

Inspection of Chrysalis Pre-School

Lincoln Hall, 125 High Road, Loughton IG10 4LT

Inspection date: 17 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inspirational setting. They are supported by committed and knowledgeable staff who have the highest expectations for their learning and development. Staff provide exciting and stimulating learning experiences, both inside and outdoors, using real-life resources. This sparks children's sense of awe and wonder and they demonstrate a strong desire to learn. Children become deeply engrossed in activities. For example, older children investigate a variety of vegetables, peeling and cutting them, intently examining the inside and outside and comparing the different shapes, textures and colours. Their learning is enhanced further when staff provide time lapse videos of vegetables growing from seeds.

Staff have an incisive understanding of each child's learning needs. Their highly effective interactions ensure children are appropriately supported and challenged in their learning. Staff consistently praise children's efforts and achievements, helping to promote their confidence and self-esteem. As a result, children are keen to try things without worrying about making mistakes.

Staff treat children and each other with kindness and respect, acting as excellent role models for the behaviour that is expected. As a result, children's behaviour is exemplary. Children are polite and demonstrate excellent social skills. They are keen to engage with visitors and excitedly invite them to look at what they have been doing. For example, children talk about the animals and melting ice in the Arctic play environment, demonstrating extremely mature communication skills.

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

- The dedicated provider strives to ensure all children benefit from high-quality care and education. She works closely with the committed managers and staff team to create an exceptionally broad and ambitious curriculum that ensures children develop the knowledge and skills they need for their future learning. Children's learning is enhanced by an extensive range of outings and discussions with professionals who visit the setting, such as the police, dentists and paramedics.
- Children experience a rich set of experiences to learn about the world and different cultures. Staff ensure all children feel valued. For example, staff learn key words and ensure books and role play props are available in children's home languages. Children exchange information with children in Canada and Africa to learn about different lives and environments. They visit a local care home for the elderly and take food to the local food bank. This promotes children's understanding and respect of different cultures and communities.
- Staff make the most of every learning opportunity, even when these are

spontaneous and unplanned. For example, as children make 'cup cakes' with dough, staff encourage them to think independently and predict which one might be the heaviest. Staff fetch digital scales to allow children to test out their predictions. This promotes discussions about differences in shape, size and weight.

- Children develop exceptional communication skills through a rich language environment. They talk to staff and each other confidently and with ease. Staff ask questions and allow children plenty of time to think and consider their answers. They skilfully weave in new words to extend children's vocabulary. For example, staff talk about 'wings' and 'shells' to young children on a minibeast hunt. Children of all ages become engrossed as staff read stories, using props to help inspire children's imagination and bring the stories to life.
- Partnerships with parents are exceptional. Staff meet with parents at the start to gather extensive information about children's interests, backgrounds and development, helping them to support children's individual needs from the beginning. Daily verbal handovers, online journal updates and regular meetings, ensure a thorough, two-way flow of information about children's care and development. Parents praise staff for 'exceeding their expectations' with the care and support that both they and their children receive.
- Assessment is rigorous and any gaps in children's development are swiftly identified. The experienced and knowledgeable special educational needs coordinator works closely with parents, staff and outside agencies to plan and implement shared strategies. Children receive tailored support and resources to support their needs. This helps children make the best possible progress.
- Staff benefit from highly focussed and inspirational training opportunities and receive superb support through coaching and mentoring. This promotes continuous improvements to the curriculum and quality of teaching. Leaders place an extremely high priority on staff well-being. Staff can discuss any concerns with the provider and have access to free counselling. Staff say they feel valued and are clearly committed to providing the highest quality care and education for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY499597
Local authority	Essex
Inspection number	10312129
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	56
Name of registered person	Chrysalis Nurseries Limited
Registered person unique reference number	RP901069
Telephone number	02085081888
Date of previous inspection	20 April 2018

Information about this early years setting

Chrysalis Pre-School registered in 2016. The pre-school employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. Two members of staff hold 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 two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

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 provider and managers joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children talked with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A manager and the inspector carried out a joint observation of a group activity and evaluated it afterwards.
- The inspector spoke to several parents during the inspection, and read several testimonies written by parents, and considered their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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