

Inspection of Chrysalis Day Nursery Cheshire Limited

Gadbrook Business Centre, Northwich, Cheshire CW9 7TN

Inspection date:

26 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider has not ensured that the manager understands her responsibilities with regard to child protection. Her knowledge of safeguarding matters is not secure. This puts children's welfare at risk. The provider does not identify and address breaches to legal requirements effectively. Babies do not go outside every day, as required. The manager is supportive of staff. She listens to their concerns and wants to help them to advance their skills and further their careers. This positive approach takes account of the ongoing effect of the COVID-19 pandemic on staff's well-being and morale. However, the manager does not identify weaknesses in staff's practice effectively enough. They do not know what they need to do to keep improving their support for children's learning. This does not help staff to support and challenge children to make the progress that they are capable of.

Children demonstrate that they feel safe in the care of the hard-working manager and staff. The atmosphere is positive and children behave well. Babies who are new to the nursery develop a secure attachment to the attentive staff in the baby room. This helps babies to develop confidence as they begin to explore the inviting, well-resourced room. Children of all ages know and follow the consistent daily routines. Pre-school children get busily involved with tidying up the room. They quickly gather together on the carpet, ready to speak and listen.

What does the early years setting do well and what does it need to do better?

- The new manager was appointed relatively recently. The provider has not identified gaps in her professional skills and knowledge. He has not made sure that she receives the ongoing support that she needs to fulfil her role as the nursery's designated safeguarding lead. Weaknesses in her knowledge about different types of abuse and child protection procedures put children's welfare at risk.
- The manager does not demonstrate the skills she needs to accurately measure the quality of staff's practice. For example, the manager praises staff's interactions with children during an activity she observes. However, she fails to help staff to notice that confident children dominate the conversation and quieter children receive little attention. This means that weaknesses in supervision have a direct negative impact on the quality of children's experiences and learning.
- Babies sometimes spend the whole day inside the baby room. This is a breach of requirements that compromises their overall development. It prevents mobile babies from engaging in the more energetic and adventurous physical exercise that bigger, more-open spaces allow.
- Most children play outdoors for part of every day. However, the manager and

staff prioritise indoor learning. This is demonstrated when one outdoor play session for younger pre-school children lasts just 20 minutes, before they come back inside to continue planned activities. The outdoor area for the youngest children is uninviting. Staff provide little to engage children's interest. This does not encourage children to explore and to exercise their large muscles.

- Children of all ages encounter a wide range of activities indoors. Staff join in with children's play and conversations. This helps them to continuously assess and extend children's language development. They introduce new words in meaningful ways. For example, pre-school children play in the water and learn the word 'pipette'. They use the pipettes and discover more about the properties of air and water.
- The special educational needs coordinator (SENCo) integrates advice from specialist professionals into children's individual support programmes. She shares the programmes with staff, so that everyone knows what to do to support children's development. Parents of children with special educational needs and/or disabilities say that their children are welcomed and included at the nursery. Gaps in children's development close steadily.
- Children eat freshly cooked, nutritious food. This helps to promote their healthy growth. Staff teach children self-help skills as they grow. For example, toddlers progress from drinking from feeder cups to using open beakers. Pre-school children learn to use a knife and fork. This helps children to develop independence ready for school.
- Children develop positive attitudes to learning. They concentrate on self-chosen activities. For example, they play actively together or become deeply absorbed in solitary reading. Children talk about things that they like. They find out that other people have different preferences. This helps children to learn to respect each other's ideas.
- Parents and carers praise the advice that staff offer them. They say that children settle quickly at the nursery. Parents report that children develop the skills and knowledge they need to start school confidently when the time comes.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's welfare is not assured. The manager does not know clearly enough the action she must take if she is concerned about the behaviour of staff towards children. She does not have systems in place to keep appropriate records. This risks important information about potential abuse being mislaid or recalled inaccurately. Some staff have gaps in their knowledge about signs and symptoms of abuse. For example, they do not know enough about the 'Prevent' duty to protect children from the influence of extreme views effectively. That said, staff demonstrate an intention to report signs of abuse that they notice. Babies and children are well supervised at all times. Catering and childcare staff follow clear systems to ensure that children with allergies to particular foods are catered for safely.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the designated safeguarding lead has the knowledge and understanding they need to respond swiftly and appropriately to any indication that children are at risk of harm	16/06/2022
make sure that staff know the signs of abuse and neglect that they must be alert to	16/06/2022
implement effective arrangements for the supervision of managers and staff that promote continuous improvement in the quality of their practice	16/06/2022
ensure that children play and learn outdoors every day.	16/06/2022

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

- support and train staff to make better use of the nursery's outdoor spaces, in order to fully promote children's well-being and development.

Setting details

Unique reference number	EY485239
Local authority	Cheshire West and Chester
Inspection number	10236599
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	100
Number of children on roll	140
Name of registered person	Chrysalis Day Nursery Cheshire Limited
Registered person unique reference number	RP907788
Telephone number	00160649424
Date of previous inspection	11 August 2016

Information about this early years setting

Chrysalis Day Nursery Cheshire Limited registered in 2015. The nursery employs 21 members of childcare staff. Of these, 15 hold qualifications at level 3 and three hold qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers care during school holidays for children aged up to 11 years.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- Meetings took place between the inspector, the nursery manager and the SENCo. The inspector held a telephone conversation with the provider.
- The inspector spoke with staff and children during the inspection. She spoke with parents and took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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