

Inspection of Chrysalis Montessori Nursery

In the grounds of Hayeswood First School, Cutlers Place, Wimborne BH21 2HN

Inspection date: 28 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are developing a love of reading. They gather around staff and listen intently to stories being told. Older children remember familiar characters and phrases from favourite stories. Younger children enjoy talking about what they can see in the pictures of the books. Children choose and swap books to take home to read, which enhances their early reading skills.

Children enjoy their time outdoors, and most of them engage in group activities. They copy the actions of staff and learn how to warm up before physical activities. This includes stretching up very tall, touching their toes, high jumps and running on the spot. Children pretend to be pirates and run, negotiate the space around them and use their coordination skills to find and pick up 'treasure' before they get tagged by staff. They learn about the impact of physical activity on their bodies and know that their heart beats faster as they become more active.

Since the COVID-19 pandemic, most handovers with parents are still occurring at the main entrance gate, although the manager invites parents into the nursery for reading sessions. This extends the range of experiences on offer.

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

- The manager is clear about their ambitions for children's learning. She has created a curriculum that identifies clearly what they want children to know by the time they leave the nursery. The broad curriculum uses themes, such as sports, animals, dance, and upcoming yearly events, to capture children's interest. Children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. They are eager to learn and persevere in activities that they enjoy.
- Staff generally interact with children well. They clearly emphasise new words throughout the day, such as 'abstaining' and 'lanterns'. Staff speak to children, narrate what is going on and read stories that encourage the children to interact. However, on occasion, they do not use their interactions with all children to extend their knowledge and learning further. In addition, staff do not always notice quieter and less confident children.
- Staff work closely with other professionals to support children with SEND and their families. They provide children with SEND one-to-one support in their play. Staff focus on children's language development and use sign language, simple sentences and visual prompts. This helps to build children's understanding of daily routines, including what is happening in the present and what will happen next.
- Children are generally content at the nursery. All staff get to know the children, and each child has a key person. The key-person system works effectively for

most children to support them in making close bonds and promoting independence. However, this is slightly less effective for some children. Key persons occasionally do not help children to settle successfully when they arrive. When this happens, children do not fully benefit from the learning opportunities available.

- Staff encourage children to be independent. Opportunities for learning are available, both indoors and outdoors, allowing children to make their own choices. Older children spend long periods of time painting and experimenting with mixing colours. Younger children build sandcastles and decorate them using twigs they find around them. In preparation for snack, children enjoy the responsibility of cutting up grapes for their friends.
- Parents comment that staff are 'positive thinking' and an 'amazing team'. They appreciate the feedback that staff provide on their children's learning and development and comment that staff embrace the different cultural backgrounds of children attending the setting. Parents say that their children have developed strong friendships within the nursery and learned skills such as being independent.
- Staff know that they can talk to the manager at any time. They feel happy and valued by the manager, who is passionate about developing staff practice. For example, recent training has improved the staff's understanding of how to promote children's listening and attention skills. The manager holds regular meetings with staff that help to identify their strengths and where training or further support may be beneficial.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular meetings and training, which helps to support their knowledge on safeguarding and ensure it is up to date. Staff know the procedures to follow in response to a concern about a child's welfare. They carry out regular risk assessments, such as counting the children when they go indoors or outdoors to play. This helps to keep children safe as they move around the nursery. The owner has a good recruitment procedure and ensures all staff have an induction. Although weekly visitors to the setting have been vetted, the manager ensures they are not left unsupervised with children.

What does the setting need to do to improve?

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

- strengthen staff's teaching skills to enable them to build on their interactions with all children, including those who are quieter and less confident, to extend their knowledge and learning
- improve the effectiveness of the key-person arrangements, to ensure that all

children can build secure bonds to support their emotional well-being, particularly around arrival times.

Setting details

Unique reference number	EY479461
Local authority	Dorset
Inspection number	10263711
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	2 to 4
Total number of places	25
Number of children on roll	46
Name of registered person	The Childrens House Nurseries Limited
Registered person unique reference number	RP533808
Telephone number	01202880990
Date of previous inspection	10 May 2017

Information about this early years setting

Chrysalis Montessori Nursery registered in 2014 and operates from Hayeswood First School in Wimborne, Dorset. The nursery is privately owned and opens from 8.30am to 6pm, for 48 weeks of the year, except bank holidays. It receives funding to provide free early years education for children aged two, three and four years. There are eight staff working with the children. Of these, six hold appropriate childcare qualifications, including the manager, who is qualified at level 4. The nursery follows the Montessori ethos.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the owner 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- Parents discussed their views of the nursery with the inspector.
- The owner, the manager and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of 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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