

Zeeba Nursery

1a Draycot Road, LONDON, E11 2NU

Inspection date	19/09/2012
Previous inspection date	05/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A well-established key person system helps children form secure attachments and promotes their wellbeing and independence.
- Practitioners have a good understanding of safeguarding matters and give high priority to children's safety.
- Practice is based on a secure knowledge and understanding of how to develop children's learning and development.
- Children benefit from a well-resourced garden which allows them to enjoy fresh air and supports their well-being.
- Exciting, indoor and outdoor spaces and resources encourage children to explore, create and enjoy their learning.

It is not yet outstanding because

- Staff are not consistent in the use of open-ended questions to support children's thinking and problem solving.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four play rooms and the outside environment
- The inspector completed two joint observations with the manager of the provision in the baby room and the outside provision
- The inspector looked at a sample of documentation including development plans, a sample of children's development records and information on the pre-school's website.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector talked with a number of staff, including some staff from each room.

Inspector

Sue Mann

Full Report

Information about the setting

Zeeba Nursery registered in 2009. It is owned by a private provider and operates from a converted 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. Early mornings

and late pick-ups are available on request. There are four playrooms and children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 56 children attending who are all within the early years age range. The nursery supports a number of children with English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. A team of 12 staff are employed, including one member of staff who has Qualified Teacher Status. The rest of the staff hold appropriate early years qualifications to at least level 2. There is also a qualified cook.

What the setting needs to do to improve further

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

- provide children with time to talk and think through open-ended questions to develop their understanding.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are interested and keen learners who display the characteristics of effective learning. They benefit from the use of a wide range of resources to promote all seven areas of children's learning and development. Resources are easily accessible in all rooms from low-level shelves and baskets. Children's individual needs are well met through the enticing and highly stimulating environment, which offers plenty of opportunities for explorative and investigative play. For example, babies are able to explore a range of textures from the treasure baskets and enjoy making marks in trays of shaving foam. The older children enjoy playing in the well-resourced outdoor environment, which supports their physical development and well-being. They create their own Olympic games using the resources available to them. For example, they have a long jump competition taking turns to jump energetically into the large sand pit. Children are helped to consider the potential risks of the activity and keep themselves safe. Flexible indoor and outdoor spaces encourage children to explore, build, move and role play. Staff join in children's play sensitively, following children's ideas and providing additional resources to extend their games. For example, extending children's investigation of water with guttering and frames allows children to explore water movement further.

Staff have high expectations of children as they complete regular and precise assessment of children's progress. Staff observe each child, which enables them to identify any additional needs early. Appropriate support systems are put in place to help children make good progress in relation to their starting points. Staff set realistic targets for individual children's next steps towards the early learning goals. Overall, most staff support

children's learning well. They encourage children to think critically using open-ended questions and allow children time and space to work problems out for themselves. However, this is not always consistent with all staff, as children do not always have sufficient time to answer questions fully. The educational programme is well balanced and implemented successfully by staff. As a result, children make good progress in their learning and are acquiring the skills, attitudes and dispositions ready for the next stage of their learning.

The contribution of the early years provision to the well-being of children

The well-established key person system helps children form secure attachments, which promotes their well-being and independence. Children are happy, confident and secure. They are settled in the nursery and their behaviour shows that they feel safe. They clearly enjoy the range of learning and development opportunities provided by the staff. Well planned and sensitive arrangements help children to settle-into the nursery. Parents comment that they are happy with the settling-in process, which enables all children to adjust to the new surroundings. Staff respond to the babies' individual needs, providing warm, loving and consistent care. Babies enjoy snuggling-in as they are cuddled, responding with smiles when they are spoken to.

Good care routines and practices support children's well-being and good health. Children develop good hygiene practices as they wash their hands after being in the garden, after going to the toilet and before food. Children are also encouraged to brush their teeth after meals. Children are encouraged to lead healthy lifestyles through plenty of physical play opportunities and the good range of healthy snacks. Babies enjoy their fruit puree and a selection of finger foods that encourage them to feed themselves independently. Good home cooked meals prepared by the qualified cook introduce the children to a range of cultures and tastes. Children tuck into fish pie for lunch and baked potato with beans and cheese for tea. Children in the older rooms are encouraged to be independent as they fetch their dinner plates and clean their plates when finished before collecting their desserts. Children are able to help themselves to fresh drinking water when they are thirsty.

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

Staff actively safeguard children's welfare. They attend regular safeguarding training and know what to do should they have a concern about a child. The buzzer entry system is a good security measure and comprehensive risk assessment and daily checks are carried out to help ensure the nursery environment is safe for children. Fire drills are practised regularly, to aid children's awareness of how to protect themselves in the event of an emergency. Systems for recruiting staff are meticulous, ensuring that all staff complete all the necessary checks to be working with children. Peer observations and regular staff appraisals are used to monitor practice and identify areas for professional development. Staff have good access to training courses to further develop their knowledge and skills.

Comprehensively maintained policies, procedures and child records support the safe and efficient management of the setting.

Continual self-assessment by the management team, staff and parents enables the nursery to formulate clear plans for the continual updating of policies, practices and resources. This means that the nursery is continually responding to its users' current and future needs. For example, plans are in place to update the role-play and dressing-up equipment to reflect the diversity of the world.

Staff have formed good partnerships with parents. Parents are fully informed of their children's progress through the detailed and well presented 'special books' and observation records. Daily verbal and written feedback enables staff and parents to work together to promote continuity of care routines. Parents are encouraged to become involved within the nursery; they attend regular parent evenings and the nursery newsletter tells them about nursery events. Parents are encouraged to share their cultures with the children through cultural celebrations, food tastings and activities. The nursery has good links with other professionals, such as Early Years Advisors from the local authority. This allows them to seek advice and support should they require additional guidance or support. The staff also recognise the importance of developing links with others involved in children's care, for example, if children attend more than one setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY397452
Local authority	Redbridge
Inspection number	816104
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	56
Name of provider	Zeeba Nurseries Limited
Date of previous inspection	05/01/2010
Telephone number	07947358916

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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