

# Zeeba Daycare

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



**Inspection date** 29 March 2018  
Previous inspection date 13 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- During children's settling-in period, key persons establish children's starting points with parents. Staff then complete regular observations of children as they play and learn, to help them to pinpoint children's next steps in learning. This helps to ensure children continue to make good progress in their learning.
- Children make good progress in their personal, social and emotional development. For example, they demonstrate good levels of confidence, independence and self-esteem.
- Parents speak very highly of the nursery and are extremely happy with the care their children receive. Staff use a range of innovative and creative methods to help engage parents in their children's learning. They offer good, high-quality information and provide a range of ideas to help parents continue children's learning at home.
- Children have access to a wide range of stimulating learning experiences. Overall, they spend long periods engaged in activities and display a very positive attitude towards learning.
- Managers effectively evaluate the provision, involving all staff and parents. They identify areas of development and make changes where needed.

### It is not yet outstanding because:

- Although the managers support the professional development of staff well, systems are not fully embedded to help raise staff practice to an outstanding level.
- On occasion, staff do not organise large-group activities in the most effective ways to help support and promote children's engagement and levels of concentration.

## What the setting needs to do to improve further

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

- continue to develop and fully embed the systems already in place for the professional development of staff, to help raise practice to the highest level
- review the organisation of large-group activities to help children to remain engaged in their learning.

### Inspection activities

- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector observed the staff and children interacting inside.
- The inspector spoke to parents and read testimonials from parents to gain their views on the nursery.
- The inspector conducted a joint observation with a room leader and discussed the activity.
- The inspector sampled a range of documentation, including suitability checks, staff training records and children's records.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to keep children safe and the procedure to follow should they have a concern about a child's well-being. They have regular training to reinforce their knowledge of local child protection procedures and the possible signs of abuse or neglect. The manager and staff undertake regular risk assessments to identify and minimise any hazards, and they supervise children well. The manager uses effective recruitment and vetting arrangements to ensure staff are suitable to work with children and have a clear understanding of their roles. The arrangements for monitoring different groups of children are successful. As a result, the manager swiftly identifies and addresses gaps in children's learning, helping them to catch up.

### Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how to successfully support children's learning and development. Children eagerly join in play activities alongside staff who are very engaging and enthusiastic. For example, young children enjoy singing songs with staff, choosing different props and toys to match the songs, and joining in with the actions. Staff help children to develop an awareness of the world around them. For instance, they take them on regular outings within their local area and the wider community, such as activities at the local park, markets and libraries. Children take part in the activities with enthusiasm. Staff make the most of opportunities to teach children about numbers, for example, they encourage them to count objects out loud. They provide children with a wealth of opportunities to explore different media, such as water, sand and dough.

### Personal development, behaviour and welfare are good

Children behave well and have good manners. Staff act as positive role models and help children develop their social skills. Children develop a positive view of the diverse world in which they live. They have plenty of opportunities to learn about different festivals from their own and other people's cultures. Staff form close bonds with the children and support their emotional well-being effectively. Children are confident, happy and well settled. They look to staff for comfort and reassurance, and enjoy receiving cuddles and praise. Staff support children well with personal self-care skills, such as washing hands before meals and with their toilet training. Children are encouraged to serve themselves and try the food, learning about healthy lifestyles and what is good for them.

### Outcomes for children are good

Children make steady progress from their various starting points, including children who are learning English as an additional language and those who receive funding. They develop good social skills and are confident and curious when they meet new people. Older children recognise familiar written words, including their name. Younger children enjoy making marks with chinks, paints and crayons. They acquire useful skills that prepare them well for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY461756
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1069261
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	87
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Zeeba Dalston Limited
<b>Registered person unique reference number</b>	RP911237
<b>Date of previous inspection</b>	13 May 2014
<b>Telephone number</b>	02079234673

Zeeba Daycare registered in 2013. The nursery employs 32 members of staff, most of whom hold childcare qualifications at level 3 or above, including four staff who hold qualified teacher status. The nursery opens each weekday from 8am until 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

