setting, based on delivering high quality childcare and education in an environment that allows children to feel special, accepted, valued and safe. They convey this vision appropriately and there is a positive ethos where all practitioners feel comfortable to approach the manager with concerns and ideas to improve the setting. The manager and leaders organise the setting well and meet the needs of children successfully. There are comprehensive policies and procedures in place, which contribute effectively to the smooth running of the setting. There is a strong commitment to teamworking, and this impacts well on outcomes for children. For example, practitioners work together to produce observations of children that lead them to plan activities that excite and engage children effectively.

There is an up-to-date statement of purpose that ensures parents and carers can make an informed choice about the care of their child. The manager undertakes regular appraisals of staff to ensure that they discuss their practice, share ideas and

identify their training needs. This ensures that staff feel valued and enjoy their work. The manager secures appropriate training for staff and encourages them to work towards promotion within the setting.

The manager has embedded a process for evaluating the work of the setting and practitioners are committed to improving the quality of provision and outcomes for children. However, they do not identify the strengths and areas for improvement clearly and practitioners do not measure the impact improvements have on outcomes for children thoroughly enough.

The setting makes appropriate use of available grants to improve provision and outcomes. For example, it purchased ICT equipment for children to explore as part of their play. This includes tablet computers, wrist bands and clipboards for children to pre-record messages for one another.

The setting has developed strong links with a range of partners, who fully support and enhance children's learning and development. There is a good link with the local advisory teacher, who offers useful support and guidance on improving the learning environment. The setting has close relationships with parents and carers. As children start at the setting, practitioners liaise with parents and carers to identify children's needs and interests. They inform them about their child's well-being and development regularly via informal daily conversations, appointments, newsletters and bi-annual written reports.

The setting creates a strong sense of belonging through links with the local community. For example, there are regular visits from the police and fire service and a local artist. The setting organises trips to local places of interest, such as the Botanical Gardens and Llanelli Wetlands Centre. These activities enrich children's understanding of the wider world successfully.

There are beneficial transition arrangements to feeder schools that ensure that children are well prepared to move to the next stage of their education.



## Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) ([www.estyn.gov.wales](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

**This document has been translated by Trosol (English to Welsh).**