

Zeeba Nursery Dalston

Unit E6, Labyrinth Tower, Dalston Square, LONDON, E8 3GP

Inspection date

Previous inspection date

21/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children receive extremely high levels of care and attention from dedicated, knowledgeable and caring staff. Staff are highly skilled and qualified and this means that children are very well supported and make exceptionally good progress in their learning and development.
- Babies and children form secure emotional attachments with devoted key persons and this provides an exceptionally strong base for their developing confidence and independence.
- Children are offered a wide variety of activities and resources that engage them and build on their individual interests, through the staff's use of effective planning and assessment procedures and their provision of a stimulating environment.
- Partnerships with parents are exceptionally strong and parents are effectively supported to continue learning at home which makes an extremely important contribution to the provision of effective learning experiences for children.
- Children are confident, interested and motivated to learn. They are articulate, have excellent social skills and use language and their imagination extremely well to organise their ideas and develop their own play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts 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 nursery rooms and garden.
- The inspector spoke with the managers, staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies and procedures, risk assessments, children's development records, tracking documents and all relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

Zeeba Nursery Dalston is one of four nurseries managed by Zeeba Daycare. The nursery registered in 2013 on the Early Years Register and both parts of the Childcare Register. It operates from self-contained premises on two floors of a housing block, with no lift access, in Dalston within the London Borough of Hackney. Children have access to a small fenced outdoor play area opposite the premises.

The nursery opens each weekday from 8am until 6pm for 51 weeks of the year. There are currently 28 children on roll who are within the early years age group and who attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine members of appropriately qualified staff, two of whom hold Qualified Teacher Status and one of whom holds Early Years Professional Status.

What the setting needs to do to improve further

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

- review the way that stories are read to children to avoid them becoming distracted by other books and resources.

Inspection judgements

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

Children's learning and development is exceptionally well supported through the staff's excellent knowledge of how children learn. Staff are highly qualified and skilled and this ensures that children's progress in all areas of learning is exceedingly well promoted. The confident and enthusiastic staff work extremely well together as a team. They support each other and have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. The quality of teaching is robust throughout the nursery. Assessments of children's starting points on entry to the nursery are shared with parents to ensure children make excellent progress from the beginning. Parents are encouraged to add examples of children's achievements at home to parent observation sheets available in the foyer area every day. Planning for children's next steps incorporates observations from parents and key persons, and children are encouraged to self-evaluate and identify their own next steps. Staff expertly build upon children's interests and experiences to construct exciting and interesting activities, indoors and outdoors, to stimulate children's

imagination and extend their learning. For example, plastic dinosaurs accompany children outdoors to build on their interest and stimulate their imagination by staff engaging them in the construction of a 'jungle'. Staff are playful with the children as the dinosaurs climb the trees and roar. Children paint the dinosaurs with water and with paint and staff ask them if they can name some of them. They say 'it's a diplodocus' but cannot name another. Staff help children to name the dinosaurs by referring to a book when back inside and the 'jungle' is reconstructed.

Children are enthusiastic and extremely well motivated, they are eager to participate and consistently demonstrate just how well they are learning. For example, children explore and investigate the properties of raw ingredients used for making play dough. Many areas of learning are involved in this activity. Children pour and mix flour, water, salt, oil and bicarbonate of soda. They learn new vocabulary and find some words easier to say than others. They excitedly say 'I knead it, I knead it' as they squeeze the dough through their fingers. They stretch it and pull it and notice how the consistency changes with the ingredients they choose to add. Staff supervise closely while children take control of their activity. They become totally engrossed in their play. They experiment with ingredients mixing flour, oil, water and food colouring in a container with their fingers until it is runny, and calling it 'strawberry milkshake'. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are very well supported at the nursery. Staff pay particular attention to each child's individual needs to ensure that any gaps in their learning are quickly identified. Early intervention is sought and children are extremely well supported to strive to reach their individual learning goals.

Outstanding progress is achieved by all children because staff use their understanding of individual children's needs, gained through close observation, to provide stimulating and imaginative resources to enhance their learning and development. A skilful balance of child-initiated and adult-led activities and experiences provides children with variety and challenge and encourages their natural curiosity to learn. Staff constantly engage children in open-ended questioning and conversation. Babies develop their physical skills as they crawl and climb over sturdy apparatus. They develop their hand to eye coordination as they grasp handfuls of cereal to fill and empty pots. Staff talk and sing to them constantly promoting their understanding of language. Older children learn skills to support their move to school, such as tracing and writing their names on a writing board. Pre-school children choose books for staff to read to them at story-time. Most children learn to follow instructions and sit still and listen to the story, although staff are not always successful at engaging some children who are distracted by the books of their choice and miss the first part. However, they soon enthusiastically participate as skilled staff bring the story to life. They discuss the characteristics of the animals in the book and ask children how they think the individuals might be feeling. This promotes children's personal, social and emotional development.

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

Children form close and secure emotional attachments to their key person who takes care to get to know them and their family very well. Children exhibit high levels of self-

assurance and confidence. They learn to share and cooperate with each other and they learn independence. Children settle well because staff create a warm, friendly and relaxed atmosphere in the nursery. Home visits help children to become familiar with staff and excellent partnerships with parents help children to feel secure. Staff have an excellent understanding of children's individual likes, needs and care routines gained through spending time with parents during settling in visits. Older children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and when to wash and dry their hands. Bathroom routines are hygienic and children are supported to clean their teeth after meals. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar and attractive surroundings. Attentive staff sing to babies as they change their nappies to help them feel comfortable and content.

Babies and children enjoy freshly prepared, well-balanced and nutritious meals and snacks and relish the independence of learning to feed themselves. Older children design and make their own placemats and proudly describe them to visitors. They set their own places at the table and learn useful skills for the future. Staff are careful to ensure that children with allergies or dietary preferences receive appropriate and safe food by carefully planning their meals and following strict procedures. Notices in the kitchen area of each room detail children's individual requirements. Children serve their own food and choose what they like to eat. They are taught the benefits of eating healthily and they eat the appetising food with enthusiasm and enjoyment. Staff ensure that children have plenty of opportunities to exercise in the fresh air. The garden area is used in all weathers and children independently dress themselves in appropriate outdoor clothes. Children are taken out regularly to the shops and market and to the farm, library and parks. This helps children to become familiar with their local community and learn more about the world.

Children develop a secure understanding of how to stay safe as their experiences outdoors are replicated in the nursery environment. For example, they wear high visibility jackets and use coloured hoops to represent traffic lights as they practise their road crossing skills. Children are safe in the nursery. All visitors to the nursery are signed in by staff and there is a visual door entry system where staff can monitor who comes into the building. Fire evacuation procedures are practised regularly with the children so they know what to do in an emergency. Robust and clear risk assessment procedures are followed every morning and evening to ensure the setting is safe and that children are protected from any potential dangers. Children are emotionally well prepared for their move between rooms as their key person moves with them to support them into their new environment. Staff support children who are due to start school by using books and resources, such as photographs of school buildings. They find out which friends will go to the same school to help children feel less anxious, and teachers from local schools are invited into the setting to meet and talk to the children.

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

The setting has robust systems to ensure that children are very well safeguarded. Staff update their safeguarding knowledge regularly through appropriate training and are fully aware of the nurseries policies and procedures. A strong whistle blowing procedure exists where staff can raise concerns anonymously if they wish. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme which leads them through their first six months of employment. All staff are subject to the appropriate background checks which ensures that all adults working with the children are suitable to do so. Staff management is of a very high standard as all staff receive regular individual support and supervision. As a result, all staff share a strong drive for excellence. The manager closely observes staff performance and room leaders conduct peer observations to support staff and to maintain consistency across the nursery. The management team monitors the educational programmes and carries out regular spot checks to ensure it is effective in meeting the needs of the children. The manager uses environment rating scales to monitor the effectiveness of the provision and she monitors planning for children's development by regular observations of practice and tracking of children's progress. The manager checks planning sheets daily and as staff alter planning to meet children's needs. She works alongside staff modelling good practice and questions staff on their knowledge and practice.

There is a strong self-evaluation process to which parents, staff and children actively contribute. Clear and concise focused improvement plans ensure that self-reflection and the continued development of the nursery remains a priority. The nursery environment changes frequently as staff and children's evaluations identify where changes can bring improvement and challenge to children's learning. Partnerships with parents are exceptionally strong and parents feel very included and welcome in the setting. Parents are actively involved in their children's learning as their views, comments and ideas are sought through a variety of ways. For example, a parents' suggestion box and an 'improvement tree'. Parents know they can come into the nursery at any time and discuss their children's progress and talk to staff about their children's development. Parents speak very highly of the nursery and are keen to describe ways in which the nursery staff have helped their children and supported their families. Extremely effective partnerships with external agencies and other professionals are secured to support identification of any concerns that staff may have regarding a child in their care.

Recruitment procedures are robust and staff receive regular supervision, training and support. New staff undertake a two month trial period, with observations from room leaders, to see how well they interact with children and staff. Staff meetings are held regularly and each month the managers of the four nurseries meet to exchange information and share ideas for improvements. The manager receives support from the local authority and from the proprietor and managers of the other settings in the chain. All staff receive ongoing training which is logged and monitored to ensure they are all up to date with current practice and regular staff meetings ensure that all staff are secure within their roles. Managers and staff spend time in other settings sharing good practice and covering for staff absence. The management and staff work very closely with local schools and other settings children attend. Parents and schools are provided with progress reports to ensure continuity of learning for the children.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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	EY461756
Local authority	Hackney
Inspection number	918762
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	28
Name of provider	Zeeba Dalston Limited
Date of previous inspection	not applicable
Telephone number	02079234673

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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, which are usually the childminder's 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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