

Chrysalis Pre-School

Lincoln Hall, 125 High Road, Loughton, IG10 4LT



Inspection date	20 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are provided with a wealth of very interesting and exciting activities in the extremely well-planned and resourced garden. They use their imaginations well and become totally engrossed in play and learning. Children develop hand-to-eye coordination. They busily scoop up flour, mix it together with cinnamon, using a spoon or their hands to make pretend cupcakes.
- Staff promote children's communication and language skills, including those who speak English as an additional language. They listen attentively, showing interest in what children have to say. Staff encourage them to engage in conversation and when needed they use gestures to support children's understanding effectively.
- The views and opinions of children, parents and staff are valued. They are used by managers to help inform future improvements. Parents talk about how they are provided with useful information through the regular newsletter. They describe staff as very good and talk about how happy their children are to come to pre-school.
- Partnerships with other professionals are good. They successfully support the needs of children and their families.

It is not yet outstanding because:

- Staff's professional development is not highly focused to raise the quality of teaching to an outstanding level.
- Staff do not always make the most effective use of initial assessments in order to focus more precisely on children's development and support planning when they first start.

What the setting needs to do to improve further

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

- make better use of professional development opportunities for staff that help raise the quality of teaching to an even higher level
- develop further the procedures for gathering information from parents to inform initial assessments of children's development and planning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the operational manager.
- The inspector held a number of discussions with the manager of the pre-school, operational manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager of the pre-school, operational manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete child protection training and understand their responsibilities to keep children safe. This includes how to implement the whistleblowing procedure. Risk assessments are ongoing to ensure that any potential hazards are identified. The managers ensure that appropriate action is swiftly taken to remove or minimise risks to children. Children's progress is monitored well by the management team. They use this information to promote children's learning. They have recently focused on increasing opportunities for children to further extend their mathematical skills. Children enjoy a wide range of trips out into the local and wider community.

Quality of teaching, learning and assessment is good

Staff skilfully use questions to help children identify a wide range of shapes and compare similarities and differences. For example, children discover that although a rectangle and square both have four sides, these are different lengths. Children have fun experimenting to find out which three-dimensional shapes will roll along the floor. Staff provide opportunities for children to independently look at books and listen to stories. Children enjoy expressing their creativity as they take part in craft activities, such as painting. They enjoy making choices about what and where they would like to play next. This helps to promote good levels of concentration and perseverance. Children spend prolonged periods of time practising their balancing skills. They proudly show staff that they can walk across wooden planks that are suspended across tyres. Staff help parents to support children's learning at home. For example, they hold daily discussions with them and provide a good range of activities to use at home.

Personal development, behaviour and welfare are good

Children separate from their parents with ease and have positive relationships with staff. They move around their base room and garden with confidence, demonstrating that they feel secure. Children's physical skills are developing well. They show great determination as they work out how to squirt coloured water out of a soap dispenser. Children are confident to approach staff to ask for help when one of the dispensers stops working. Children are independent. They skilfully serve themselves food from the nutritionally balanced range of snacks and meals provided. Children clear away their cutlery and plate when they have finished. They have opportunities to learn about living things as they help staff to care for and grow plants in the garden. Staff give children plenty of praise and encouragement, helping them to learn what is expected.

Outcomes for children are good

Children are motivated to learn. They develop the key skills needed for their eventual move on to school. Children are supported to explore their own ideas and solve problems. They spend time carefully considering which construction brick they need to fill a small gap in their creation. Children are very sociable and enjoy playing with their friends. They enjoy exploring and investigating technology.

Setting details

Unique reference number	EY499597
Local authority	Essex
Inspection number	1045044
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	48
Number of children on roll	67
Name of registered person	Chrysalis Nurseries Limited
Registered person unique reference number	RP901069
Date of previous inspection	Not applicable
Telephone number	02085081888

Chrysalis Pre-School registered in 2016. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am to 1pm, 1pm to 6.30pm or full day care from 7.30am to 6.30pm. The pre-school provides funded early education for three- and four-year-old children.

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