

Inspection of Keeley's Daycare Nurseries & Pre-Schools

22-30 Keeley Road, CROYDON CR0 1TE

Inspection date: 20 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Children are happy, confident and self-assured. Babies have settled well in the nursery and form secure bonds with staff. They move around competently in the well-organised learning area, confidently passing objects from one hand to the other, and climb in and out of the ball pit in the room. Older children maintain a good level of engagement and concentration while painting leaves and discussing why leaves change colour in autumn. Children acquire good problem-solving skills. They mix different-coloured paints to see what happens to the colours.

Children develop good independence and imaginative skills. Some older children can easily dress and undress themselves. They know how to use equipment safely, such as using knives to cut vegetables while pretending to make cucumber ice cream. Children feel safe and secure, and behave well for their age.

Overall, leaders and staff are clear about what they want children to learn and implement this effectively. They set high expectations for all children's learning to ensure that no child is left behind.

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

- Staff have a good knowledge of children's abilities and next steps in their learning. They use observations and assessment effectively to monitor the progress of individuals and groups of children. Staff act promptly to organise extra support, working effectively with outside agencies to help children with SEND to catch up with their peers. All children gain essential skills for their next stage of learning, including starting school.
- The manager and staff use effective strategies to support children to become familiar with the daily routines. They give clear rules and expectations for behaviour, and encourage children to share and take turns. They use a well-tailored approach to help children who find it difficult to manage their emotions in challenging situations. This helps children to understand what is expected of them and begin to learn how to manage their feelings.
- The curriculum for physical development is implemented well. Children have good opportunities to build on their large- and small-muscle skills. Staff encourage babies to move around, pull themselves to standing and practise walking. They provide a lot of sensory play to help stimulate babies' senses and build on their curiosity. Staff allow children who learn best outside to spend a significant amount of time outdoors to follow their interests. Staff teach children about the benefits of healthy bodies through role-play activities, and reinforce this by providing healthy meals.

- Partnerships with parents are effective. Staff use the online family app and face-to-face communication well to keep parents informed about children's care and learning. In addition, the staff team seeks and acts on the views of parents to help drive improvements. Parents are kept up to date with staff changes and safeguarding arrangements through regular newsletters. Parents report that they feel reassured to leave their children at the setting.
- Staff are caring and place a strong focus on nurturing children's personal, social and emotional development. They take their time getting to know children's individual care and learning needs, and offer regular praise to help boost their self-esteem. This supports children to settle in quickly and become confident learners.
- Overall, staff benefit from good induction and training opportunities to help them understand their roles and responsibilities. However, current supervision arrangements to monitor staff and managers' practice are not robust and do not precisely identify any gaps in their knowledge and teaching skills.
- The manager ensures that there are sufficient staff to work with children daily to meet the ratio requirements. However, on some occasions, particularly around staff breaks, the deployment of staff does not sufficiently support children's learning. Nevertheless, staff supervise children well throughout the day to ensure their safety.

Safeguarding

The arrangements for safeguarding are effective.

Leaders of the nursery and staff implement robust policies to help safeguard children's welfare. Staff have a suitable understanding of child protection, including the procedure to follow if they have any concerns about a child's welfare. Staff attend regular safeguarding training to help to improve their understanding of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. Staff keep records of any accidents and incidents that occur on the premises and share these with parents to help promote children's welfare. The setting follows robust infection control procedures to help minimise the risk of cross-infection in the nursery.

What does the setting need to do to improve?

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

- make sure supervision, support and coaching of the manager and staff identifies and addresses any gaps or weaknesses in their practice
- review and improve staff deployment across the nursery, particularly at staff break times, to support children's learning even further.

Setting details

Unique reference number	EY418221
Local authority	Croydon
Inspection number	10209307
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	0 to 4
Total number of places	50
Number of children on roll	39
Name of registered person	Keeley Nursery Limited
Registered person unique reference number	RP530381
Telephone number	0208 681 0505
Date of previous inspection	23 March 2018

Information about this early years setting

Keeley's Daycare Nurseries & Pre-Schools registered in 2011. It operates Monday to Friday from 7.30am to 6pm. The nursery receives funding for the provision of early years education for children aged two, three and four years. The provider employs nine members of staff, six of whom hold relevant early years qualifications.

Information about this inspection

Inspector

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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 setting.
- A learning walk was conducted by the inspector and the nursery manager to discuss how the early years provision is organised and structured.
- A joint observation of an activity was conducted by the inspector and the manager, and discussions were held about children's learning.
- Some parents shared their views with the inspector and these were taken into account to assess the effectiveness of partnerships with parents.
- The inspector observed staff's interactions with children and the impact these have on children's learning.
- The inspector spoke with staff and children, and took their views into account.
- Documents, such as staff's suitability checks and paediatric first-aid qualifications, were viewed by the inspector.

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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