



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



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

A report on

**Myrtle House Nursery
22 Myrtle Terrace
Llanelli
SA15 1LH**

Date of inspection: November 2015

by

Care and Social Services Inspectorate Wales (CSSIW)

and

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

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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About the setting

Name of setting	Myrtle House Nursery
Category of care provided	Full day care
Registered Person(s)	Not applicable
Responsible Individual (if applicable)	Ellen Chapman
Person in charge	Julia Chapman
Number of places	47
Age range of children	0 to 5 years old
Number of children funded for education	4
Opening days / times	Monday to Friday 8:00 to 18:00
Language of the setting	English
Date of previous CSSIW inspection	June 2015
Date of previous Estyn inspection	June 2011
Dates of this inspection visit(s):	3 and 4 November 2015
<p>Additional information</p> <p>Most children speak English as their home language. A very few children speak Welsh at home. The setting has identified a few children as having additional learning needs. A very few children come from ethnic minority backgrounds.</p> <p>The setting has 19 full-time and two part-time members of staff. The person in charge took up her post in 2004.</p>	

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Review arrangements for snack time to ensure that children have greater opportunities to develop independent skills
- R2 Provide more opportunities for children to develop problem solving skills at an appropriate level
- R3 Improve provision for Welsh language development

What happens next?

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

Main findings

Wellbeing

Good

Most children confidently interact with each other and with the practitioners. They respond well to questions asked during circle time and during focused activities. Across the setting, children express themselves well and know that practitioners will take good account of their wishes. For example, a practitioner realised from a child's body language that he wanted more personal space and immediately responded to this. Most of the children make effective decisions and choices about their activities. For example, during outdoor play, children play in different areas, confidently moving from one activity to another.

Children are happy, relaxed and comfortable with their carers. They approach practitioners confidently when they need comfort or assistance. Most children arrive happily at the setting and eagerly go to their chosen activity to play. The few children who are upset at seeing their parents leave settle quickly. Most children are resilient and recover from minor upsets quickly; they resume playing when reassured and encouraged by staff. A few older children are starting to form friendships and show care and concern for each other. For example, a child was concerned about another child who was upset; she spoke to him, took his hand and led him to the next activity.

All the children are very well behaved. They continue to listen to a story even though they have been sitting for quite a long time. They share resources well and are starting to take turns.

Most children know the routine of the setting and join in enthusiastically with the activities offered. As children progress through the setting they understand and respond to an appropriate amount of Welsh.

Almost all children make good progress according to their stage of development and become increasingly independent. For example, most of the older children wash their hands and brush their teeth independently. However, the setting provides children with limited opportunities to develop their independent skills at snack times. For example, children do not help to prepare or clear away.

Learning (only applies to funded children)

Good

Most children make good progress and recall previous learning well, for example describing features of autumn to visitors following a recent topic.

Many children listen well and follow a range of instructions with understanding, for example when dancing to an action song about fireworks. Most join in enthusiastically with songs in Welsh and English and know the words for a wide range of songs and rhymes. Many use a variety of tools confidently to develop early writing skills, demonstrating increasing control. When looking at books, many children hold the book the right way up and talk about what is happening in the pictures. They enjoy sharing a book with an adult and sustain an interest in stories.

Children's numeracy skills are developing well. Most count to five confidently and match the numbers of spots on dominoes correctly. In the role-play area, many match numerals on shopping lists to the number of coins they need to give the shopkeeper. Children that are more able take the role of the shopkeeper and check that others give them the correct number of coins for the items they purchase.

Many children are beginning to use information and communication technology (ICT) appropriately and confidently during free-play activities. They use an electronic cash register in the supermarket role-play area and make announcements using a microphone. A few look at a range of pictures of bonfire night on a tablet computer. They understand how to move from one picture to the next.

Many children develop their physical skills well. For example, they pedal a range of bikes and ride-on equipment skilfully and use the slide confidently.

Most children make good progress in developing Welsh language skills. Most understand simple commands given in Welsh. Many recognise the words for colours and a few respond in Welsh when asked what colour an object is. Nearly all children know a good range of songs and rhymes in Welsh and join in with enthusiasm.

Many children are beginning to develop problem solving skills, such as planning how to get the vegetables to market for harvest, but overall these skills are not well developed.

Care and development	Good
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The setting promotes children's health and wellbeing effectively. Practitioners lead by example through focusing on their own health and wellbeing and organising events to promote physical fitness. The snacks and meals offered to the children are healthy and nutritious and include fresh fruit and vegetables. Practitioners emphasise the importance of healthy eating to parents. For example, they share healthy recipes that the children have cooked in the setting. Through daily routines, practitioners provide valuable opportunities for children to exercise and to play outdoors. They raise children's awareness about the importance of looking after their teeth through regular tooth brushing. Practitioners follow appropriate procedures when administering medication and nearly all hold up-to-date first aid certificates.

A family ethos exists in the setting and practitioners work closely with the parents to ensure that they meet children's needs. They know the children well and are caring and supportive of them. For example, babies sleep following their normal routine. Practitioners are responsive to the needs of the children and provide warm support and reassurance when needed. The setting has good procedures to support children at transition times. For example, children and parents attend introductory and settling in visits before the transition from the under two years to the over two years section. The setting is developing closer links with local schools successfully.

Practitioners manage children's behaviour well. They are good role models and consistently remind children to share toys and to be kind to each other. They distract children who become restless and engage them quickly in other activities. All practitioners speak to the children in a calm and gentle manner.

Children have good opportunities to learn about the importance of living things through growing plants and visits from different animals, including owls, hedgehogs and lambs.

The setting asks the children to provide items for the local food bank, therefore raising their awareness of the importance of caring for others. They have good opportunities to learn about other cultures through stories, resources and planned themes.

The setting's arrangements for safeguarding meet regulations and give no cause for concern. Nearly all staff have attended relevant and recent training about safeguarding.

The setting has very effective procedures to support children with additional needs. Practitioners work closely with outside agencies, such as speech therapists and relevant charities, to support children's development. They keep parents very well informed about their child's progress and involve them appropriately in setting targets.

Teaching and assessment (only applies to funded children)	Good
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The setting provides children in the Foundation Phase with a valuable range of learning experiences across all areas of learning. Planning for focused tasks includes appropriate detail and concentrates suitably on developing children's literacy, numeracy, ICT and thinking skills. However, there are generally too few opportunities for children to develop effective problem solving skills. Practitioners are beginning to involve children appropriately in contributing ideas for themes and to extend themes when children show a particular interest in activities.

Practitioners make beneficial use of a wide range of visitors to the setting to enhance the curriculum well. For example, the police and fire services visit the setting regularly.

The setting has good quality opportunities to develop children's literacy, numeracy and ICT skills. Thoughtful planning ensures that practitioners provide a range of activities that develop these skills successfully in different areas of the indoor and outdoor environments. For example, children use recipes in the mud kitchen. Practitioners plan stimulating activities using a wide range of tools and different media to encourage children's early writing skills. This is a strong feature of the setting's provision.

Nearly all children have good opportunities to learn about Welsh culture and traditions when celebrating St David's Day and St Dwynwen's Day. A few practitioners use a lot of Welsh in the setting, but Welsh is not used consistently by all practitioners for agreed routines. As a result, many children do not have enough opportunities to use Welsh to answer simple questions. Practitioners make good use of songs and rhymes to introduce simple Welsh phrases.

The setting has a worthwhile range of learning experiences to foster children's spiritual, moral, social and cultural development successfully. Practitioners support children's spiritual development well, for example through daily reflection time when

they consider how they can do their best. The setting promotes recycling and saving energy appropriately. Children have many good quality opportunities to develop an understanding of different cultures through visitors to the setting. They showed particular interest in the lives of children in Tanzania following a visit by one of the practitioners to set up a nursery there.

Practitioners create a calm and purposeful learning environment. They have positive working relationships with children and use very effective strategies to manage children's behaviour. Nearly all practitioners have a sound understanding of Foundation Phase practice. They use questioning effectively to extend children's learning and to develop their thinking skills. They provide good opportunities for children to learn through play and active involvement. However, occasionally children spend too much time in groups led by an adult instead of practising skills during free play. When this happens, they lose concentration and become restless.

The setting has effective arrangements to track the progress of children. Practitioners carry out observational assessments of children regularly and use these appropriately to plan the next steps to develop children's skills. Practitioners do not always use this information well enough to challenge the more able children. The setting keeps parents and carers well informed about their child's progress across the Foundation Phase areas of learning through informal and formal meetings and through a comprehensive written report twice a year.

Environment	Good
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The leaders ensure that children are safe and secure. No visitor can access any part of the setting unless admitted by a staff member. Practitioners demonstrate a good awareness of safety matters. For example, a morning outdoor play session did not take place because of the risk of children falling on wet decking. Practitioners are aware of their roles in maintaining children's safety. For example, they complete daily risk assessments of indoor and outdoor areas. They practise effective procedures at the end of a session to ensure that children leave with recognised parents or carers.

The premises are clean and well maintained. Practitioners practise effective hygiene procedures, for example by wearing protective clothing to prepare and serve food. The majority of practitioners have attended food hygiene training. Leaders annually review the Infection Control Audit Tool and act promptly to address any identified issues.

The older children access the toilet and washbasins independently. The toilet and nappy changing facilities are extremely clean and practitioners follow guidelines to promote children's privacy and dignity.

The premises are welcoming, warm and comfortable and provide a rich environment for play. Children's craftwork, photographs and educational posters displayed throughout the setting contribute towards a stimulating environment. The layout in the main building, which is used by the children over two years old, allows them to move freely and to make effective choices about their play. The children under two years of age are cared for in the bungalow. There is ample space for the children to play and rest. For example, there are separate rooms in both play areas for children to rest and sleep.

Children's wellbeing is promoted through access to an extensive selection of toys and equipment both in the play rooms and in the outdoor areas. Resources are stored in low-level labelled boxes enabling the children to make choices about their play. The setting has a good range of toys and equipment to promote cultural awareness. For example, cooking utensils include woks and chop sticks.

The outdoor area is interesting and includes natural areas for children to explore and learn. There are suitable covered areas, which allows children to play outdoors regardless of the weather. The children under two years of age have their own enclosed play area, which contains a very good selection of toys and equipment appropriate to this age group.

Leadership and management	Good
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The leader has a clear vision for the setting. She shares this vision effectively with practitioners and parents. Leaders update the setting's statement of purpose regularly and it provides a generally accurate picture of what the setting offers. The setting complies with all relevant regulations and regularly exceeds the national minimum standards. The leader keeps the responsible individual very well informed about the setting's progress and areas for improvement.

The setting has a positive ethos where the efforts of all staff and children are valued. The leader and responsible individual have high expectations of staff and challenge them to do their best. Regular appraisal meetings make sure that all practitioners are aware of their roles and responsibilities and that they address identified areas for improvement successfully. There are sound procedures to ensure the safety of all children and staff and these are reviewed regularly.

Leaders and practitioners know their setting well and collaborate effectively to review the setting's performance and to identify areas for improvement. For example, they recently identified the need to provide children with more opportunities to use money and have planned for this in role-play activities. The setting's self-evaluation focuses strongly on children's wellbeing and provision, but it does not always consider well enough the standards that children achieve, for example whether more able children require a greater level of challenge. Leaders take good account of the views of parents, and advice from advisory teachers, when planning for improvement. The setting's improvement plan contains an appropriate number of priorities and outlines briefly how the setting plans to address these. It indicates the member of staff responsible for leading initiatives and has appropriate timescales.

The setting has effective processes for the recruitment and deployment of staff. All practitioners have up-to-date job descriptions that make their responsibilities clear. The leader and responsible individual make sure that there are enough suitably qualified practitioners to fulfil their roles and to support the needs of all children effectively. The leader shares responsibilities well and is a good role model. She works with groups of children regularly to allow other staff to carry out tasks in line with their responsibilities, such as meeting with parents to discuss children's additional learning needs.

The setting has very strong partnerships with parents and the local community that make positive contributions to children's wellbeing. The setting keeps parents very well informed about its work through regular newsletters, an informative website, social media and noticeboards that practitioners update on a weekly basis. Leaders respond to feedback in a timely manner. The setting makes very effective use of language and play programmes to help parents to support their child's learning. Leaders also deliver these sessions in the local community along with 'Active Hour' at the local leisure centre. This reinforces the setting's strong focus on health and wellbeing and its commitment to sharing these messages for the benefit of the wider community. Children perform songs for community groups on a regular basis, for example at harvest and Christmas time.

The setting is developing closer links with local schools to ensure that arrangements for children to move onto the next stage of learning are effective. It has already developed strong processes to support the transfer of children with additional learning needs. The setting has close links with local colleges and has good quality support packages for students who attend the setting to prepare them for working in the childcare sector. The setting leader has a good working relationship with senior childcare staff at the local college and, as a result, the setting benefits from the sharing of expertise.

Appendix 1

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	10	5 50%	5 50%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		0%	0%	0%	0%		
My child likes this setting.	10	4 40%	6 60%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		0%	0%	0%	0%		
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	10	5 50%	5 50%	0 0%	0 0%	0	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		0%	0%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		0%	0%	0%	0%		
My child has a keyworker who ensures that his or her needs are met.	8	6 75%	1 12%	1 12%	0 0%	2	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		0%	0%	0%	0%		
My child is making good progress at the setting.	10	5 50%	5 50%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		0%	0%	0%	0%		
Children behave well in the setting.	9	4 44%	4 44%	1 11%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		0%	0%	0%	0%		
Care is good.	10	5 50%	5 50%	0 0%	0 0%	0	Mae'r gofal yn dda.
		0%	0%	0%	0%		
Teaching is good.	8	6 75%	2 25%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		0%	0%	0%	0%		
Staff treat all children fairly and with respect.	10	5 50%	5 50%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	8	4 50%	4 50%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		0%	0%	0%	0%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	8	5 62%	3 38%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		
I am kept well informed about my child's progress.	9	7 78%	1 11%	1 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the setting's procedure for dealing with complaints.	9	4 44%	4 44%	1 11%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		0%	0%	0%	0%		
My child is well prepared for moving on to school.	8	3 38%	5 62%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	6	5 83%	1 17%	0 0%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The setting is well run.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		0%	0%	0%	0%		

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.uk) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons
Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales
Foundation Phase	The statutory curriculum for all three to seven year olds in Wales, in both maintained schools and non-maintained settings.
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person - the person who is registered by CSSIW to provide the service. This may be an individual or an organisation • Responsible individual - where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge - the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting.
Safeguarding	Statutory duty to keep children safe and promote their wellbeing.