

Olympus KeyMed Day Nursery

Keymed House, Stock Road, Southend-on-Sea, Essex, SS2 5QH



Inspection date

16 August 2017

Previous inspection date

25 November 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|-------------|---|
| | Previous inspection: | Outstanding | 1 |
| 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

- Children settle well in the nursery. They enjoy spending time with staff and their friends and demonstrate good social and emotional skills. They are making good progress in their communication skills; are confident talkers and can express different thoughts, feelings and ideas.
- Children are well-prepared for their next stage in learning, including those who are moving to school or moving to the room for the next age group.
- Relationships with parents are very strong. Parents report they feel fully involved in their children's care and education.
- Leaders and managers have a thorough understanding of their responsibilities. Staff are supported well and understand their roles to meet children's needs and keep them safe.

It is not yet outstanding because:

- While staff know their key children's learning needs well and plan for them, supporting documentation in the preschool room is not always accurately maintained which makes it harder for managers to monitor the children's progress, particularly those who are most able.
- The outdoor area for the preschool children is not organised to maximise children's learning and enjoyment outdoors as well as in. Boys, particularly are not fully engaged in this area.

What the setting needs to do to improve further

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

- Continue to develop the monitoring of teaching, planning and assessment in the preschool room, so that this more consistently promotes the best outcomes, especially for older and more able children
- Develop further the resources and environment in the preschool outdoor area, to more consistently engage and involve children in their outdoor play.

Inspection activities

- The inspector observed practice and spoke to staff and children across all rooms in the nursery.
- The inspector spoke to parents to gather their views about the quality of the nursery.
- The inspector completed a joint observation of practice in the pre-school room with the manager of the nursery.
- The inspector met with leaders and managers to discuss the overall management of the nursery.
- The inspector reviewed a range of documentation in place to support the smooth running of the nursery, including staff suitability checks, risk assessments, planning and assessment documents and policies including child protection and behaviour management.

Inspector

Naomi Brown

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are vigilant about keeping children safe. The manager and her team reflect on their practice. They have identified areas where teaching is less strong and are taking steps to promote good teaching more consistently across the nursery. Managers have a thorough understanding of their responsibilities and have thorough oversight of the staff team. Robust recruitment procedures ensure staff suitability. Managers provide regular training to improve staff skills and use staff meetings to ensure that all staff are able to take appropriate action to protect children. Managers use detailed meetings with individual staff to tackle any performance issues and to praise good practice. Staff report that they are confident that any concerns they have will be dealt with to protect staff and children. However, monitoring of planning in the preschool rooms has not yet ensured that plans are always fully targeted at the needs of the most able children.

Quality of teaching, learning and assessment is good

Staff engage well with children to support their good progress. Staff speak with children often, giving them time to answer to develop confident speaking skills. Staff join in children's play to encourage their development across all areas. They offer activities that encourage children's curiosity and engagement. For example, toddlers enjoy exploring different types of dried beans, investigating the sounds they make on plastic and wooden utensils. Babies enjoy investigating lots of different toys, including noisy toys to encourage their creativity. Staff support children's personal, social and emotional development particularly well and children are confident and independent. Staff identify and plan for children's next stage of learning from observations of what children can already do. However, planning in the preschool room is sometimes too broad to enable staff to promote the best progress of more able children.

Personal development, behaviour and welfare are good

The effective key person system settles all children in the nursery. Children are well prepared for their moves through the nursery and to school. Staff understand children's welfare needs and make sure that they are safe. Children learn about healthy lifestyles as they try new foods and explore different types of fruits and vegetables to help them make healthy choices. Overall learning environments support children's development and they enjoy independently choosing activities from the wide range on offer. However, large play equipment in the pre-school outdoor area is not thoughtfully organised to promote the engagement of all children outdoors.

Outcomes for children are good

Children all achieve as expected for their age and stage of development. They are active talkers, and develop strong speaking and listening skills in good preparation for school. They are very confident to try new experiences and explore their surroundings. Children enjoy exploring the world around them as they play with new textures and materials. For example babies explore custard powder and older children play with scarves, bubble wrap and light boxes to ignite their curiosity.

Setting details

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|--|---|
| Unique reference number | 119489 |
| Local authority | Southend on Sea |
| Inspection number | 1074002 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 17 |
| Total number of places | 97 |
| Number of children on roll | 73 |
| Name of registered person | KeyMed (Medical & Industrial Equipment) Limited |
| Registered person unique reference number | RP906523 |
| Date of previous inspection | 25 November 2013 |
| Telephone number | 01702 452433 |

Olympus KeyMed Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary part of the Childcare register. The nursery is situated within the headquarters of the Olympus KeyMed complex in Southend, Essex. The nursery is for employees' children only. It operates from six playrooms and there is a fully enclosed area available for outdoor play, including a woodland area that is a forest school.

The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round, from 7.45am until 5.30pm. There are currently 73 children attending who are in the early years age group. The nursery provides funded early education for three-and four-year-old children.

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