

Zeeba Nursery Dalston

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

Inspection date	13/05/2014
Previous inspection date	21/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Children are confident learners as they have good relationships with their key person and other staff.
- Staff continually observe and assess children's progress, which helps to provide educational plans that enable children to make consistently good progress in relation to their starting points.
- Staff encourage children to try new things and use good questioning techniques to help children make connections between their experiences in the nursery and their everyday life.
- The staff work well with parents and share information about children's progress daily. This helps parents to continue to support their children's learning at home.

It is not yet outstanding because

- Staff do not always make the most of opportunities that arise from children's interests to ensure children are able to join, and gain the most from, the activity.
- Lunchtime routines for some of the younger children do not fully encourage them to develop their independence and self-care skills.

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 the children and staff playing indoors.
- The inspector spoke to staff, parents, children and the management.
- The inspector conducted two joint observations with the manager.
- The inspector sampled safeguarding policies and procedures, risk assessments and the behaviour management policy.
- The inspector sampled children's learning journals and planning documentation.

Inspector

Sue Mann

Full report

Information about the setting

Zeeba Nursery Dalston is one of four nurseries managed by Zeeba Daycare. The nursery registered in 2013. It is registered 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 52 children on roll who are within the early years age range. The nursery receives funding to provide free early education for three and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 17 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:

- further develop staff's confidence when leading unplanned activities to ensure all children who show interest are able to participate and gain the most from the activity

- extend daily routines to promote younger children's personal independence skills, for example, through hand washing and serving themselves during lunchtimes.

Inspection judgements

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

Teaching is good as staff understand the learning and development requirements of the Early Years Foundation Stage well. Staff carry out regular observations and assessments of the children, which helps them to know what each child can do and their stage of development. This enables staff to plan activities according to children's interests and what they need to learn next. Therefore, activities and experiences offer children suitable challenges and means that children enjoy learning through play. Parents play an important role in supporting their children's learning and development. They provide information at the start of each new care arrangement, which provides staff with details of what children can do. Ongoing verbal feedback between the parents and the key person helps to inform future plans and allows parents to continue to support their children's learning at home. This helps children to make consistently good progress in relation to their starting points

and be ready for the next stage in their learning.

Staff generally make good use of spontaneous opportunities that arise in daily activities to extend children's learning. For example, when younger children responded with excitement to catch and pop bubbles blown by the staff, staff built on their interest and asked children if they would like a go. They helped the children to create bubbles, moving the wand together with the member of staff. However, because staff held the children's hands, rather than allowing them to control the wand, children did not have the opportunity to use their physical skills and enjoy making their own bubbles. In addition, staff brought the activity to an end before all children were able to participate. Therefore, not all children were able to benefit fully from this experience.

Staff plan adult-led activities, but allow children to lead these. For example, staff prepared an activity using a range of dried cereals, bowls, spoons and a cookery book. They sat with the children and talked to them about what they had for breakfast, encouraging them to look and guess what cereals are there. Using a good range of vocabulary, such as 'crispy' and 'flakes', staff helped children to talk about the differences in the cereals. The children pretended that one of the cereals represented snow and held handfuls above their heads. They slowly let the cereal fall from their hands and talked about it being like the snow. This learning was skilfully extended by the staff who made good use of the opportunities to discuss the weather and seasons. Staff waited patiently while children thought about their answers, before, talking confidently about what they need to wear in the different weather conditions. This shows that children are able to make connections between different parts of their life experiences and apply them to different situations.

There is a limited amount of outside play space available to the children, so staff plan additional outings, walks and trips. The children enjoy going onto the play equipment on the adjoining square, which has just opened. This provides opportunities for children to explore natural materials and create sounds as they bang and move the equipment. Staff organise other trips for children around the local community. For example, they make good use of the library, which means children have a wider selection of books to choose from. Children are able to bring the books back to nursery and share them with their key person or friends. This helps children to learn to appreciate and enjoy books. Children are able to develop their physical skills indoors because there is a soft play area for them. Each age range uses this area at different times, which helps to ensure children's safety. In addition, staff watch children closely, supporting those who need extra confidence to climb and slide. This helps children to develop good coordination and physical skills.

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

All children are happy, settle easily and are confident. This is because the key-person system supports all children to form secure attachments, which in turn supports their personal, social and emotional development. Babies new to the nursery settle in quickly because staff find out information about their existing care routines. This means that staff are able to meet children's needs quickly and helps children to feel confident without their parents. Staff work consistently with the parents to meet children's changing needs. For

example, as parents wean their babies on to solid food, staff keep lists in the kitchen and the baby room with details about what children can and cannot eat. This helps staff to monitor the foods which children are able to eat or have not yet tried. Information regarding any children with allergies or dietary requirements is available to staff in the base rooms and the kitchen. This helps to ensure that all staff know which children need different meals and helps to promote children's continual good health.

Older children show they are happy and settled as they arrive eager to find their friends and start playing. They greet staff happily, talking about what they have done at home. Staff show interest in what children are talking about, which helps children to feel valued and supports their self-confidence. Staff have a good understanding of how to teach children to keep themselves safe while in the nursery. Staff encourage them to take part in daily routines, such as tidying away the toys when they finish playing with them. This helps children to learn to care for their environment and others through minimising hazards on the floor. Children behave well in the nursery because staff use consistently clear messages to manage children's behaviour. Staff teach children to use 'indoor voices' and not to run indoors. They remind children gently when imaginative games become boisterous, which helps children to learn to manage their own behaviour. This helps to promote children's awareness of safety. Children show care and consideration for their friends as they play. They share resources and patiently wait their turn when necessary. For example, when two children are playing with the garage and the cars, other children wait until they have finished before they join in. This shows children's consideration towards others and their understanding of good social skills.

The nursery employs a qualified cook who prepares all the children's meals. Fresh fruit and vegetables are on the menu every day, which helps to support children's good health and well-being. Older children enjoy meals such as chicken supreme with rice, while the babies have pasta and sauce with vegetables. This means that older children can enjoy a wider range of cuisine, while the babies are able to enjoy foods which they have been weaned on. All children are able to help themselves to a drink of fresh water when they are thirsty. This helps them to concentrate and promotes their good health. The staff working with the babies offer them drinks of water frequently. They pick up the cups when the children have had their drink, which prevents other children from drinking from them. This helps to minimise the risk of cross infection.

Overall, children learn to become independent. Staff working with the older children encourage them to serve up their own hot meals and snacks and help themselves to drinks when they are thirsty. Staff encourage children to manage their own personal hygiene needs according to their ages and stages of development. This helps to develop the skills children will need for their future learning or move to school. However, staff who work with children aged between 16 months to two-years-old do not always plan lunchtime routines to enable children to learn to be as independent as possible. For example, staff wash and dry children's hands for them and provide serving spoons which are too big for children to hold on their own. This means that children are unable to learn how to manage their own needs.

The staff are making links with the local schools to which the children will move on to attend. These links are still in the early stages, but the manager has plans to invite the

teachers to the nursery so children can meet their new teachers. Staff prepare reports about each child who is going to school, which means that the teachers can plan for children's next steps in their learning.

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

The manager has a good understanding of the safeguarding and welfare requirements. She ensures that staff have regular training on safeguarding children and uses staff meetings to check staff's understanding of the possible signs and symptoms which children may display. Staff have a good understanding of all the policies and procedures. For example, when unknown adults come to the nursery to collect children, staff confidently and accurately follow the agreed collection of children policy. In addition, staff understand the whistle-blowing policy and have confidence in being able to talk to the manager or provider should they see or hear anything which gives them cause for concern, such as staff talking to children inappropriately. Staff are supported well by the behaviour management coordinator and follow the nursery's policy on managing children's behaviour well, for example, using gentle reminders to manage any unwanted behaviour.

The manager constantly monitors the quality of teaching and educational programmes staff provide for the children. She checks children's learning journals regularly, which means that she is able to make sure that staff are correctly assessing children's progress. This helps staff to plan according to what children need to learn next and supports their continuous learning and development. Consequently, educational plans reflect children's next steps and this helps them to be ready for the next stage in their learning or their move to school.

Robust and rigorous recruitment procedures ensure that the capability and suitability of all new staff are checked. All staff complete Disclosure and Barring service checks to confirm their suitability to work with children. In addition, references are checked and staff are asked to complete a health declaration. These measures help the manager to employ suitable staff. The manager interviews all possible candidates and then invites them to complete a trial session in the nursery which enables her to assess the quality of teaching and interactions with children prior to offering the job. New employees follow an extensive induction programme in their first few weeks of employment. This helps to ensure that staff thoroughly understand the policies and that these are embedded in their daily practice.

Ongoing supervisions provide opportunities for staff to discuss any concerns they have about their rooms, their practice or the children. This enables the manager to put in place additional training, if required. Staff who wish to further their professional qualifications are supported by the manager, who is keen to develop their practices and development. This means that staff feel they are valued and happy in their roles in the nursery. The nursery has been operating for less than a year, so appraisals have not yet taken place. However, the manager is in the process of organising these and has self-evaluation forms for the staff to complete prior to their appraisal. This will allow each member of staff to

reflect on their performance over the last year and to identify any weaker areas of their practice. Consequently, the manager is able to seek additional training courses to strengthen those weaker areas and develop the staff's skills in working with children.

The manager places a high significance on identifying the strengths and weaknesses of the nursery. She continually evaluates practice to check that they are meeting the legal requirements for safeguarding and welfare, and learning and development. She seeks the views of the parents through daily verbal feedback, suggestions and emails. Children's views are also important. Staff talk to the children who are old enough and observe the younger children to see what they enjoy doing and any areas of each room which are underused. This helps to formulate plans to improve the educational programmes and the environment in which children are cared for. The manager and staff have plans to extend the resources in the soft play area and purchase additional soft furnishings to provide the children with more space to relax should they want to. This demonstrates the manager's capacity for continuous improvement in order to promote positive outcomes for children.

The staff and manager work well with the parents on a daily basis. Notice boards around the nursery display pictures of key person's and their key children. This helps parents to identify their child's key person and which children are in the same key group as them. Ongoing daily feedback and opportunities to look through children's learning journals help parents to find out how their children are doing regularly. This means that parents can support their children's learning at home to consolidate learning which takes place at nursery. Partnerships with external agencies, such as area special needs coordinators, provide support for children who have special educational needs and/or disabilities. Professionals are able to come into the nursery and see children in their familiar surroundings. Meetings with the parents, staff and the professionals allow care or educational plans to be agreed. Therefore, children receive care and education which is tailored to their individual needs. Consequently, all children make consistently good progress in their learning and development.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	974017
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	52
Name of provider	Zeeba Dalston Limited
Date of previous inspection	21/10/2013
Telephone number	02079234673

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Type of provision

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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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