

# Zeeba Pre-School and Nursery

1ST Floor, Aragon Tower, George Beard Road, London, SE8 3AJ

<b>Inspection date</b>	06/11/2014
Previous inspection date	28/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress in their learning because staff assess their progress regularly and use this information effectively to meet their needs well.
- Staff keep parents well-informed of their children's progress.
- Staff teach children healthy routines so that they eat well and benefit from physical exercise.
- Children are happy and settled because they have warm, secure relationships with staff.

### It is not yet outstanding because

- Children sometimes lose interest in music sessions because these at times lack variety.
- Older children do not always show an interest in looking at books.

## 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.

## Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to staff, parents and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Zeeba Pre-School and Nursery opened in 2010 and operates from 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. There are currently 98 children on roll. The nursery receives funding for free early years education for children aged three. It is open each weekday from 8am to 6.30pm for 50 weeks of the year. It has a two week closure covering Christmas and the New Year. The entrance is on the side of the building up a short flight of stairs. The nursery is next to the river Thames and close to public transport links into London. All children have access to an enclosed 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 18 staff who work directly with the children, including the manager, plus a cook. Of these, 11 staff hold appropriate early years qualifications. The manager holds qualified teacher status, one staff member holds a level 5 qualification, six staff members hold level 3 qualifications, three staff members hold level 2 qualifications, and seven staff members are unqualified. The nursery supports children with special educational needs and/or disabilities, and those who learn English as an additional language.

### What the setting needs to do to improve further

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

- enhance music sessions further in order to engage children more during this time so that they fully benefit from the activity
  
- enhance older children's interest in books further by making the book areas more attractive and welcoming to them.

### Inspection judgements

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

Staff meet the needs of children well. They evaluate regular observations of children to form children's next steps for learning accurately. Staff use this information well to plan for children's progress, which results in staff offering children a wide variety of challenging and interesting activities. They use children's interests as a basis for planning, which leads to children engaging well in most activities. For instance, staff plan a theme around igloos and Inuit people based on children's interest in the ice age. Children are free to create their own play from accessible resources. This is balanced by adult-led activities, which adds structure to children's learning. Consequently, children make good progress.

Staff teach children to take turns to speak and listen during group discussion times, which supports their personal and social skills effectively. They learn to recognise their names on their pegs and practise writing their names on their work. This supports children's early literacy skills. Staff read stories to older children, however, they have not fully considered different ways to capture children's interest in books, such as use of story props and puppets. As a result, not all children engage with books fully and sometimes they lose interest. Staff teach children number names and quantities while they play number board games, which supports their understanding of mathematical concepts well. Children explore the texture of cereals and staff teach children words to describe it, such as 'crunchy'. Staff teach children about loud and soft sounds when they play musical instruments while listening to a musical story. However, some children become restless because the session is not sufficiently varied to keep them fully engaged. Younger children delight in throwing shredded paper into the air and observe closely as it falls through the air. They learn about properties of paper and begin to understand gravity. Staff support children's language development securely, for example, by playing mystery 'What's in the box?' games. This encourages children to use their language skills to talk about items they pick from a box. Overall, children learn good skills for their future learning and later use in school.

Staff support the development of younger children well. Babies build up small muscle control as they pinch and squeeze play dough. Staff read stories to babies in lively tones to engage their interest, while others happily browse through board and cloth books. This supports babies early literacy and language skills. Staff teach babies names of body parts as they sing action rhymes and songs. As a result, babies learn to follow actions in sequence, which promotes their listening, physical and concentration skills. Babies press buttons on electronic toys to create musical sounds, supporting their early understanding of working technology. During the inspection, babies enjoyed exploring the texture of oats and paint and staff taught them new words to describe the texture, such as 'sticky'. This helps babies learn new words and develop their vocabulary well.

Children practise a range of physical skills out on the decking area and in the indoor soft play area. They climb, balance, run and move in different ways using frames and balancing beams. Children learn to negotiate space skilfully by riding push bikes and scooters. During indoor soft play, children arranged cushions in different way to provide challenges as they crawled and climbed. Staff provide good learning opportunities covering different areas of learning. For instance, they plant and grow thyme and lavender with children. This helps children to understand the life cycle of plants and provides sensory stimulation.

Children with special educational needs and/or disabilities make good progress. Staff take advice from health professionals to devise individual education plans so that children's needs are met well. They support children who learn English as an additional language securely. For instance, they learn and display key words in a child's home language so that their needs can be understood. Staff use picture cards of objects to teach children English names of objects.

Staff provide effective ways for parents to take part in children's learning. They invite

parents in to the nursery to cook and read with children. Parents' share their observations of their children with staff who use the information to inform planning. Staff keep parents informed of their children's progress through regular meetings, reports and daily informal conversations. Staff carry out progress checks for children aged two and provide written summaries to parents. This helps to keep parents fully informed about their children's development and progress.

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

Children settle well in this caring nursery. Staff incorporate the home routines of babies readily into the nursery so that they settle well. They have a good knowledge of children and meet their emotional needs well, such as how to comfort and put babies to sleep. This is because staff find out about care routines and children's likes and dislikes when they first start. The nursery is organised well and children's independence and free choice is encouraged by low level accessible resources.

Children behave well. Staff manage key changes in the routine well by singing songs to indicate the change. This helps children to follow the routine and to feel secure. Children understand staff expectations for behaviour because staff share these with children. They reinforce this through a display of pictures to remind children. Staff praise children when they behave positively and this encourages children to maintain this good behaviour. They teach children about cultural and religious difference by discussing and celebrating special events, such as Black History month. Staff teach children how to be safe. Children sit down when eating or drinking to avoid choking. Staff discuss road safety with children so that they know how to behave safely while on outings

Children develop healthy tastes as they receive nutritious snacks and well-balanced meals that meet their dietary requirements. They develop independence as they help themselves to snacks, learn to feed themselves and pour their own drinks. Staff ensure that children benefit from fresh air and practise a range of physical skills in the outdoor area to promote their well-being and good health. Staff encourage children's independence in their self-care. As a result, children wash their hands at appropriate times and use the bathroom independently. Staff provide support to children, where needed. Younger children are comfortable and secure during nappy changes because staff change nappies in clean, cosy areas.

Children are prepared well for the move to school. The manager organises an evening for parents to discuss the move to school and offer advice to parents. Staff have good links with local schools to support children who move to school. Teachers visit the nursery to get to know children and this builds up relationships, which helps children to settle readily when they start school. Children settle easily into new group rooms at the nursery because they spend time in the rooms to get used to staff and new routines.

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

Staff demonstrate a good understanding of how to keep children protected from harm. They have received safeguarding training and demonstrate a secure understanding of procedures to follow should they be concerned about a child's welfare. The premises is secure and intruder access is deterred by an electronic intercom entry system. Management helps to ensure that children are supervised effectively because they carry out checks on staff to child ratios periodically throughout the day. The manager checks the suitability of staff by carrying out a series of background checks during the recruitment process. This helps to keep children safe. Nearly all staff are trained in first-aid, which enables them to respond quickly to any accidents or injuries children sustain. Staff check all parts of the nursery for any risks which helps to protect children further. The management team has a good understanding of its role and responsibilities in relation to meeting the requirements of the Early Years Foundation Stage.

The management team provides good levels of support to staff. The manager carries out supervision where staff can discuss confidential issues and receive support, if needed. The management team reviews all staff planning and checks children's assessments reports to maintain a good quality standard. The manager spends time observing staff in group rooms and provides feedback to staff to improve practice. She carries out staff appraisals to identify staff training needs. Staff attend courses, which lead to improvements in practice, such as implementing new ways to engage boys in maths. Staff identify gaps in children's achievements because they have a comprehensive tracking system in place to identify children's developmental stages.

Staff have positive links with others involved in children's lives. They work closely with parents and provide good opportunities for them to take part in their children's learning. Parents' spoken to at the time of inspection expressed good levels of satisfaction with the nursery and state they are pleased with their children's progress. Staff work well with health professionals to support children with special educational needs and/or disabilities.

The management team evaluates the nursery well. It has clear ideas about what the nursery needs to do to improve. For instance, management plans to develop children's experiences of technology further to support their understanding of the world. Previous recommendations have been met, such as the development of planning to fully support children's development. The nursery operates successfully and has a strong capacity to improve future outcomes for children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY407606
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	816294
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Zeeba Nurseries Limited
<b>Date of previous inspection</b>	28/06/2011
<b>Telephone number</b>	02086946980

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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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