

# Chrysalis Day Nursery & Pre-School

Loughton Cricket Club, The Uplands, LOUGHTON, Essex, IG10 1NQ

## Inspection date

Previous inspection date

11/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Teaching is effective as tailored support is offered for each child so they make good progress in their development. The staff are sensitive and help children form secure emotional attachments, providing a strong base for children's learning and well-being.
- A very good partnership between the pre-school and the parents ensures key information is shared, which means that staff efficiently meet children's individual needs.
- Children are effectively helped to develop independence skills and an understanding of a healthy lifestyle.
- Children feel safe and secure in the pre-school and management's arrangements for safeguarding the children are robust.

### It is not yet outstanding because

- There is scope to improve the delivery of group activities to help children to concentrate and become more involved, for example, by using more props and puppets when sharing stories, rhymes and songs.
- The opportunities for children to recognise and use numbers as labels while they play have not been fully explored.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, special educational needs coordinator, staff and children.
- The inspector viewed a sample of the children's development records and planning documentation.
- The inspector saw evidence of suitability and qualifications of the staff, the pre-school action plan, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from responses in questionnaires supplied by the pre-school.

## **Inspector**

Patricia Champion

## Full report

### Information about the setting

Chrysalis Nursery & Pre-school was registered in 2013. It is one of two settings run and managed by Chrysalis Nurseries Ltd. The pre-school operates from the club room in the cricket pavilion in Loughton, Essex. It serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Friday all year round. Sessions are between 7.30am and 6.30pm. Children attend for a variety of sessions. There is an enclosed area for outdoor play.

There are currently 29 children attending in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently seven staff working directly with the children, all of whom have an appropriate early years qualification. The manager holds a masters degree and the deputy holds a degree. There are four staff with qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school also employ a lunchtime assistant and there are extracurricular specialists for yoga, French and music and movement. It receives support from the local authority. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review routines during larger group activities, to ensure that children remain focused and enthralled, for example, by using a wide range of props and puppets to support stories and songs
- enhance the programme for mathematics by extending the existing good range of resources to include more first-hand opportunities for children to recognise numbers and show an interest in numerals in the environment.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The staff demonstrate a secure knowledge and understanding of how to promote young children's learning and development. The educational activities offered to children provide stimulating opportunities to encourage good progress in each area of learning. The staff are fully aware of children's current interests and have regular meetings with parents to

share the possible next steps in learning they have identified. This means that activities are specifically planned to build on what the children know and can already do. Staff provide a welcoming and inviting environment. They are starting to display photographs, colourful displays and artwork at the children's level to acknowledge their achievements and demonstrate that their efforts are valued. The special educational needs coordinator is confident in her role, and works collaboratively with any professionals who visit the children. One-to-one support is offered and visual tools are used effectively to enhance understanding and help children with communication difficulties. This means that there are effective systems in place to support children with special educational needs and/or disabilities or those with English as an additional language.

Teaching is good as there is a successful blend of focused adult-led experiences and activities that children choose for themselves. The staff promote children's communication and language development well. They engage in sustained conversations with children, some of whom are very confident talkers. The staff are adept at making the most of opportunities during the day to ask open questions which encourage children to find out about the world around them. For example, children are very curious and appreciate nature and acquire knowledge as they take part in spontaneous bug hunts in the outdoor area. The staff team use sensitive observational assessments and plan activities to motivate and challenge children. Information about daily activities is displayed, alongside parents receiving progress reports each term. Learning records are regularly analysed to identify gaps in children's learning or to ensure that experiences enable children to achieve as much as they can. Parents are well informed about their children's learning and are effectively encouraged to support this at home, in order to help children make optimum progress. They are also invited to join outings or special events within the pre-school.

Children effectively develop the skills they need in readiness for starting school. The majority show high levels of engagement and concentration throughout their day. They look at books for pleasure are able to explain the sounds that link to letters and recognise their names on their place mats. However, there is room to enhance the way that stories and songs are shared with the children as they sometimes become restless or distracted during larger group activities. Children have opportunities to develop and acquire basic skills in using technology by having safe equipment to play with, such as a laptop, headphones and audio player. Overall, children's understanding of mathematics is effectively promoted as staff introduce counting, both indoors and outdoors. They have access to good quality equipment that stimulate their awareness of size, shapes and patterns. Routines are used well to work out simple problems, for example, children calculate whether there are enough chairs as they count placemats on the table at mealtimes. However, there is scope to enhance children's numeracy skills within every day play, by providing more numbers as labels in the environment for use and display.

### **The contribution of the early years provision to the well-being of children**

Children feel happy, safe and emotionally secure in their relationships with the staff because transitions into the pre-school are managed well. The staff team have worked tirelessly to make the transfer for children, as they move from the main nursery building into this new setting, a great success. Children have settling in visits with their parents or

key persons from the nursery, so they confidently make new friends and meet the new persons caring for them. The new key persons gather information about children's interests and capabilities so they can plan relevant activities from the outset. Children have a good sense of belonging as they know where to stow their coats, bags and boots and also have individually named drawers, where they store their artwork. They relish the opportunity to select from toys and resources stored at child-height and particularly enjoy fresh air and exercise as they choose to use the outdoor environment. Opportunities to develop children's physical skills are fostered well. The outdoor area has a durable and safe play surface that can be used throughout the year. Children put on their own coats and boots and use a variety of outdoor apparatus to safely climb, balance, throw and catch. They are clearly proud of the pre-school and are keen to share what it is they like about attending, and point out their favourite activities to visitors with great excitement.

Children's health is successfully promoted through well practised routines that become good habits. The staff have recently reviewed the toileting arrangements so that children have easy access to child-sized toilet seats, step stools and paper towels. This means that children can reach the facilities confidently and gain independence and self-care skills, particularly when washing their hands. Children have hearty appetites and enjoy healthy snacks and the hot nutritious food at lunch time. They adeptly serve their own food at mealtimes and help themselves to drinks when thirsty, as they use the water dispenser with ability and confidence. Parents get to see the menu each day and staff are knowledgeable about any dietary requirements to ensure that individual needs are catered for.

The staff effectively support children's growing understanding of how to keep safe. Children safely use a range of tools, such as scissors and take care as they use the steps leading to the outdoor play area. As a result of the staff's good role modelling, children behave well and are polite and sociable. Children are responsive to the staff as they learn right from wrong. They begin to resolve conflicts for themselves and cooperate with each other to complete tasks. For example, they work well together as they eagerly help staff to tidy away the toys and take turns to share their news at the morning registration time. Children are encouraged to think about how they can help others and take part in activities to mark traditional events and cultural festivals. Good relationships have developed with the local primary schools to help the children have a successful move into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

### **The effectiveness of the leadership and management of the early years provision**

The management team have a very secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. All records and documentation are meticulously maintained to support the safe management of the pre-school. Safeguarding children is prioritised effectively. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Staff undertake training in safeguarding and have a very good understanding of the steps they need to take if they have concerns about a child's

welfare. Thorough risk assessments are completed for the pre-school. Children are kept safe in all areas because staff are vigilant in carrying out daily checks and the manager constantly reviews the effectiveness of the pre-school's risk assessments for the premises, equipment and outings. A controlled entry system with coded key pads prevents the risk of unauthorised access. New fencing has recently been installed to surround the outdoor play area to ensure that children are unable to leave this space unnoticed. Regular audits and the monitoring of accidents and their causes feed into the risk assessment process to support the ongoing improvement of children's safety.

Children are well supervised and supported as the staff are effectively deployed and the required ratios are always met. Although there has been a recent staff turnover, familiar staff from the sister setting come in to support children in their experiences. This means that the adults caring for the children know and robustly follow the policies and procedures. Staff performance is effectively monitored because the manager makes regular observations of their practice and empowers them to reflect on how they can improve this. Formal supervision sessions are also held for all staff throughout the year. These enable staff to reflect on their personal development and to discuss and plan any training needs. The manager has a good understanding of the learning and development requirements and makes regular checks of children's learning records to ensure staff are using their observations to assess and consistently monitor children's progress. In-house training and staff meetings are held on a regular basis and enable the sharing of good practice and ideas. Self-evaluation is constantly ongoing and takes into account the views of parents and children. This means that action plans are well focused and high priority is placed on making improvements that have the most impact on children's learning and development.

Partnership with parents is good from the outset. Parents are provided with a wealth of information, on displays, newsletters and the website. This ensures they are well informed about how the pre-school operates, and are kept up-to-date with information about activities and events. Parents spoken to at the time of the inspection expressed very positive views about the pre-school. They say they really appreciate the frequent feedback on their children's progress and can see how well their children have benefited from attending. Staff follow guidance from other professionals as required, to ensure children receive relevant support to promote their ongoing learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY460985
<b>Local authority</b>	Essex
<b>Inspection number</b>	938367
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Chrysalis Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 5022064

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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