

Chrysalis Montessori Nursery School Ltd

Rainton Village Hall, Rainton, Thirsk, North Yorkshire, YO7 3PN



Inspection date

Previous inspection date

7 July 2015

20 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are motivated to learn because staff ensure there is a wide range of activities planned for all children. Therefore, children enjoy their time in the setting and make good progress in their learning and development.
- Children explore learning opportunities, both indoors and outdoors. They make choices in their play and are becoming independent learners who are well prepared for school.
- Staff are well qualified. They fully understand how children learn and develop and that each child is unique. As a result, children's individuality is respected and their individual needs are well met.
- Children's emotional and physical needs are promoted very well. This is because staff work closely with parents to gather information about each child when they start in the setting and regularly communicate with them about their child's day.
- The management team work hard to ensure the setting is constantly improving. They listen to the views of children and parents, and change the provision to reflect the needs of the families who attend.
- Children are safeguarded very well because the manager implements a rigorous recruitment procedure. In addition, the premises are risk assessed and kept safe and secure to promote children's well-being.

It is not yet outstanding because:

- The management team has not fully embedded practices to reflect on the quality of teaching and move it from good to outstanding.
- The management team does not monitor the progress of groups of children closely to ensure all children make better than good progress from their starting points.

What the setting needs to do to improve further

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

- develop the already good quality of teaching further; ensure that staff practice and their interactions with children are consistently improving
- monitor the progress of different groups of children; identify and address any areas where more support or challenge is needed to ensure children make the best possible progress.

Inspection activities

- The inspector observed children in the two rooms in operation and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and parents.
- A range of documents were inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector sampled parent questionnaires and took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are enthusiastic and thoroughly enjoy their time in the setting. They listen to instructions given by staff and are respectful of resources. Staff provide a broad range of appropriate activities. They teach children about the environment and the world around them. They encourage children's thinking skills and help develop their understanding of changes in the natural world. Staff take opportunities to encourage children to be independent. Children follow their own ideas and create artwork independently, for example, by cutting pieces of paper and sticking them on their paper. They talk to their friends as they play, holding elaborate conversations. They are developing very good conversational skills. Children explore the outdoor area with confidence. They use a variety of challenging equipment and staff are close by to support when needed. However, their interactions with children in the outdoor area are slightly weaker than in the indoor environment. This is because some staff occasionally supervise play rather than supporting children's learning with high quality teaching.

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

Children have high levels of self-esteem. They arrive at the setting and immediately begin playing with their friends. They are keen to share their news and experiences with staff who listen to their stories with interest. Children have created very strong relationships with staff. This is because staff are warm, caring and know children and their families very well. Parents feel their families' needs are well met. Staff are always available to talk about their children and any changes in their circumstances. Consequently, good partnerships with parents are firmly established. Parents provide a healthy packed lunch for their child and staff provide nutritious snacks during the day. Children choose from a range of foods to ensure they have a balanced diet. Physical exercise is also regularly planned into the day. Children participate in a wide range of physical activities. These activities help instil the importance of following a healthy lifestyle.

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

The management team have a very good understanding of the requirements of the Early Years Foundation Stage. They follow a comprehensive set of policies and procedures. In addition, the manager attends regular professional networking meetings to keep up with any changes in practice and legislation. The manager appraises staff and identifies their training needs, but has not identified that teaching is less effective during outdoor play. Training courses are sought and any learning is cascaded to staff, in order to improve the setting further. The manager monitors children's progress and ensures they are all making good progress from their starting points. However, the monitoring of different groups of children is not fully embedded to ensure children make better than good progress.

Setting details

Unique reference number	EY418189
Local authority	North Yorkshire
Inspection number	851909
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	36
Name of provider	Chrysalis Montessori Nursery School Ltd
Date of previous inspection	20 June 2011
Telephone number	01845 577169

Chrysalis Montessori Nursery was registered in 2010. The setting employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens Monday to Friday term time only. Sessions are from 9.15am until 3pm Monday, Wednesday, Thursday and Friday and on a Tuesday, the session operates from 9.15am until 1.30pm. The setting provides funded early education for two-, three- and four-year-old children. The setting follows the Montessori approach to teaching.

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