



## Inspection Report

**Myrtle House Nursery @ Pentip**

**Pentip Primary School  
Pembrey Road  
Llanelli  
SA15 3BL**



**Date Inspection Completed**

14/03/2023

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## About Myrtle House Nursery @ Pentip

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Myrtle House Ltd
Registered places	22
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

## **Summary**

Children are generally happy and settled at this setting. They have a have a good voice as they make decisions and choices that affect them. Children’s interactions are developing well. They enjoy their play and learning opportunities. Children are developing good independence skills.

Staff understand their roles and responsibilities in keeping children safe and healthy. They implement some good behaviour management strategies. Staff promote learning through play indoors and outdoors.

People who run the setting ensure the environment is safe, secure and well-maintained. The indoor play and outdoor play areas are spacious and effectively organised. The environment creates a sense of belonging. Resources are accessible for children with a choice of toys that enhance their play opportunities and development.

People running this setting are suitably organised. They regularly update policies and procedures and implement them in practice. People running the setting organise staff effectively to ensure they know their roles and responsibilities. The quality of care is reviewed regularly and partnerships with parents are good. However, there are some improvements to be made in relation to leadership and management which are detailed at the end of the report.

Children are generally happy and settled at this setting. As they arrive, they go straight to play with the dinosaurs and dolls. A few children settled with comfort from staff. Most children smiled at staff as they played the musical instruments. Children have a close relationship to the staff. They cuddled up to staff whilst watching a Welsh programme. Children feel they are listened to. Those that were not ready to sit and listen during circle time were asked to sit, but staff then respected that they were not ready to do so. Other children happily listened to stories and engaged in singing opportunities.

Children have a good voice as they make decisions and choices that affect them. They chose when to eat and drink in a designated area of the room where they confidently helped themselves to food and drink. Most children follow their own interests. They helped themselves to resources such as musical toys, role play resources and books.

Children's interactions are developing well. Most children play together and share resources successfully in the role play area. Children worked together to place plates and role play foods on the table, and another child took a cake and pizza out from the oven. Children listen to prompts by staff to respect others. When some children played with the dinosaurs at the kitchen role play area, staff prompted them to play with their dinosaurs in another area to ensure children happy and accepted this.

Children enjoy their play and learning opportunities. They engage in their choice of resources and concentrate well. Children excitedly played with the natural resources, such as pinecones, pieces of sticks and dinosaurs; and make roaring noises with their friends. Children engaged well during story time, and they enjoyed looking at books. They shared a book called 'How do you feel' and giggled about the pictures. Children show empathy and kindness towards each other and others. When they saw that a penguin in a story had been lost, they were pleased to see that the penguin was happy at the end "*Look!! She's back with her mummy!!*" Children enjoy their challenges. When playing with playdough, they made a face and pointed out the eyes, mouth, nose saying "*look at my face!*" Children thoroughly enjoyed playing the musical instruments jiggling to the music and playing the triangle and maracas.

Children are developing good independence skills. They helped themselves to banana, orange, pancake and biscuit with a choice of milk and water to drink. Children naturally poured the milk into cups, went to get a plate and food choice and sat down to eat independently. Children's mathematical skills are developing well. They confidently counted to twenty pieces of small foods at lunch time. Children are familiar with their routines. They went to get their coats and some children attempted to close their coat zips independently, whilst others had support from staff.

## Care and Development

Good

Staff understand their roles and responsibilities in keeping children safe and healthy. They implement good cleaning and hygiene practices. Staff make sure all children wash their hands before eating and after being outside. Staff implement the Food and Nutrition for childcare settings guidance as they prepare healthy choices for children during snack times, which include fruits, cereals, crackers and a choice of water or milk. Discussions with staff demonstrate they understand the need for good safeguarding practices. They understand the procedures if there was a child protection or safeguarding concern. Incidents and accidents are recorded and signed by staff and parents. Most staff have completed the paediatric first aid training, safeguarding, child protection and food hygiene training. Staff have a good awareness of children's allergies and intolerances, and action plans are in place for any emergencies that could arise. Nappy changing procedures are implemented by staff. They wear appropriate personal protective equipment, and they sanitise the changing areas after each change.

Staff implement some good behaviour management strategies. They have calm discussions with children when there is a situation where children want the same resources. For example, children were encouraged to share and take turns whilst playing with kitchen role play resources and dinosaurs. Staff had lovely conversations with children during lunchtime where they talk to children about their foods. Staff are good role models. They encourage and praise children for tidying and for pouring their own drinks independently. Staff promote good manners. They encourage children to say 'please' when asking for help to open their foods. However, there were some situations that behaviour management strategies which were not suitable for children's understanding and self-esteem.

Staff encourage learning through play indoors and outdoors. They provide mark making opportunities with chalks outdoors and encourage children to identify parts of the face and body using playdough resources. Staff promote the Welsh language successfully. For example, they sang '5 crocodeil yn nofio yn yr afon' and read the 'Popi a Macs' book to children. English songs are promoted. They sang 'The Wheels on the bus' and 'Incy wincy spider' bilingually with gestures and movements. Staff read to children in both English and Welsh. Discussions about mathematical vocabulary and colours are promoted. They discussed colours of the penguin in the story and compared sizes of animals. Staff praised children successfully. They praised children when they answered a question about the colour of the penguins. Staff promote different cultures and diversity. They have celebrated the Chinese New Year by bringing in foods, clothes and other resources such as books and dolls.

**Environment****Good**

People who run the setting ensure the environment is safe, secure and well-maintained. For example, the entrance is securely locked. There are visitors records at the premises. However, there is no visitors record for the setting itself. The setting is located in spacious school premises. People who run the setting conduct robust risk assessments and implement cleaning routines. Car risk assessment was created during the course of inspection. Maintenance and fire checks are up to date. Regular fire drills are conducted and recorded.

The indoor play area is spacious and effectively organised. The environment creates a sense of belonging. There are some displays of children's achievements including pictures of children's craft and painting work and pictures of them doing 'Winter' themed activities. There are toilets and basins for children, including liquid soap and paper towels; and privacy and dignity is respected. There are areas for children who need a quiet space and rest. People who run the setting provide tables and chairs for children for social gathering during food times and for tabletop activities. The outdoor play area is used to promote physical development, curiosity, exploration and play.

Resources are accessible for children with a choice of toys and resources enhancing their play and learning. People who run the setting provide resources to develop children's creativity, language, mathematical development, imaginative play and curiosity. The outdoor area is enclosed and provides a suitable learning space for children, which includes opportunities for mark making, a mud kitchen for imaginative play and resources which promote physical development. There are resources that promote cultures and diversity, which include dressing up costumes, puppets, dolls and books.

## Leadership and Management

**Adequate**

People running the setting are suitably organised. They regularly update policies and procedures and implement them in practice and there is an effective induction procedure for new staff. However, the behaviour management policy is in need of updating and some policies are generally for all settings not for this setting itself. The statement of purpose is compliant with regulations and meets national minimum standards. Ratios of staff to children are correct, to ensure children are sufficiently supervised. There are records of children and staff present on each day. The exact times of staff attendance was not recorded prior to the inspection but evidence has been provided during the course of inspection showing that this is now in place. Public Liability insurance is current. People running the setting had not ensured there was a supernumerary member of staff present at the setting, but people running the setting immediately changed the number of children registered at the setting, to ensure regulations are met.

People running the setting organise staff effectively to ensure they know their roles and responsibilities. Staff meetings are regularly conducted in order to further inform staff of changes, staff training and discussions on children's care and well-being. People running the setting ensure all staff have timely inductions, supervisions and appraisals, highlighting areas for professional development and training. Qualifications of staff meet requirements, and most mandatory training is in place. Staff told us they feel happy and supported and have good opportunities for professional development. People who run this setting have a good understanding of their responsibilities to protect children. They follow good recruitment processes and ensure suitability checks including Disclosure and Barring Service checks are in place for all staff. People running the setting regularly inform Care Inspectorate Wales of changes to the setting.

People running the setting regularly review the quality of care they provide. They seek feedback from parents, children, staff and others. This is a good overview of the improvements made. However, there is no information on targets for future improvements of the setting.

Partnerships with parents are good. Parents informed us they are happy and would highly recommend the setting to anyone. The setting has a social media page where they share information about recent activities and information is shared with parents on handover to parents.



## **Recommendations to meet with the National Minimum Standards**

R1 Ensure policies and procedures are specific for this setting.

R2 Revise the behaviour management policy and promote positive management strategies to manage children's behaviours.

R3 Ensure there is a visitors record specific for this setting

R4 Ensure the quality of care report includes targets for future improvements.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

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