

# Chrysalis Day Nursery & Pre-School

3 Church Hill, LOUGHTON, Essex, IG10 1QP

<b>Inspection date</b>	12/11/2013
Previous inspection date	17/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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

- Children and babies are motivated, keen to learn and quick to engage in play. Teaching is good as staff know children very well, confidently identify where they are in their development and effectively plan for the next steps in their learning. This means that children make good and often very good progress.
- Children are settled and happy in this warm and friendly nursery. Children form secure attachments because there are good settling-in procedures and a strong key person system.
- Partnerships with parents are highly successful which ensures they are involved, valued and well informed about the nursery and their children's learning and development.
- An extremely high priority is placed on maintaining security and keeping children and babies safe. This results in all children being very effectively safeguarded in the nursery.

### It is not yet outstanding because

- There is room to enhance the two-year-old children's access to art and craft materials, so they have optimum opportunities to express their ideas and creativity.
- The routine at meal times is not always efficiently organised and this occasionally means that some children become restless and distracted.

## 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.

## 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 nursery 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 nursery.

## Inspector

Patricia Champion

## Full report

### Information about the setting

Chrysalis Day Nursery and Pre-school was registered in 2012. It is one of two settings run and managed by Chrysalis Nurseries Limited. The nursery operates from converted two-storey premises in Loughton, Essex. It serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday all year round. Sessions are between 7.30am and 6.30pm. Children attend for a variety of sessions. The nursery operates from three playrooms and there is an enclosed area for outdoor play.

There are currently 57 children attending in the early years age range. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 18 staff working directly with the children. The manager holds a masters degree and the deputy holds a degree. There are 10 staff with early years qualifications at level 3 and two staff hold qualifications at level 2. The nursery also employs an administrator, cook, cleaner and lunchtime assistants and there are extracurricular specialists for yoga, music and movement. The nursery receives support from the local authority. It is registered on the Early Years Register.

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

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

- review the accessibility of art and craft resources for children aged two years, to enable them to have sustained time to freely express their creativity and originality
- enhance the already good care practices by reviewing the organisation of meal times to reduce waiting times and maintain children's emotional well-being.

### Inspection judgements

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

The staff have a good understanding of child development and are committed to providing meaningful experiences for children and babies. Staff understand that each child has a different need for support and rigorously observe, assess and monitor each child's development. They make detailed observations across all areas of learning and identify children's individual next steps, which are used very effectively to plan future activities. Staff also record children's self-initiated play and use their interests as a basis for their planning. Initial observations are made of children's starting points on entry to the nursery and these also include parents' views about what their children can do. This means that

staff can accurately measure children's progress from a secure baseline. Staff work well in partnerships with parents to identify realistic, yet challenging targets. Summary reports are shared each term and parents are encouraged to contribute to the development records and continue children's learning at home. In addition, the required progress checks at age two are successfully shared with parents to update them about their child's learning and agree where to focus support for children's continued development. Children with special educational needs and/or disabilities or those who speak English as an additional language are well supported. Staff are aware of the individual needs of children and have input from other professionals, so are successfully working together to form targets for further development.

Children are all given the opportunity to develop the skills they need for the future. This means that they confidently progress onto pre-school. Young children and babies receive close and supportive attention to assist them in attaining new skills, smiling proudly when they successfully complete a task. Teaching is good as staff use positive and encouraging vocabulary to encourage and build children's confidence and self-esteem. Their good use of questioning stimulates children's language and critical thinking. Consequently, children concentrate and persist at chosen tasks, and are motivated to learn new things. They look at books for pleasure and delight in demonstrating their problem-solving skills when completing puzzles. Children develop their hand-eye coordination as they thread pasta to make bracelets and necklaces. They also show strong control as they use pencils and paint brushes and this enables them to develop early writing skills.

The playrooms are very conducive to learning. There is a warm, friendly atmosphere, characterised by busy, happy children who enjoy interacting with their friends and staff. Much thought has gone into making good use of the available space to provide a stimulating and interesting environment that encourages children to try activities and move freely between areas. Indoor resources are plentiful and children select play materials from low-level storage. The outdoor environment is used well for children to explore the changing seasons and they learn to care tenderly for the pet guinea pigs. Children have many opportunities to use their imagination using costumes and props in role play and by exploring small world figures. Babies particularly enjoy sensory play and exploring textures and sounds or treasure baskets at floor level. As a result, children make good choices in most aspects of their play and learning. However, art and craft resources are not always easily accessible to the two-year-old children, so they can freely experiment and incorporate their own ideas when creating pictures or models.

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

Children and babies are very settled in the nursery. They have highly positive relationships with the staff who care for them, and demonstrate a great sense of belonging as they confidently approach staff for reassurance, comfort and support. All staff, including the manager, know the children in their care extremely well. A successful key person system is well established and results in both children's educational achievements and welfare needs being successfully monitored and met. Children and babies separate very easily from their parents, showing that they have formed secure emotional bonds with their key persons. The staff successfully welcome parents and children into the nursery. Introductory visits

are offered, which enable children and babies to become familiar with their new surroundings. Key persons gain a wealth of valuable information from parents on a daily basis about children's individual needs and family backgrounds. This ensures a smooth transition from home to nursery as they continue familiar routines. Children are well supported in their move from room to room within the nursery. In addition, once children have their third birthday they confidently take part in settling-in visits to the nearby pre-school, accompanied by their key persons. These effective procedures support children emotionally as they prepare for the next stage in their learning and development.

Children learn to promote their health well because the nursery has good systems in place to support this. Wholesome freshly cooked meals and healthy snacks are provided and all individual dietary needs are catered for. Staff are knowledgeable about allergies and have specific training for dealing with anaphylactic reactions. The nursery kitchen has been inspected by an environmental health officer and was awarded five stars for food hygiene. There are visual reminders for children and staff about the importance of hand washing. Staff also use small world figures to explain good hygiene techniques and use role-play props to talk about healthy fruit and vegetables. Toilet training and nappy changing is sensitively and hygienically undertaken. Children adopt healthy lifestyles as they take part in regular exercise and activities in the fresh air. There is a super outdoor play area which is used extremely well to inspire children to take part in experiences on a larger scale in exciting spaces. Yoga sessions are organised so children learn to stretch and develop their coordination. The impressive new extension to the baby room means that babies have great fun crawling, clambering and safely climbing on the range of safe, soft play apparatus.

Children develop very good relationships with each other. They play cooperatively and show care and consideration towards each other as the staff are caring role models for children to follow. Children and babies consistently receive plenty of praise from staff for their achievements. This raises their confidence in their own abilities and successfully promotes high levels of self-esteem. Children's independence skills are impressive. Even some of the youngest children attempt to put on their own coats and boots to go outside. As they get older children become even more independent as they manage their personal care and serve their own food at lunchtime. Meal times are social occasions when the children and staff sit together. However, meal times are not consistently efficiently organised and this means that some children become restless and distracted as they spend time waiting to eat.

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

All the essential regulatory documentation that promotes the safe and efficient management of the nursery is meticulously maintained. Children are effectively safeguarded. Robust procedures are in place for the safe recruitment and retention of suitable staff. All members of staff have a good knowledge of the procedures of the Local Safeguarding Children Board and of their responsibility to ensure children are protected. The manager monitors staff attendance to ensure the correct ratios are adhered to and to ensure staff are deployed appropriately. Detailed risk assessments are undertaken and

staff are vigilant throughout the day to ensure children are kept safe while on the premises, and also when they go on outings. Security is excellent and children are constantly supervised to prevent them from coming into harm. Any visitors are closely monitored. In addition, the nursery has a coded key entry pad on the gates and a closed circuit television system in place.

The manager maintains a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support her staff team. As a result, staff are enthusiastic and clearly enjoy working in the nursery. Planning and assessment systems are monitored effectively and the manager spends time in the playrooms to gain first-hand knowledge about what is working well and to address any issues she notices. The recommendation made at the last inspection has been successfully addressed. Effective documentation for tracking children's progress is now in place. This information accurately identifies children's learning needs or if they are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need. The management team monitor the performance of each member of staff through regular supervision and appraisal meetings to ensure that they fully understand their roles and responsibilities. Staff are encouraged to develop their knowledge through training courses and through reflecting on their practice. They liaise with the sister pre-school to share good practice and have frequent staff meetings and in-house training sessions. This means that the staff are successfully developing their knowledge and skills.

Self-evaluation processes are effective and the action plans are focused on the things that will bring about the most benefit to children's learning and development. The management show a strong commitment to building upon the already good practice throughout the nursery. They involve staff and parents as they are asked to contribute their ideas and suggestions, which the nursery then acts on to improve the service it offers. This also means the management have a clear understanding of the strengths and the areas they wish to further improve. Comprehensive information is available for parents in the form of policies, procedures, notices and newsletters. There is a good two-way flow of information about individual children and their continually changing needs. Parents regularly meet with their child's key person to talk about progress and achievements. Parents are very complimentary about the nursery, stating how well their children develop in their confidence, independence and enjoy attending. Partnerships with other agencies ensure the children's needs are met and they receive any additional support they need. In addition, the management works well with local authority professionals, which further enhances the self-evaluation process.

## 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>	EY445564
<b>Local authority</b>	Essex
<b>Inspection number</b>	938365
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Chrysalis Nurseries Ltd
<b>Date of previous inspection</b>	17/01/2013
<b>Telephone number</b>	0208 502 4666

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

