

Inspection of Chrysalis Day Nursery Cheshire Limited

Gadbrook Business Centre, Northwich, Cheshire CW9 7TN

Inspection date: 15 November 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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children flourish in this safe, welcoming and very well-presented nursery. They are individually welcomed on arrival at a secure entrance. The nursery has reviewed its measures implemented in response to the COVID-19 pandemic. Parents now have the choice of taking their child directly to their room or saying goodbye in the reception area. Children are happy and enjoy their time here. They quickly form secure attachments with the experienced staff team. Staff work together to meet children's individual care and learning needs effectively. Children thrive on the positive relationships they develop with both their peers and members of staff. Children behave well and achieve very high levels of independence. They demonstrate a strong sense of belonging and excitedly explore the activities on offer.

Children of all ages demonstrate a positive attitude to learning. They are supported by knowledgeable staff who provide an ever-changing range of activities. These spark children's curiosity, helping them to become curious, confident learners. Babies become absorbed as they explore scented teabags during their water play. Older children confidently extend and enhance their own learning independently, accessing additional play materials to pursue their own interests and ideas. For example, toddler-aged children use construction materials to safely create their own balancing beam. Children relish opportunities for outdoor play in all weathers. They smile in delight as they splash in the rainwater before using newly-acquired skills to pedal a tricycle through the largest puddle. Overall, children throughout the nursery enjoy a continuous, well-sequenced curriculum that gives them a very good start in their education.

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

- Since the previous inspection, the manager has worked hard, taking prompt and effective steps to address the weaknesses identified. This has significantly improved her own and staff's knowledge in relation to child protection.
- Overall, the education provision is strong. The management team are clear about how the curriculum should be taught. Staff are knowledgeable about what they want the children to learn and plan a rich curriculum to help children make good progress. However, the educational programme to deepen children's understanding of the diversity of life in modern Britain is less well developed.
- The curriculum for communication and language is secure. Staff model language and routinely introduce new words to extend children's vocabulary. In the main, staff talk precisely. Children develop a real love of books and listen attentively as skilled staff bring stories to life.
- Children with additional care needs are exceptionally well supported. Dedicated staff undertake specialised training and work very closely with parents and

relevant professionals to ensure they provide an excellent level of care.

- Staff are positive role models. They support children well to help ensure they develop the skills, behaviour and attitudes they will need to be successful in their future learning.
- From an early age, staff support children to learn about the importance of a healthy lifestyle and how this helps to promote and maintain their good health. This includes the importance of good personal hygiene, such as how to wipe their own nose and dispose of tissues hygienically. However, on occasion, staff do not ensure that children are fully supported to learn about wearing the most appropriate footwear when playing outside.
- Mealtimes provide a valuable unhurried social experience. Pre-school children enjoy sitting in small groups where they extend their early communication skills as they engage in meaningful conversations with their peers. They benefit from freshly prepared nutritious meals and snacks. Children are very familiar with the routines of the day. Following their meal, for example, they confidently clear their own tables.
- Staff feel valued and work well as a team. Overall, professional development is good. Staff discuss training needs at regular supervision sessions and access online training. Most recently, management have understandably focused on increasing their own and staff's knowledge of safeguarding. However, this has limited opportunities for staff to further enhance their professional development, to help raise the quality of teaching to the highest level.
- Parents comment positively on the care and the quality of education their children receive. They feel well informed about their child's time at nursery. Parents talk enthusiastically about the discussions they have with staff when they collect their children, and the quality of the information provided on the online system.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the possible indicators of abuse. Since the previous inspection, the manager and the staff team have completed a comprehensive programme of relevant training. They fully understand their role and responsibility regarding child protection. They are clear that they would respond quickly if they had any concerns about a child's welfare, or the conduct of a staff member. Information is prominently displayed that provides all staff with immediate access to relevant contact details for their local safeguarding partners. Staff continually implement effective risk assessments to help ensure children can move and play safely. Gentle age-appropriate explanations help raise children's awareness of how to keep themselves and others safe.

What does the setting need to do to improve?

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

- extend the programme of professional development, and support staff to help raise the quality of teaching to the highest level throughout the nursery
- strengthen the educational programme to deepen children's understanding of the diversity of life in modern Britain
- enhance staff practice to help children make the best possible progress in their personal development.

Setting details

Unique reference number	EY485239
Local authority	Cheshire West and Chester
Inspection number	10247104
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 10
Total number of places	100
Number of children on roll	110
Name of registered person	Chrysalis Day Nursery Cheshire Limited
Registered person unique reference number	RP907788
Telephone number	00160649424
Date of previous inspection	26 May 2022

Information about this early years setting

Chrysalis Day Nursery Cheshire Limited registered in 2015. The nursery employs 21 members of childcare staff. Of these, 17 hold qualifications at level 3 and one holds a qualification 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

Vickie Halliwell

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- The nursery manager and the inspector completed a joint observation of adult-led learning activities. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- The manager, staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.

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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