

Zeeba Nursery

Inspection report for early years provision

Unique reference number	EY397452
Inspection date	05/01/2010
Inspector	Lynn Palumbo
Setting address	1a Draycot Road, LONDON, E11 2NU
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Zeeba Nursery was registered in 2009. It is owned by a private provider and operates from a residential building in Wanstead in the London borough of Redbridge. The nursery is open each weekday from 8am to 6pm, 50 weeks of the year. There is access to an enclosed outdoor play area. A maximum of 30 children from birth to five years may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is satisfactorily safeguarded. The management and staff team have good relationships with parents which enables them to obtain a secure knowledge about the children's families and home lives. Children are making some good progress with their learning. The systems of self-evaluation enable the management team to identify some areas of development which the manager wishes to address as part of the continuous improvements for the benefit of children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission for every child within the setting, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 18/01/2010
- ensure a written record of all medicines administered to children is kept, and inform parents (Safeguarding and promoting children's welfare) 18/01/2010
- write a comprehensive complaints procedure, lost child and equality of opportunity policy and share with parents (Safeguarding and promoting children's welfare) 25/01/2010
- make a record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken, in particular risk assessments should cover anything with which a child may come into contact. (Suitable premises, environment and equipment) 18/01/2010

To further improve the early years provision the registered person should:

- enable parents to become part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning
- continue to promote children's understanding of diversity through activities and experiences to ensure that children talk about, value and develop an understanding of a diverse society.

The effectiveness of leadership and management of the early years provision

There is a satisfactory emphasis on safeguarding. A vetting procedure ensures that adults working and caring for children are suitable to have access to children. Staff who are awaiting criminal record clearance are not left unsupervised. The manager obtains some relevant information from parents when children start. Although the information includes children's preferences and medical needs, consent for emergency medical advice or treatment is not consistently requested for all children. This does not ensure all children are cared for in an emergency without delay. This is a breach of regulation. Although there is permission to administer medicines, details of medicines administered are not recorded and parents are not informed. This does not ensure parents are fully aware of the appropriate medicine and dosages administered to children. This is a breach of regulation. Relevant staff hold appropriate paediatric first aid qualifications. Although the manager has good knowledge of reporting safeguarding concerns and complaints, a comprehensive procedure for dealing with concerns and complaints from parents is not written or shared with parents. This requirement has not been fully met. The manager has an effective risk assessment in place for outings. However, although she has good knowledge of hazards to children, a record of risk assessments for all areas that children use is not in place. This does not ensure any potential hazards are promptly identified and minimised. This requirement has not been fully met. A 'fire plan' is in place throughout the nursery.

The wide range of good quality resources are arranged on low, open shelves or arranged according to the area of learning to enable children to progress through the early learning goals. Areas of the outdoor play area are restricted due to safety reasons. However, children have opportunities to develop physically within the paved area and will regularly be visiting the local parks. Children are provided with a sufficient range of resources to foster an awareness of diversity in society.

Although the management team have not completed the Ofsted self-evaluation form, they have various systems to self-evaluate and staff's views are considered. They have identified some areas for development, for instance they are keen to train new staff on the requirements of the early years practice guidance and write a comprehensive equality of opportunities policy. This ensures children's learning is further enhanced and feeds into the continuous improvement of the setting.

The early years staff have good relationships with the parents. Parents are informed about their children's learning and development as they have access to children's learning records, daily diary and samples of their children's work. However, the manager has not yet fully established systems to involve parents as part of the ongoing observation and assessment process to ensure they are fully

involved with their child's learning. There are effective systems in place within the nursery to support families with children who may have special educational needs and/or disabilities.

The quality and standards of the early years provision and outcomes for children

Overall, the majority of early years staff have a secure understanding of the learning and development requirements. Planning is in place within the nursery and fully established in the pre-school area. Staff are observing and recording their development in the children's learning records. Starting points are obtained from all parents at the onset, and the majority of further observations identify the child's next stage of development.

Children's communication skills are developing well. Pre-school children talk animatedly about a range of subjects. They state through discussion 'I love coming to nursery because I can play with friends and love to eat tuna and pasta, we never eat sweets'. Babies are babbling, and starting to pronounce first words. In addition, they explore emergent writing with a variety of materials. This is increasingly extended as children learn to write letters as they move through the developmental stages. Children develop their physical skills well. Pre-school children and toddlers skip, run, ride bicycles and scooters, and catch and throw balls with control. Babies are gaining increasing control of their bodies as they are encouraged to crawl, stand and begin to make their first steps. Children have good opportunities to develop problem solving, numeracy and reasoning skills. Pre-school children count, learn to add and build structures with building blocks. Toddlers are learning to count in sequence to 20 and begin to recognise numbers on lady birds displays. Babies calculate distance as they reach out for toys that interest them. Children develop their knowledge and understanding of the world. Pre-school children make clay models, discuss the change in shape and texture and learn that clay dries over time. In addition, they recycle materials and food in relevant waste containers. Toddlers are able to talk about their family holiday in South Africa. Babies are curious as they manipulate paint, feeling the texture between their fingers. In addition, they have a range of resources to push buttons and pull leavers. Some children learn about their own Christian culture. Pre-school children enjoy learning about the importance of other cultures as they become interested in a friend's henna design. All children access all toys and resources regardless of their gender. Children have good opportunities to develop creatively. Pre-school children know their colours and create many paintings; they use a variety of materials to create a display board based on number, nativity, all about me and homes. Toddlers use brushes with control as they paint the wall of a 'Humpty Dumpty' display and babies explore paint and make hand and feet paintings. All children have opportunities to play a range of musical instruments. Pre-school children hold the beat well as they sing and interact to a variety of nursery rhymes. Toddlers interact, pointing to parts of their body and areas around the room as they listen to familiar rhymes.

Overall, there are effective measures within the setting to ensure that all children play safely. Children enjoy playing together and have a mutual respect for each

other. Pre-school children work well as a team when they help tidy toys. Children are learning to be healthy, pre-school children independently wash their hands and dry them on disposable paper towels; babies are supported well. Children enjoy healthy, nutritious meals and snacks; vegetarian meals are also provided, and an explanation as to why broccoli is healthy for their body is discussed. Children regularly receive water and milk throughout the day and staff ensure that children have access to drinks when playing in the garden. Children's behaviour overall is good and managed well by staff. The majority of children are active, inquisitive and independent learners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met