

Zeeba Pre-School and Nursery

Inspection report for early years provision

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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*.

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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 51 children on roll. Currently the provision is not in receipt of any funding for early years 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 users adjacent to this. The nursery is next to 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. There are a total of 13 staff, including the cook. Over half the staff team hold appropriate childcare qualifications and this includes two staff members with qualified teaching status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a wide range of experiences for children to explore whereby they make steady progress in all areas of their learning and development. Children's health and safety is mostly suitably promoted. Nearly all staff adhere to consistent hygiene procedures but those that do not increase the risk of cross-infection. Safeguarding responsibilities are understood and procedures to support this are under review. Children's emotional development is soundly fostered. Staff are kind and caring and have developed positive relationships with children. The nursery is keen to drive improvement where past actions and recommendations have been addressed.

What steps need to be taken to improve provision further?

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

- ensure necessary steps are taken to prevent the spread of infection, with particular regard to hygiene practice. For example, ensure equipment such as high chairs are clean, nappy changing procedures are consistent and encourage hand washing for staff and children before serving and eating lunch (Safeguarding and promoting children's welfare)

31/07/2011

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

- review the safeguarding policy so that it reflects Local Safeguarding Children Board guidance and procedures
- provide further opportunities for children to use a variety of writing tools and to use them to practise their developing early writing skills for a range of purposes, for example, by providing resources to support this in role play situations
- improve planning systems by identifying the different learning intentions of activities so that appropriate play and learning experiences are provided to fully support children's development.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place whereby all staff have had the required checks carried out to ensure their suitability in working with children. The nursery is safe and secure and there are sound procedures in place to promote children's safety which staff adhere to. This ensures that children are protected from unvetted adults and accidents are kept to a minimum. Almost all staff have completed first aid training which ensures the good care of children in the event of any accidents. Children are well supervised throughout the day whereby required adult:child ratios are maintained. All the required documentation is in place which ensures children are cared for in line with parents' wishes. Staff have suitable knowledge of child protection safeguarding issues. They are aware of the possible signs and symptoms of abuse that may indicate that a child is at risk of harm and know to share concerns with senior management. However, the written child protection policy, that some rely on for reference, does not yet reflect local or national guidance to ensure all staff and parents are fully informed of the referral procedures. This is currently under review.

Partnership with parents is good. They receive good information about the nursery and policies and procedures are available in the foyer. Regular newsletters and information is sent out and displayed which informs them of what children are doing during their time at nursery. Staff liaise with parents on a daily basis and the good use of contact books ensures messages are passed on. As a result, parents are well informed of their child's general well-being. Staff also meet with parents on a more formal basis to share information about children's learning and development. Staff share the next steps in children's development so parents are informed of how children will progress. Staff recognise the importance of working with all those involved in the care of children to ensure continuity and consistency of care.

Equality and diversity permeates throughout the setting. Staff seek good information from parents when children first start at the setting. As a result, staff are fully informed of children's routines which are followed in the nursery. Therefore, children's needs are well met and this promotes a smooth transition from home. Many staff and children come from around the globe and children

benefit as staff use their home languages to support them in learning English. In addition, the setting celebrates different festivals, listens to music and provides dual language texts which foster children's identities and provides a link with home. The deployment of resources is good. This provides an enabling environment for children as they access what they would like to play with developing their own play ideas.

Leadership and management are satisfactory. The staff team is keen to drive improvement and some systems are in place to take practice forward. For example, the team uses self-evaluation to reflect on practice and have identified suitable plans to improve the outcomes for children. This includes developing the range of resources for children and making better use of local facilities. The manager also plans to visit other childcare settings to gain ideas. However, opportunities for staff to further develop and consolidate their knowledge are limited. The nursery has made improvements since the last inspection as all staff have obtained up-to-date Criminal Records Bureau disclosures and heating systems have been made safe for the future.

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

Children are well supported in making a positive contribution. They have developed caring relationships at the setting, in addition to family life, developing trust and aiding their emotional security. In addition, the nursery's settling-in procedure soundly fosters children's emotional well-being as they explore the new environment safe in the knowledge that parents are close by. Parents also receive good information about separation anxiety and how to support children confidently when saying goodbye. Children's identities are well fostered and visits within the local community aid children's sense of belonging. Children are supported in developing their English language as staff engage with children in both English and their home language, thus children develop a better understanding of language.

Children are making steady progress in their learning and development. Staff regularly observe what children are doing and this is used to inform planning whereby experiences are implemented to support children in making further progress. However, the learning intentions are not identified which impacts on the quality of activities. For example, staff plan messy creative activities for children to explore and identify basic concepts of colour and taking turns, but do not identify the possible language or other learning opportunities available. Staff engage with children well throughout the day. Children seek cuddles, benefit from the routines which offer stability and enjoy free flow access to areas of the nursery. Staff play alongside children offering support and they ask questions, although such questions do not encourage children to think as they often require a specific answer which children already know.

Children are developing skills for future, for example, learning English to support them in their school life and beyond. Children explore some technology such as weighing scales in the home area, telephones, old compact disc players and push

button toys which trigger a response such as light and sound. Children have access to a small range of books and enjoy group times singing songs and sharing stories. During one group time, children listen to a cautious tale and show moral awareness as they talk about not taking things that belong to others 'unless you ask them first'. Children explore mark making activities developing early writing skills, although this is limited to a specific activity, therefore, minimising opportunities for children to write for different purposes, for example in role play situations.

Children's health and safety are suitably fostered. Children take part in regular fire drills, therefore, learning how to keep themselves safe in the event of an emergency. Older children use tools safely such as scissors and children help to tidy away toys to minimise tripping hazards. In the main, children cooperate well together. They take turns during play and adults support them in negotiating with each other to ensure fairness. Some children are developing good hygiene habits as they wash their hands before eating and wipe their hands and faces and brush their teeth after lunch. However, not all children or staff wash their hands before serving or eating lunch. In addition, nappy changing procedures do not effectively minimise cross infection. Staff wear gloves which are changed after each nappy change, but some staff do not wash their hands or clean the changing mat before changing the next child. Children enjoy a healthy, nutritious range of snacks and meals and regular drinks are provided throughout the day. In the main, the setting is clean although high chairs are grubby as are some toys and bins. Children enjoy good periods of outdoor play benefitting from fresh air and exercise. They also have a good range of soft play equipment to promote active lifestyles.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	3
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	3
The extent to which children feel safe	3
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	3

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