

# Zoom Nurseries

Inspection report for early years provision

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<b>Unique reference number</b>	EY290486
<b>Inspection date</b>	01/10/2008
<b>Inspector</b>	Silvia Richardson
<b>Setting address</b>	5 Lionel Road, London, SE9 6DQ
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

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 have access to secure enclosed outdoor play areas. The nursery is open each weekday from 07:45 to 18.30 except for five days over Christmas and five days for staff training plus other public holidays. Children come from a wide catchment area.

Zoom nursery is registered to provide care for a maximum of 71 children at any one time in the early years age group and is registered on both the compulsory and the voluntary parts of the Childcare Register. There are currently 85 children aged from five months to four years on roll. This includes 19 children in receipt of funded nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties, disabilities and children who speak English as an additional language.

There are 24 staff working with the children. More than half the staff including the manager have early years qualifications to NVQ level 2 or 3 and five staff are working towards a qualification. Staff have access to training courses and support services run by Greenwich Early Years.

## Overall effectiveness of the early years provision

Children settle well, enjoy nurturing care routines and purposeful play and learning experiences, because adults are caring and genuinely enjoy working with children. Adults understand the importance of establishing positive relationships with the children and close partnerships with parents and carers, especially during the early days, to effectively address children's care and welfare needs. The uniqueness of each child is valued, so that the schedule of activities targets individual learning and development requirements, helping all children to make good progress towards the early learning goals. Adults create inclusive environments, both indoors and outdoors, that recognise the different ways in which children learn, interact and engage with others. The settings ability to evaluate the provision and maintain continuous improvement is exceptional, ensuring the children's learning environment is consistently monitored and adapted as a response to meeting the changing needs and interests of the children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use observations and assessments and the identified learning priorities to plan relevant learning experiences for all children, particularly in the two to three year age group
- create an enabling environment for babies approaching two years of age, ensuring schedules and routines flow with the children's learning and development needs

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

The capacity of the setting to maintain continuous improvement is outstanding, because the nursery manager has developed an effective style of leadership, that actively facilitates and motivates adults working directly with children, to continually assess for themselves the quality and standard of teaching and learning. Through observing the specific interests of the children and assessing their individual learning needs, the organisation of the learning environment is being refined, creating space, deploying staff and providing resources, that are further developing children's learning potential, their enjoyment of activities and their achievements. Self evaluation has identified some gaps in the activity schedule, where the individual needs of some, but not all children in the group, are targeted each week. Outcomes for children are continually monitored and where weaknesses are identified, action plans are drawn up by the adults working directly with the children, so that they are fully involved in bringing about improvements. Where adults are still acquiring skills in reflective practise, management provides effective support, so that necessary changes, such as, approaches to care routines, are embraced positively and promote the welfare needs of the children.

The settings management team is successful in creating a team of committed and dedicated staff, because their recruitment procedures and interviewing techniques value identifying applicants' personal qualities, their attitudes and childcare values, as well as their particular skills and knowledge. Leadership is strong in induction procedures through to on-going training opportunities, so that adults strive for continuous improvement in providing high quality care and education. Rigorous vetting procedures are ensuring children are safeguarded in the setting, while being cared for by a mix of qualified, experienced and trainee staff. A good racial and cultural mix and balance of male and female staff, are enriching children's play and learning experiences. Senior staff and room leaders ensure children enjoy a safe and secure environment, promoting children's health and welfare. Adults are vigilant, protective and nurturing, while also helping children to discover their own boundaries and limits. Outside play is providing children with physical challenges together with new opportunities for learning of how to use tools and equipment safely. Adults provide children with appropriate guidance and support, so that they become aware of potential dangers and hazards and how to avoid them.

Parents and carers receive a great deal of information about the provision, because the manager and staff are secure in their knowledge to confidently discuss the Early Years Foundation Stage Principles with them. Parents and carers are actively encouraged to share what they know about their children, particularly when the child first starts to attend. The contribution of parents and carers is highly valued by management and the child's key person, because it helps them to get know the child well and plan effectively for their specific needs. Samples of the children's activities, such as paintings and drawings, together with photographs and clearly recorded observational evidence, are providing parents and carers with an accurate picture of the child's progress and development. Information is shared on a daily basis regarding children's welfare, learning and development, so that

parents and carers are well informed. Parents express particular satisfaction in the partnership approach to children's care and welfare needs and feel able to comment freely on matters important to them, such as toilet training, feeding and care routines. Parents are impressed by their children's learning curves since attending the nursery and are delighted with their children's progress and achievements.

## **The quality and standards of the early years provision**

Adults are making systematic observations and assessments of each child's attainments from their starting points, and are recording children's interests and achievements, so that they are able to identify learning priorities for each child. Planning schedules match children's targets to the expectations of the early learning goals and ensure children enjoy a wide variety of stimulating play and learning experiences. Planning for older children is highly effective, because adults are very good at evaluating children's experiences and adapting space and resources to further develop children's learning potential. Planning for younger children is less effective, because not all children's identified learning needs are scheduled into the activity programme every week. As a result, there are some missed opportunities for ensuring these children are making steady progress in their intended next steps towards the early learning goals. Babies' routines acknowledge their uniqueness and the importance of the key person in their learning and development, helping them to settle and make good progress. Older babies enjoy consistent and familiar care routines, although adults attention to schedules mean that they do not always flow with the children's learning and development needs. At times, babies are playing less purposefully, because an adult is not settled and available on the floor with them, creating an enabling environment, that supports babies play, exploration and discoveries. Samples of children's activities, photographs and observational records, clearly show that all children are making good progress, despite some identified weaknesses in the provision. Strong line management and effective leadership, is ensuring adults are supported positively in improving practise, so that all children enjoy and achieve well in the setting.

Overall outcomes for children are good. Adults are teaching children to behave in ways that are safe for themselves and others. They have conversations prior to activities and as situations arise, to avoid accidents. Children are very co-operative and respond well to instruction and guidance. They are developing spatial awareness in outside play and using equipment and tools safely. Adults have a good knowledge and understanding of child protection and safeguarding procedures, so they know what to do if they are worried about a child. Adults actively promote the good health of children through the provision of nutritionally balanced meals and snacks. Children are developing good personal hygiene habits through hand washing routines. Children are encouraged to be active outdoors and to enjoy fresh air and exercise. Adults are helping children to enjoy their learning through creating space and providing resources and activities of real interest to them. Adults sit and play with children, so that children's interest in learning is sustained. Children are supported and encouraged to play together in small groups, helping them to make friends and appreciate the value of sharing and turn-taking. Adults consistently evaluate the play and learning environments, ensuring they adapt to the children's

interests and ideas. Arrangements for activities are helping children to be active learners and to work independently and with each other. A good range of resources and activities are provided reflecting diversity, so that children learn to value and appreciate differences. The programme and schedule of play and learning opportunities covers all six areas, although some rooms are better resourced than others, for example with materials for mark-making and for children to make things of their own design. Some adults are more skilled than others at recognising and acting upon potential learning opportunities. However, there is a good balance of qualified, experienced and trainee staff in each room, ensuring children achieve well and make good progress.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Outstanding

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.