

Inspection of Chrysalis at The Cricket Club

Loughton Cricket Club, Loughton, Essex IG10 1NQ

Inspection date: 13 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and very independent. They delight in exploring. Children look closely for bugs among logs and leaves. Staff inspire children's awe and wonder by joining in with their search. They draw children's attention to a spider's web and discuss what it is for, to extend their understanding. Staff give children a 'ten-minute warning' before it is time to go inside. This ensures that children have plenty of time to complete what they are doing. As a result, children's thirst for learning is uninterrupted. Children take an active part in the pre-school. Those who are 'helpers of the day' wear distinctive tabards and take their responsibilities very seriously. They help prepare for lunch and carry out odd jobs when needed. This further contributes to children's sense of belonging.

Children test their own ideas and solve problems as they play. For example, they design and build structures with large wooden bricks. Children work together as a team and decide the best way to stack the bricks to make their building strong enough. They enjoy staff's company and engage them in conversations about what they are building. Children hear positional language, such as 'on top' and 'next to', which contributes to their mathematical understanding. Skilful interactions with staff help children make predictions. For instance, staff ask them, 'What do you think would happen if we mix the sand and mud together?'

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

- Dedicated leaders work together to create an environment where staff feel well supported. They use regular supervision sessions to discuss staff well-being. Managers identify training needs and source relevant professional development opportunities to raise the quality of teaching even higher.
- Staff help children reflect on what makes them unique. They sensitively ask children how they are feeling, giving them the tools they need to name and express their emotions. Staff discuss the talents of prominent Black athletes to mark Black History Month. Children take part in an obstacle course that is set up to replicate the sports they have heard about, bringing their discussions to life. They balance like a gymnast, run as fast as they can and throw a 'javelin' as far as possible. Yoga and dance sessions encourage children to find out other ways their bodies can move. These sessions were introduced so children could take part in activities that may have been restricted due to the pandemic.
- Children gravitate towards staff who are reading stories expressively. They soon become engaged and listen intently. This helps to develop their interest in books and builds on their language skills. Staff introduce new vocabulary in a meaningful way. For example, they tell children the names of different tools, such as pliers, and explain what they are for and how to use them. Children show they remember this when they tell other children what they are called.

- Staff skilfully help all children make swift progress. They demonstrate and guide how to use scissors, and children are soon cutting lines on a sheet of paper. Staff show children how to use a hole punch. Children smile proudly when they successfully continue to make a pattern of holes.
- Children are motivated to investigate the abundance of real and natural resources and are eager to find out and learn more. Children have great fun exploring and being creative. However, staff do not model picking up resources from the floor. Therefore, minor slip and trip hazards sometimes go unnoticed.
- Parents and professionals, such as dentists, are invited in to talk about their jobs, customs and cultures. They celebrate events such as Mother's Day and Father's Day. This gives children the chance to show value and respect for others. Children occasionally visit special landmarks, such as the nearby war memorial, and are collecting food for Harvest Festival for a local church. However, staff have not yet embedded a programme of rich experiences to successfully broaden children's knowledge of the local community.
- Most children have transitioned to the pre-school from a linked setting. Their move is managed smoothly. Key persons meet with parents, and each other, to share relevant information. As a result, staff get to know their key children extremely well from the start. Children feel safe and secure. They show they have trusting relationships with their key person, for example when they seek them out for help to get changed.
- Parents are extremely happy with the pre-school. They say their children have grown in confidence since being there. Parents are pleased to be involved in children's learning. For instance, they contribute to a book swap or help children collect autumn items. Parents appreciate the support they receive to work with other agencies to help close gaps in their children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to identify children who may be vulnerable to abuse or neglect. They know the appropriate actions to take in the event of a range of safeguarding scenarios. Staff monitor registers and accident records to swiftly recognise any patterns that may indicate a child is at risk. Recruitment is managed safely to assess applicants' suitability to work with children. All staff undertake regular safeguarding training, and safeguarding is always discussed at team meetings and supervisions. This helps to keep safeguarding at the forefront of practice.

What does the setting need to do to improve?

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

- encourage staff to rectify minor hazards swiftly to maintain a safe environment
- provide children with more opportunities to learn about the local community.

Setting details

Unique reference number	2596332
Local authority	Essex
Inspection number	10249216
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 3
Total number of places	32
Number of children on roll	34
Name of registered person	Chrysalis Nurseries Limited
Registered person unique reference number	RP901069
Telephone number	07751855391
Date of previous inspection	Not applicable

Information about this early years setting

Chrysalis at The Cricket Club registered in 2020. It is located in Loughton, Essex and opens from Monday to Friday, 7.30am until 6pm, all year round. Four staff work directly with the children. All hold a childcare qualification at level 3 or above. It is closely linked to two other associated settings. Staff, such as a qualified teacher and special educational needs coordinator, work across all three settings. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and room leader completed a learning walk with the inspector and discussed how they organise and implement the curriculum.
- The registered individual talked to the inspector about some aspects of the leadership and management of the setting.
- The manager and inspector took part in joint observations of group times. They discussed the quality of teaching and the impact on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the interactions between staff and children, indoors and outside.
- Parents spoke to the inspector, who took account of their views.
- The manager showed the inspector key documentation to evidence staff suitability.

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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