Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Myrtle House Day Nursery

Elim Pentecostal Church, Myrtle House, 22 Myrtle Terrace, Llanelli, SA15 1LH

01554744791

www.myrtlehousenursery.org.uk

The inspection visit took place on 09/12/2025

Service Information:

Operated by:	Myrtle House Ltd
Care Type:	Children's Day Care
Registered places:	97
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are confident and enjoy their time at Myrtle House Day Nursey. They have a sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and decisions about what they want to do and are developing independence skills appropriately.

Overall, staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to good effect. Staff positively support children in their play and learning.

Leaders ensure the environment is a suitable and secure space for children to play and learn. They create some interesting indoor and outdoor learning areas, enabling children to engage in a range of activities. Age-appropriate resources interest the children, support and motivate them to learn through their play.

Leaders are committed to making improvements and maintaining standards within the nursery. They review their policies and procedures frequently and, overall, appropriate records are maintained. Leaders review the quality of care and use the feedback from parents, staff and children to make improvements to the nursery and have good oversight of the service. Partnerships with parents and outside agencies are reported as positive, benefitting children.

Findings:

Well-being — Good

Most children are happy and enjoy their time at Myrtle House Day Nursey. Children have good opportunities to make decisions about how they spend their time at the setting. For example, younger children decide what toys and activities to engage with while older children decide to put their coats on and play outside, despite the rainy conditions. Children are engaging communicators. They enthusiastically play with their friends and frequently approach staff to share ideas or receive cuddles. Some children confidently approached us, as visitors to the setting, to chat and engage with us in their play.

Most children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are a little unsettled receive support and reassurance. For example, a staff member cuddles and talks quietly to a younger child who has just woken from a nap, welcoming them gently back into the playroom. Most children express enthusiasm and enjoyment. We saw them smile, laugh, dance and positively join in with the day's activities. Children play alongside each other or together in line with their age and stage of development. Clear friendships and bonds of affection are forming. For example, younger children are beginning to take an interest in each other as they explore multi-sensory toys while older children openly discuss their friendships; *"We are best friends, let's go and read this story!"* Children have a sense of belonging and are familiar with routines. For example, older children wait patiently for their lunches to arrive, joining in with a thank you prayer and chatting to their friends and staff.

Interactions between children and staff are consistently positive and sometimes humorous. For example, during a biscuit making activity, some children choose to take their biscuits home, *"I am going to make one for my Mammy,"* while some children couldn't resist eating them, raising smiles all around. Children chatter away to staff and receive appropriate responses. They interact well with each other. Children are learning to take turns and share and are ably supported in this process.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of opportunities indoors and outdoors that promote their all-round development. We saw children enthusiastically participate in several engaging activities such as physical outside play, creative activities, enjoying story books and exploring multi-sensory toys. Some children show good concentration skills and engage with activities for an age-appropriate length of time.

Children are supported in developing their skills of independence successfully. Older children are encouraged to 'have a go' at putting on their coats before outside play while younger children access toys and resources freely and make decisions about whether to engage in adult-led activities or free play. Older children are given 'helping jobs' to help raise self-esteem and confidence.

Care & Development — Good

Overall, staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a good understanding of their responsibilities to protect children. They confidently answer questions about safeguarding scenarios and know what to do and who to report to should a matter of this nature arise. Staff supervise children effectively. For example, positioning themselves well, whilst supervising children during outside play. They are aware of allergies, food intolerances and individual needs, requesting this information when a child starts at the setting. Medication, accident, incident and pre-existing injuries records are mostly in place, however, pre-existing injuries are not always formally recorded and not all records evidence parents/carers signature. Staff mostly implement good hygiene practices; however, some surfaces are cleaned with wet wipes rather than cleaning materials with anti-bacterial properties before food times. Most children wash their hands before mealtimes; however, some additional supervision is required to ensure all children thoroughly wash their hands after visiting the toilet. Some staff do not always follow the nappy changing policy and procedure consistently. Staff working in the baby room wear outside shoes into the base. We discussed good practice during the inspection process and leaders are keen to implement change in this area ensuring higher standards of infection control and cleanliness. Staff ensure children have access to frequent outside play experiences, offering them the benefits of physical exercise.

Staff display a good understanding of the behaviour management policy and consistently implement positive strategies. They use gentle tones and positive reinforcement. They chat to children and show a genuine interest in the children's lives. For example, during outside play, a staff member asked a child if they had helped decorate their Christmas tree at home and responded enthusiastically when the child told them they had a very big tree. They promote positive behaviours with children. For example, encouraging children to share and take turns and praising them when they do. Staff act as good role models, and this is mirrored by the children's behaviour. For example, during lunch time children are encouraged to use their manners and this is modelled by staff serving the food. Staff have a good understanding and knowledge of the children's development, which is reflected in the way they manage children's behaviour. They work as an effective team, communicating well throughout the session ensuring the children's needs are met. Staff are continuously responsive, and interactions are consistently positive, demonstrating warmth and kindness.

Staff provide a good range of play and learning activities. We saw some staff supporting and extending children's understanding in their play and learning. For example, during outside play staff encourage children to explore the textures of the tinsel and beads and show them how to pump foam out themselves, inviting them to smell the fragrance to see if they like it. Staff work hard to engage children in a story and song time following lunch, moving them to a small area while the lunch area is cleaned. However, not all children engage with this and find it hard to settle, preferring instead to play and explore the larger space the main playroom offers. They happily settle to play and take part in activities once the space is open to them again. Some staff use Welsh to further

extend learning throughout the day to good effect.

Environment — Good

Overall, leaders have appropriate measures in place to ensure the environment is a welcoming and safe place for children, staff and visitors. They ensure there is plenty of room for children to play and learn with well-designed play spaces both indoors and outdoors. The environment is secure, well maintained and outdoors is safely enclosed by fencing. The external doors are always locked whilst children and visitors are routinely and accurately signed in and out of the building. Overall, leaders complete detailed risk assessments and take appropriate action if needed. However, the risk assessment for the outdoor area did not cover all possible risks to children. Following the visit, a risk assessment was undertaken and a copy provided to Care Inspectorate Wales. Leaders have created a suitable sleep room for younger babies. Sleep areas are clean, comfortable and monitored whilst children sleep. However, during the inspection, we raised concerns in relation to children being able to exit the room. Following the visit, a safety gate has been installed at the entrance of the sleep room. Leaders practice fire drills, however they do not maintain detailed records. They complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

The environment is clean, purposely planned, and welcoming. Calming neutral décor creates a cosy home from home atmosphere. The indoor area is organised appropriately for play that promote children's curiosity, imagination, and development. Children's creative work is displayed, along with photographs of children engaged in activities and photographs of their families. This gives children a sense of belonging. There are rooms for specific age groups which allow children to relax and play safely. Leaders ensure that the environment offers good facilities to meet the needs of the children. Low level storage allows children to access toys and resources independently. Appropriate fittings and furniture are at a suitable height for a child, such as the toilets, sinks, tables, and chairs. There is ample space for children of all ages to play and learn. The layout of the rooms allows the children to move around freely and safely.

Leaders supply a variety of resources, including real life and natural items, for example pots, pans and utensils in the role play kitchen. A well-resourced outdoor classroom provides interesting areas to learn and take part in various activities. There is outdoor space provided for the pre-school children, which is partly covered to allow for all weather play. They have organised the outdoor areas to include a natural garden, mud kitchen, bug hotel, water play and so on. The accessibility of outdoor resources enables children to follow their own interests and learn about nature and the world around them. Staff ensure the outdoor area promotes children's curiosity and exploration. We discussed resources and activities to promote cultural awareness, celebrations, and diversity with leaders. We were told resources are brought out for activities based around celebrations such as Chinse New Year and Diwali. However, day to day access and use of these resources are limited.

Leaders ensure there are a suitable number of children's toilets and nappy changing facilities for the children that attend. We discussed the need to address mould in the nappy changing room

upstairs during the visit. This was addressed immediately following the visit. The baby nappy changing area ensure children's privacy and dignity. The toilet facilities for older children and food preparation area is directly accessible from the playroom.

Leadership & Management — Good

Leaders have a clear vision for the nursery which they communicate successfully to all staff and parents. There is a comprehensive statement of purpose for the setting which contains nearly all information required by regulation and National Minimum Standards. However, information on referring complaints and concerns to CIW is missing. Overall, policies and procedures reflect the provision offered evidencing they are reviewed regularly. Leaders collect, record and maintain all the required information in relation to children's preferences and have the appropriate parental permissions in place. They ensure children are singed in and out of the building with information clearly displayed in relation to this. However, staff are not consistent in signing in and out of the building and registers do not always demonstrate those caring for children at any one time. Following the visit, leaders confirmed improvements have been made in relation to recording staff attendance and copies of registers and signing in and out records were provided to CIW.

Staff are clearly valued by people who run the setting. During discussions with staff, it was clear there is a valuable and positive ethos of teamwork within the staff team, and they work together to ensure the best opportunities and outcomes for children. Leaders ensure staff attend a range of training, including all mandatory training. Staff spoken to on the day of the visit had a clear understanding of safeguarding procedures and from the sample of staff files viewed, staff complete the required safeguarding training. Leaders ensure information in relation to the safeguarding procedure and contact numbers for referrals are displayed clearly for staff to refer if need be. During the inspection, staff files looked at contained evidence of regular supervisions and appraisals and evidence of additional training completed. However, leaders need to ensure that staff supervisions and appraisals are completed regularly for the person in charge too. Staff reported they felt supported by management. They noted they can confidently talk and discuss ideas and concerns with them.

Leaders have a good self-evaluation system to review the quality of care annually. They seek and implement the suggestions of children and their parents/carers. They produce a relevant quality of care report, looking at what they do well and where they would like to improve. For example, responding to parental requests in relation to an outdoor shelter during pick up times.

Leaders and staff confirmed they share regular daily updates with parents / carers through a digital app and verbally at collection time. The information shared with parents includes photographs of activities, snack and sleeping information, along with accidents and incidents. We did not speak to parents / carers, however feedback questionnaires received were positive and included feedback such as, '*Staff are great and very accommodating'* as well as *'I am very happy I chose to bring my child here.'*

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.

CIW has no areas for improvement identified following this inspection.

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 10 - Healthcare	Further develop hygiene measures in relation to hand washing, cleaning of surfaces, nappy changing and the use of indoor shoes.
Standard 1 - Information	Ensure the statement of purpose includes information on referring complaints and concerns to Care Inspectorate Wales.
Standard 24 - Safety	Further develop risk assessments to cover all possible risks within the outdoor environment.
Standard 20 - Child protection	Ensure all existing injuries are formally recorded and signed for by parents/carers.
Standard 24 - Safety	Further develop the recording of fire drills to include time, numbers present, exit route and any issues encountered.

Best Practice

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.

Recommendation(s)
To encourage all staff to use simple Welsh words and phrases.
Reflect on the the transition time following lunch to ensure it meets all children's needs.
Further develop and enhance the provision to promote children's understanding of multi culturalism and diversity.

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