



Zoom Nurseries

Inspection report for early years provision

Unique Reference Number	EY290486
Inspection date	04 November 2005
Inspector	Beverly Hallett
Setting Address	5 Lionel Road, London, SE9 6DQ
Telephone number	
E-mail	
Registered person	Zoom Nurseries
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Zoom Nursery Eltham is one of three nurseries run by two sisters and business partners. It opened in 2005 and operates from a converted one storey building in a residential area in Eltham in the London borough of Greenwich. All children share access to a secure enclosed outdoor play area.

A maximum of 71 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18.30. It is closed for 5 days over Christmas and 3

days for staff training in August.

There are currently 35 children aged from 3 months to under 5 years on roll, of these 1 child receives funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work around the Eltham area. The nursery currently supports children with English as an additional language.

The nursery employs 15 staff, of these, 9 including the manager, hold appropriate early years qualifications and 2 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children learn about the importance of good personal hygiene through very well organised activities and routines. Staff encourage them to wash their hands after using the toilet and before eating meals and snacks. They talk to children about germs and why hand washing is important. Highly effective procedures such as, staff consistently wearing disposable gloves and cleaning the changing mat with an anti-bacterial spray, sustain exceptionally high levels of hygiene and help prevent the spread of infection. Children are extremely well protected from infection through the implementation of very well written policies and procedures which include excluding sick children from attending. Children's individual health needs are efficiently met as detailed written information is taken and shared with relevant staff during the admission period. This is also updated and displayed for staff to refer to throughout the child's time at the setting, ensuring consistent care.

Children enjoy a very varied range of energetic physical activities, inside and out, that contribute to a healthy lifestyle. Children enthusiastically explore an extremely well thought out environment which offers opportunities to balance, roll, climb and view their world from a variety of different heights and viewpoints. Children take part in dynamic music and movement activities and have ample space in which to move around and use large equipment such as large blocks and trikes. Staff supervise children very well, encouraging physical independence but supporting safety at all times.

Children enjoy exceptionally well prepared meals, which follow healthy eating guidelines both in content and the way in which they are prepared. Menu's include items such as steamed fish and vegetables, which are all prepared from basic ingredients and do not contain any added salt and sugar. Children are learning to make healthy choices as they choose from a variety of fruits at snack times and after lunch. Younger children are offered drinks throughout the day mirroring their home routines. Older children can request water at any time in addition to the set meal breaks. Special dietary requirements are complied with which ensures children remain healthy.

Staff follow the Birth to three matters framework well and this supports children's development in all areas. Children have established good relationships with the staff

who interact in a gentle and supportive manner. This enables children to feel happy within their surroundings and maximises their learning opportunities. Children freely go to staff for cuddles and reassurance, developing healthy dependence to support their emotional wellbeing. Children are able to rest and be active according to their individual needs within the main play room and have longer rests after lunch on individual beds.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children confidently explore a very well organised and well thought out environment which promotes learning in all areas. Equipment is stored at children's level on large wooden cabinets, encouraging children's independence and choice by allowing children to freely access toys and resources to extend their own play. Toys and resources are of very good quality and are carefully selected to ensure they are suitable for children and provide interesting choices for them.

Children's safety is ensured at all times as staff are well deployed and vigilant in their supervision. Children are encouraged to develop good independence yet be aware of their own safety through sensitive interaction and supervision from staff. There are effective procedures and security equipment in place to ensure the safe arrival and departure of children. However, daily risk assessments are not always sufficiently rigorous to ensure occasional maintenance issues such as faulty door latches, are identified promptly.

Policies and procedures to protect children are thorough and well written, and staff are knowledgeable and confident in their role in protecting children in case of child protection concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies enjoy their time at the nursery and are consistently and appropriately stimulated by the activities they are offered. Children are interested and involved in their play. Staff further capture and extend their interest through good interaction; asking questions and encouraging them to participate in activities which appeal to them. Children participate in a well balanced range of activities that include quiet and active play, such as reading stories and painting, some of which are adult initiated. The children benefit greatly from the organisation of the environment which offers extensive opportunities for free choice. This balance of free choice and adult planned activities helps children to become autonomous learners and make progress in all areas of learning.

All of the children are enthusiastic when taken outside to play and explore. An interesting and balanced range of equipment and toys provides them with good challenges. For example, children balance on the climbing frame, ride bikes and enjoy making marks on a large chalk board. This develops good physical skills and

confidence in their abilities. Children benefit from trips into the local community and learn from a range of activities that allow them to explore and investigate, such as looking at and commenting on the seasons and the weather.

Staff have good knowledge of the Birth to three matters framework and use this to observe and develop the progress of younger children and babies. Babies and young children are becoming skilful communicators as staff use very good interaction skills to encourage and converse with them at all times during the day. Although occasional over use of taped music affects younger children's opportunities to experience conversation. Children are becoming competent learners as they confidently explore their indoor and outdoor environment and enjoy good opportunities to make marks using paint, crayons and chalks. They are beginning to use their imagination in pretend play situations such as dressing up and making cakes with play dough.

Nursery Education

The quality of teaching and learning is good. Staff use the Foundation Stage curriculum to plan topics for learning activities and support the children in adult planned and child initiated activities so that they are helped to achieve the intended outcome. Children's development is assessed and planned for effectively as staff note children's skills when involved in planned activities and during free play. This ensures that children's individual needs and what they can do are taken into consideration when planning the programme. However, on occasions staff do not consistently plan, evaluate and extend activities to meet the needs of older and more able children.

Children participate in all of the activities available with enthusiasm and enjoy good relationships with staff and each other. Children show an understanding of the needs of others, for instance, they help each other and take turns willingly. They show very good independence both in accessing learning opportunities and using self-help skills such as pouring drinks and helping themselves to food at tea time.

Older children communicate with adults and each other with confidence, they respond to questions, listen to stories and enjoy practising their writing skills. Staff read stories to the children, who are able to suggest and predict what happens next. Older children are beginning to recognise letters and link sounds and letters at the beginning of familiar words.

Children are developing their understanding of numbers through the opportunities that staff provide when they encourage counting, such as making pretend cakes. Staff also promote their understanding of addition and subtraction by questioning children during practical activities and using appropriate language such as 'how many', 'more' and 'bigger'.

Children are eager to use IT equipment, however, this is not freely or regularly available. Staff encourage children to understand time by discussing seasons, the days of the week and referring to yesterday. Children are eager to explore and investigate and staff support this by providing investigation equipment and resources; for example, to collect insects and leaves to look at in detail in the classroom.

Children are offered a good range of resources to develop their physical skills and dexterity. They enthusiastically participate in music and movement sessions which encourage awareness of space, balance, and develops understanding of various types of movement, for example marching and turning. However, older and more able children are sometimes limited in their opportunities to extend large physical skills, due to the restrictions of being in a room with younger children. Children are developing good co-ordination by using paintbrushes, pencils and puzzles, and frequently use various self-help skills such as pouring drinks and putting on their shoes for outdoor play.

Children enjoy singing during daily routines and planned activities. Children benefit from a good range of activities which allow them to explore different materials and textures, such as paint and sand. They use their imaginations well, as staff provide suitable activities such as role play, collage and junk modelling. Children are confident and adept in producing construction, paintings and drawings.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered.

Children are treated as individuals; specific learning skills are identified on learning plans and staff use good interaction skills to ensure all children benefit from the activities offered. Children's efforts and achievements are valued, and their positive self image is promoted as staff use lots of praise and encouragement and display individual pieces of work throughout the nursery. Children are introduced to differences in culture and religion through planned topics, however there are missed opportunities to develop children's understanding further as books and resources which offer positive images of a diverse society are minimal.

Children with English as an additional language are well supported because staff work closely with parents and are flexible within the setting's routines. Children are very well behaved and staff use very good strategies to promote positive behaviour in all age groups, for example, staff say "no thank you" rather than "no don't do that" when children exhibit unwanted behaviour.

Children settle well and their individual needs are well met as partnership with parents is excellent. Children experience consistent care due to very effective communication systems between parents and staff, for example daily record sheets and notice boards which detail care and learning routines. Parents feel their opinions and skills are welcomed and used effectively as part of their child's care and learning programme, for example, when potty training. The use of photographs and name labels provides each child with their own place in which to keep their things and develops a very secure sense of belonging.

Partnership with parents and carers is outstanding, providing excellent consistency of care for children. Staff share daily and weekly record sheets detailing children's progress, and formal parents evenings are also held on a regular basis. Parents feel their opinions and skills are welcomed and used effectively as part of their child's

care and learning programme. Parents are actively encouraged to be involved in their children's learning, for example, visiting the setting regularly and extending topic work at home which reinforces what children are learning about within the nursery.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides.

Children are cared for by well deployed, suitably qualified staff who are appropriately vetted, due to effective recruitment procedures. Induction, training, policies and procedures work well in practice, ensuring the efficient and safe management of the nursery. Staff have a good knowledge and understanding of child development and the Birth to three matters framework which enables them to meet children's individual needs well.

Leadership and management of the nursery education is good. There is a commitment to develop the provision and the management have clear aims for the future. Staff and management are competent within their roles and have a secure knowledge of the Foundation Stage and how to use it in practice to support children's development. Staff are supported in their work and ongoing training is actively encouraged, promoting the professional development of all.

Children make good progress in all areas of learning as the environment is well organised and the range and quality of toys and activities provided for children are good.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend toys and resources which offer children positive images of today's diverse society
- ensure daily risk assessments are rigorous so that occasional maintenance problems do not put children's safety at risk

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure all staff consistently extend learning for older and more able children, in particular when planning large group times to develop large physical skills
- increase children's opportunities to use IT

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