

# Zeeba Pre-School and Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY407606
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	Sarah Morfett

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<b>Type of setting</b>	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*.

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## Description of the setting

Zeeba Pre-School and Nursery opened in 2010 and operates from five rooms on the first floor of a residential building which has been refurbished as a purpose built nursery. This is situated in Deptford in the London borough of Lewisham. It is part of Zeeba Pre-School and Nurseries Limited. The nursery is registered on the Early Years Register and may care for a maximum of 46 children in the early years age group, at any one time, 18 of whom may be aged under two years. There are currently 26 children on roll. Currently the provision is not in receipt of any funding for early education. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. The entrance is on the side of the building up a flight of stairs. There is also a lift for pushchair and wheelchair uses adjacent to this. The nursery is on the river Thames and close to public transport links into London. All children have access to a decking area for outside play and a soft play area inside. There are local parks close by for further outside experiences.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's learning and development are soundly promoted within the setting, although their welfare is not sufficiently safeguarded. Positive relationships between the children, staff and parents mostly ensure that their individual needs are met. They take part in a broad range of activities which are based on the Early Years Foundation Stage and help children to move forward in their learning and development. The provider and staff have evaluated the provision and identified some areas for improvement and are working towards these to improve outcomes for children. They have not however identified their failure to meet safeguarding requirements demonstrating significant weaknesses in their self evaluation.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person who works directly with children and ensure that those who are not vetted are never left unsupervised at any time 22/12/2010
- take all reasonable steps to ensure that hazards to children indoors are kept to a minimum especially with 22/12/2010

regard to the radiator temperatures.

To improve the early years provision the registered person should:

- further develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of provision for children

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

Staff have a suitable understanding of the local safeguarding board procedures. The safeguarding policy backs up their knowledge and includes details of where to refer their concerns to. All staff hold a relevant paediatric first aid certificate and would be able to act in an emergency. A risk assessment is carried out each day. This does not ensure that children are sufficiently safe. Most aspects of the setting are covered, however recently fitted heaters within the setting have not been included and because of their extreme heat are a significant hazard to the children and this impacts on their safety. This is a breach of requirements. The required paperwork is in place, maintained to satisfactory standard and readily available for inspection. Staff are deployed well and ratios are met throughout the session however, some of the staff have not been fully vetted. Criminal Records Bureau checks required as part of assessment of their suitability to work with children have not been completed for all staff and on occasions unvetted staff are left unsupervised with children. This impacts on children's safety and is a breach of the requirements of registration.

The environment is bright and inviting. Resources are deployed well across the setting so that all children can easily make choices about what they play with. The staff make positive use of the free flow within the nursery so that children can access a wide range of resources which are age appropriate and supports their stage of development. There is large inside play area which allows them to be active even in inclement weather.

Children benefit from staff who are able to use their home language to enhance and support their learning and development because they speak a variety of other languages including Afrikaans. They also take time to learn key words from languages they do not speak; therefore children with English as an additional language are supported very well. Resources reflect diversity, for example within the books, play people and posters and pictures. This means children learn about people's similarities and differences as they play.

The managers have completed the Ofsted self-evaluation form and have begun to identify areas of improvement. They seek staff opinion and ensure that their aims for the children are communicated to the team through policies and procedures in place. However, the system is not yet robust enough and fails to identify significant issues that impact on children's safety. They work with other agencies such as the early years advisory team to implement changes such as, to the planning system to ensure they are meeting the requirements of the Early Years Foundation Stage.

The setting supports parents well. The key worker system means that they have a point of contact when they first start and are able to share details of what their

children can do and their likes and dislikes so their individual needs are met. A good two-way flow of communication is developed through the use of contact books where parents take time to inform staff in some detail about children's requirements for the day. Staff share aspects of children's development and achievements both verbally and through the contact book. They reassure the parents when children are new and settling in. For instance, they email photographs of the children happily playing or taking part in a special event to make parents feel confident that their child is happy and settled. Parents have access to the policies and procedures and receive a regular newsletter with details of events and achievements for the nursery. Therefore, they are happy with the care their children receive.

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

Children are happy to attend the nursery and quickly settle into the familiar routine. They are cared for by age group in rooms that are comfortable and set out to meet their needs. For example, babies have lots of clear floor space to move around on with toys and resources set up within easy reach to encourage them to investigate and explore. This includes a wide range of natural resources such as cotton wool and sand helping them to distinguish between different textures. Older children have areas where they can act out situations using familiar equipment such as cookers and play utensils to make food with or areas to sit quietly to look at their favourite books. They have opportunities throughout the day to mix with the other children. This helps them to develop sound social skills and younger children are able to imitate and learn from the older children. Staff skilfully interact with the children to develop and extend their learning experiences well. They use lots of open-ended questions that help the children to think about what they are doing asking 'how', 'why', and 'where' during their play. They challenge children during activities, for example, as children put objects into different bowls the staff ask 'how many bowls' and 'how many children are at the table' and 'do we have enough for everyone', supporting them as they count. Children respond well and begin to understand simple mathematical concepts.

The setting is rich in signs, symbols, words and pictures. Staff display children's own work making them feel valued. There is a wide range of labelling both in English and the children's home languages which means that children start to distinguish between different languages and recognise familiar words. Children begin to show interest in toys with buttons, pressing, twisting and turning them. Therefore they begin to learn how simple equipment works. They have access to key boards and simple programmable toys which helps them to develop an interest in information and communication technology. Children have good opportunities to be creative; for example, they can express themselves through free painting activities or take part in adult directed craft activities such as making angels for Christmas. Children have access to a small outside decking area where they can play with resources which challenge them physically. They make the most of the local environment going on trips to the local places of interest. Therefore children learn about the wider world around them.

Staff recently adopted a new observational assessment system to record and chart

children's progress. Children's starting points are noted when they first start then this information is used to move them forward. Staff make notes on a daily basis of the children's interests and learning priorities. They then plan activities to meet their needs which are evaluated to identify a next step in the children's development. This system is supported by observations made under each of the six areas of learning and is starting to build a picture of how children are making progress in relation to their starting points.

Children's health and well being is encouraged through the suitable procedures in place. They are provided with food which offers them a balanced diet both at snack and meal times. Dietary requirements are clearly displayed in the rooms and the kitchen for all staff to refer to so that individual dietary needs are met. Children have access to their own cups of fresh drinking water throughout the day so that children can decide when to have a drink for themselves. Children regularly use the inside soft play area where they develop their physical skills by climbing and jumping in a safe environment. Daily outside activities ensure that they have fresh air and start to understanding that being active keeps them healthy.

Children begin to learn about safety by following simple rules. For example, staff remind them to be careful when using physical play equipment teaching them the correct way to use it. They take part in fire evacuations therefore they learn to keep themselves safe. However, their safety is compromised due to failures in the provision. Children behave well in the nursery because they are engaged in activities which interest them and help them to learn. Any behaviour issues are dealt with sensitively by staff, at the children's level and in a calm manner. This means children build confidence and self esteem therefore making the most of their time in the nursery.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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