

# Chrysalis Day Nursery & Pre-School

3 Church Hill, LOUGHTON, Essex, IG10 1QP



## Inspection date

14 February 2017

Previous inspection date

12 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leadership is effective in driving improvement. The manager has a strong desire to develop best practice and overcome challenges. She makes daily observations of staff practice to help accurately identify strengths and priorities for development.
- Indoor and outdoor environments offer a wide range of opportunities and resources to support children's individual learning style, interests and development. Children are keen to explore their surroundings and make confident choices in their play.
- Young children are helped to develop good independence and self-care skills during well-managed mealtimes. They willingly wash their hands and confidently self-serve their meals and pour their drinks. This equips them well for managing their personal care and learning independently as they move on to the pre-school setting and eventually school.
- Parents are actively encouraged to support their children's learning at home and in the setting. Very good communication between parents, key persons and management contributes to effective sharing of information. Where possible, parents attend sessions in nursery to read to children in their home language or share books and items that reflect their culture or heritage.

### It is not yet outstanding because:

- Staff do not always consider the most effective ways to plan routines and activities for the two-year-olds to maximise learning opportunities. Some children find it difficult to sustain their attention, interest and listening skills during stories and songs in a large group.

## What the setting needs to do to improve further

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

- extend the opportunities for younger children to develop good listening and attention skills, particularly when participating in group activities and routines.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Hilary Preece

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. There is always a designated person available to manage any safeguarding concerns. All staff are trained to understand their individual responsibilities. Safeguarding policies are robust and underpin safe practices within the nursery. Staff are vigilant in making checks throughout the day to ensure the premises remain safe and children are well supervised. Safe recruitment procedures are followed rigorously and suitability checks repeated at regular intervals on all adults working on site. The management team is currently expanding the performance management programme to help staff build further on and share with others their good knowledge and skills. The manager and deputy model good practice alongside staff in the rooms. They use peer observations and supervision meetings to encourage staff to reflect on the effectiveness of their own practice and that of their peers.

### Quality of teaching, learning and assessment is good

Staff plan a varied programme of play and learning experiences for children. This includes outings to the local library, shops and music and signing sessions. Staff deploy themselves well during free play to support children's interests and desire to explore. They effectively model thinking and use questioning and language appropriate to children's stage of development. They describe actions and introduce new vocabulary in the context of what children are doing. For example, children begin to recognise that red and white paint mixed together becomes pink and that paint on their hands feels, 'Soft and squidgy'. The observation and assessment system sufficiently identifies children's achievements and next steps. Managers and advisers are currently refining it to help accelerate children's learning even further.

### Personal development, behaviour and welfare are good

Children make strong attachments to their key person and most show a sense of security with other familiar adults. Relationships at all levels are positive. Parents report that settling-in procedures are smooth and easy because communication with staff is good. One parent describes the nursery as a, 'Consistently supportive, respectful and nurturing environment'. Babies feel secure in a cosy, yet spacious, environment. Older children show a growing awareness of their own safety. They negotiate steps and understand the need to line up safely when moving between play areas. Staff promote positive values and respect. They are trained how to best manage common behaviours in very young children, such as biting. Similar training is planned for parents to help foster a consistent approach.

### Outcomes for children are good

All children make typical or better progress in the prime areas of learning, including those who speak English as an additional language. Younger toddlers enjoy stories and songs brought to life with puppets and props. They begin to predict the missing words when staff pause at the end of reading repeated phrases.

## Setting details

<b>Unique reference number</b>	EY445564
<b>Local authority</b>	Essex
<b>Inspection number</b>	1065898
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	50
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Chrysalis Nurseries Limited
<b>Registered person unique reference number</b>	RP901069
<b>Date of previous inspection</b>	12 November 2013
<b>Telephone number</b>	020 8508 1888

Chrysalis Day Nursery and Pre-School was registered in 2012 and provides care for children up to the age of three years. Children move on at the age of three to the separately registered pre-school located nearby. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including the manager, who holds level 7. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm.

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