

# Olympus KeyMed Day Nursery

Keymed House, Stock Road, SOUTHEND-ON-SEA, Essex SS2 5QH

## Inspection date

22/05/2013

Previous inspection date

09/12/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- All staff have an excellent knowledge and understanding of how children learn and develop and provide an inspirational educational programme, based on precise assessment and planning for individual children.
- Superb opportunities are available for outdoor learning as children have regular access to a forest school. Their personal, social and independence skills are fully supported as they have valuable opportunities for working together and problem solving. Exceptional practices within the forest school are worthy of dissemination.
- Staff are highly skilled in ensuring children form secure emotional attachments. This is supported exceptionally well by the strong partnerships established with parents.
- Monitoring of all aspects of care and learning to inform continuous improvement is rigorous, to ensure the highest level of achievement for children.
- The staff team have a robust understanding of their individual responsibilities to ensure children are safeguarded and, therefore, children's well-being is consistently considered in every aspect of the provision.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and the planning documents.
- The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures and other documents in relation to health and safety.
- The inspector took account of the views of parents spoken to at the time of inspection.

## Inspector

Lynn A Hartigan

## Full Report

### Information about the setting

Olympus KeyMed Day Nursery was registered in 1994 and is on the Early Years Register. The nursery is situated within the headquarters of the Olympus KeyMed complex in Southend, Essex. It is privately owned and managed. The nursery is for employees' children and is accessible to all children. It operates from five playrooms and there is a fully enclosed area available for outdoor play, including a woodland area that is a forest school.

The nursery employs 17 members of child care staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- continue to build on the excellent opportunities for children to develop the use of their home language in their play and learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children flourish at nursery and consistently make excellent progress in their learning and development. This is because they are offered an inspiring educational programme within a breathtakingly welcoming nursery. The environments, indoors and outdoors, offer a wealth of exciting learning experiences. In particular the superb opportunities offered within the forest school that children have regular access to. This inspires and excites children to learn and take part and they relish their time outdoors. The provision of high quality, carefully selected toys, resources and equipment positively contributes to the children's achievements. All staff have very high expectations for children attending and deliver inspirational learning opportunities for children, this is because they have a superb knowledge of how children learn. As a result, all children, including children with English as an additional language and those with special educational needs and/or disabilities, make rapid progress from their starting points.

Children's learning is fully maximised in all areas within the inspirational forest school. This wonderful resource means children are encouraged to become independent learners as they explore at their own pace. They stay safe in the environment as they learn how to take safe risks, fully supported by trained staff. They show curiosity, creativity and excitement to learn and this in turn develops their confidence and self-esteem. Children's communication and creative imagination is developed as they use all their senses in the woodland and children blossom in this environment. For example, children energetically roll down a grassy bank having discussed the best way to do this with their friends, they giggle and repeat this activity. Children show delight when they successfully climb a tree, fully supported by skilful staff that encourage them to work out the best way to do this. Some persevere until they achieve this and receive lots of praise for their efforts. Children concentrate for some time making mud puddles; they work together and negotiate how to collect water from the tap. They decide to use a wheelbarrow that they manage well, negotiating the bumps and space ensuring not to spill the water. They splash in the puddles and use words, such as, 'squishy', these sensory experiences help promote children's language development extremely well.

Children delight in sitting on logs and toasting marshmallows at the bonfire for snack and even very young children show patience as they wait for their marshmallow to brown. This activity is highly supervised, however, children have established safe boundaries and understand the importance of keeping themselves and others safe as they have learnt the consequences of their actions. Children excitedly watch corn popping as it is cooked at the fire and share the end product with their friends. Children with special educational needs/and or disabilities and physical, active learners flourish outdoors as they have time and space to learn at their own pace. Children show a keen interest and are fascinated by the woodland and their natural surroundings, they hunt for bugs and pick flowers. They show respect for the environment and make 'bug hotels' and put flowers in water. Children gather in the willow den at the end of the morning and count in turn to check everyone is present. They complete simple calculation as they add on one and work out how many children are still playing. Children take photographs using cameras or draw using clipboards and paper to document their time outdoors.

A wealth of opportunity for learning is also fully supported within the breathtakingly welcoming indoor environment. There is a sharp focus on communication and the nursery is rich in a variety of text, signage and symbols, which are, in the main, translated into languages some children speak at home. Babies receive superb attention as their individual routines are considered. They show curiosity as they enjoy investigating treasure baskets and using a sensory room that offers soothing lighting and sensory experiences.

Accurate observations and assessments of children's development within the Early Years Foundation Stage are recorded and celebrated within their learning journals and summary when children reach the age of two years. Activities are planned to support children's next steps in learning and parents are positively encouraged to contribute to their children's ongoing learning. Well-established working relationships with parents ensures continuity of learning for children. Resources, such as story sacks, are available to parents to support their children's learning at home. Superb information about the characteristics of learning are also available to parents and photographs of their children at play are used to

demonstrate these. Meticulous monitoring by the management team ensures every child is progressing and that there is a good balance of child-led and adult-initiated activities offered at all times.

Children's confidence, independence and communication skills are excellently developed and they are very confident in making decisions and taking responsibility, which all contributes to school readiness. This is because the staff are dedicated to providing children with the highest quality learning experiences and that children are highly valued and at the centre of everything that is offered.

### **The contribution of the early years provision to the well-being of children**

Relationships between the child, family and the nursery are nurtured from the beginning. A very strong emphasis is placed on partnership working to ensure children settle, are happy and secure at nursery. Children's unique needs and individual routines are fully respected and supported and, therefore, children make meaningful attachments. Positive working relationships between the parents and a child's key person are established, ensuring a smooth transition from home to nursery. For example, all relevant information regarding a child and parents' wishes are discussed and documented. A daily sheet and information book is completed by the key person and parents, providing two-way information to ensure continuity of care. Children's health and care plans are discussed, profiles and 'all about me' books are made to ensure staff are fully informed and provide the best possible start for every child. A co-key person is also established. This means in the absence of the child's key person, another member of staff, who is very familiar with the child, can fully support them.

Children's behaviour is exemplary as they have a very good understanding of what is expected of them and they are engrossed and interested in their play. They are polite and considerate of others. For example, they offer visitors cushions to sit on and say 'please' and 'thank you' without prompting. Children's needs are given the highest priority. For example, skilled staff respond well to children's facial expressions and non-verbal gestures and know when to offer support, reassurance and cuddles.

Children's dietary needs are considered with the provision of a nutritious well-balanced menu of meals offered. Meals are prepared fresh, daily, by the nursery chef. Children take responsibility at mealtimes as they set the tables and pour drinks. They serve themselves and make decisions and choices. For example, portion size, however, staff sit and eat with the children and encourage them to try new foods. Babies' food is pureed or blended according to their individual needs. They are offered spoons and make good attempts at early feeding skills, closely supported by their key person. Babies' receive fresh air and exercise daily as they play outdoors in a garden that is exclusively theirs. They can sleep restfully and undisturbed as there is a separate sleep room where they have their own cots and fresh bed linen, daily. Babies and the room temperature are closely monitored by staff while sleeping. As parents are working on site they are positively welcomed to visit their child at any time during the day if they wish.

The nursery is bright, exciting and very welcoming to both children and their families. Children's artwork and photographs are framed and displayed throughout, creating a real sense of belonging. Thorough risk assessments are routinely completed and fire drills are regularly completed to ensure children play in a safe and secure environment and know what to do in the event of an emergency.

Equipment and resources are of the highest quality and are in place to inspire and stimulate the children's interests, both indoors and outdoors. The nursery is designed to enable children to initiate their own play and resources are easily accessible on low shelving. This enables children to self-select and initiate their own play and staff to establish what they like to do. Staff use the High/Scope 'plan-do-review' system to find out more about the child's individual interests.

Transitions at every stage are very well managed and sensitively handled so that children can move seamlessly onto the next stage. Within the nursery children visit with their key person, the next room they will attend and can ease themselves in gently and at their own pace. A good handover between the key persons means children settle quickly and are happy. Parents are involved at every stage. Children approaching school age are supported extremely well. While this is a workplace nursery and children attending may live some distance, contact is made with their school to invite teachers to visit the nursery and meet the children. With parental consent children's development and learning journals are shared, working in partnership is encouraged to ensure a positive experience for children. Children's communication skills, ability to care for their own personal needs, make independent choices and confidence, are superbly supported in preparation for school.

### **The effectiveness of the leadership and management of the early years provision**

The nursery is managed by a committed and innovative team. The drive for continuous improvement is evident in the identified action plans, self-assessments and the monitoring of staff performance and the educational provision. For example, the introduction of peer-on peer observations to gain a good understanding of their own performance. There are also continual training opportunities to further develop knowledge and understanding of the Early Years Foundation Stage and how children learn.

Children's well-being is paramount and, therefore, children are exceptionally well protected. All staff demonstrate a secure understanding of their individual responsibility to safeguard children. The completion of safeguarding training ensures staff are fully aware of the procedures to follow should they have any concerns regarding a child in their care. Regular review and monitoring of the effectiveness of policies means children's welfare is highly protected. Highly robust recruitment and induction procedures ensure all staff provide high quality, consistent care to children.

The well-established process for reflection, evaluation and supporting staff's professional

development mean staff are fully motivated and genuinely take pride in their work and strive for excellence. As a result, children are cared for by staff that delight in what they do. Children, staff and parents are encouraged to contribute to the evaluation of the nursery. For example, parents are offered regular performance questionnaires and children's views are considered.

There is a very strong commitment to promote effective partnerships with parents and superb links are in place to ensure children receive the best possible care. Parents are encouraged at every stage to be involved in their children's learning. Informal, social events are organised for parents and the extended family, such as barbeques, so that they can meet other parents and their children's friends. Children's birthdays are celebrated and graduation parties are organised for children leaving nursery. Written comments from parents and parents spoken to at the inspection suggest they are extremely happy with every aspect of care and the learning opportunities offered to their children. No child attends another setting as this is a workplace nursery but staff are aware of the importance of establishing links if required.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	119489
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	910003
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	59
<b>Number of children on roll</b>	44
<b>Name of provider</b>	KeyMed (Medical & Industrial Equipment) Ltd
<b>Date of previous inspection</b>	09/12/2009
<b>Telephone number</b>	01702 444215

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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