

Zebedees Day Nursery

Inspection report for early years provision

Unique reference number	133113
Inspection date	21/02/2011
Inspector	Karen Prager
Setting address	Avon Street, Bath, BA1 1UP
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Zebedee's Day Nursery registered in 1999. It is a purpose built nursery and is located in the centre of Bath. It is one of a group of three privately owned nurseries. The premises include two playrooms for the children, kitchen, toilets and an enclosed outside play area which can be used in all weathers. The nursery serves the local and wider area.

The nursery is registered on the Early Years register to care for a maximum of 36 children aged from birth to five years may attend the nursery at any one time. There are currently 58 children on roll. Of these, 19 children receive funding for early education. The nursery is open from 8.00am to 6.00pm, Monday to Friday, and is closed during bank holidays and between Christmas and the New Year.

There are eleven staff working directly with the children nine of whom hold early years qualifications. One member of staff members is working towards Early Years Professional Status. The setting is supported by the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children, including those who are at an early stage of learning English or have special educational needs and/or disabilities, make outstanding progress at the nursery because the manager and her staff provide very good care for them and an extensive range of exciting activities. The manager and her team are experienced. The staff refresh their skills through many training courses and they apply these to give the children better support and more opportunities to learn and develop. Staff constantly review the provision and have been successful in making and sustaining improvements showing a strong capacity to improve provision further.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the current certificate of registration is displayed (Documentation) 08/03/2011

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

- develop systems to monitor policies and procedures ensure all are kept up to date

The effectiveness of leadership and management of the early years provision

The well qualified staff team work extremely well together. The staff protect the children's welfare well because most procedures are rigorous and all adults are extremely vigilant. However systems are not robust to ensure all information is kept up to date. The manager organises fire drills so that all children and staff know what to do in an emergency. Staff check the premises each day to reduce the risk of an accident and they assess the risks carefully when taking children off site, for example to the local shops or library. A high proportion of staff have relevant first aid qualifications and a training programme is in place to ensure all are trained. All staff are appropriately vetted and trained in safeguarding to ensure that children are safe. Visitors sign in and the main door is always locked. There is a high ratio of adults to look after the children and staff are very well deployed.

There have been significant improvements since the last inspection, most notably the organisation of the two to five year old age range. The children are now cared for in family groups and have excellent access to a wide range of resources. The staff team evaluate the nursery's provision in considerable depth and constantly review the quality of the provision. They take time to evaluate the outcomes of any changes made to ensure any future development is built on success. They have taken highly effective steps to ensure that the limited outdoor area is developed to provide children with an interesting and varied space. Regular greenery is supplied by a local organisation who visits to carry out activities and bring aspects of the countryside to the children. Staff caring for the older children also ensure that children have opportunities for a daily 'tumble time'.

The nursery effectively and actively promotes equality and diversity and the staff are highly effective in ensuring that all children are well integrated. The staff draw on a wide range of resources to improve outcomes for children, including those with additional needs. Resources include support from other professionals who may be involved in the children's welfare. As a result, working closely with parents and professionals enables staff to successfully meet the welfare requirements of all children and narrow their achievement gap. Teachers from the local primary schools visit the nursery and staff members from the setting accompany the children when they visit their schools. The local schools have provided resources about their class smooth the transition between nursery and school.

The nursery works extremely closely with parents who speak very highly of the provision. They like the amount of information they receive about their children's progress and their activities and readily access their learning journals. They receive newsletters and notice boards are abundant with information. The friendly engaging staff ensure that parents feel a valued part of the nursery community and an active parent's committee meets regularly. Parents feel their children make extremely good progress. The manager welcomes the parental involvement in the parent committee and the contributions from those who share their home culture with other children who attend the nursery. New parents are helped to settle their children gradually. At the end of each day parents talk with key staff to ensure

consistence of care and learning.

The quality and standards of the early years provision and outcomes for children

The staff organise the educational environment to offer rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Key staff build individual and informative 'Learning Journals' which record many of the ongoing observations, assessments and children's next steps in learning. These lively records are stored accessibly for children and parents who regularly read them and reflect on the ongoing development. Young babies quickly develop a strong sense of security within the setting, readily approach familiar staff and snuggle up for a cuddle. Children work extremely well independently using their own initiative and develop excellent skills in working alongside their peers. They play a full and active role in their learning, show great curiosity and the desire to explore and are inquisitive learners. Babies are beginning to develop excellent early skills and are exploring their surroundings with great interest becoming active and inquisitive learners. They easily select from the high quality resources in the room and benefit from the wide range of textures available. A young child concentrates as he lowers a chain into his hand. Another spends an extended amount of time filling containers in the sand. The children rustle the space blanket and repeatedly throw feathers and watch as they float down.

The high quality of support given by staff leads children forward in their play. A child who chooses to play in the house is soon joined by staff and other children. The role play is extended by the children's suggestions to add a garden, pavement and road. Further extension encourages the children to consider what they might like in the garden and children soon fetch plant pots and a pond. This prompts a useful discussion about which animals might live in the pond. As the children continue with their play they add a sofa and consider whether this will fit inside the house. A child notices that the roof has a leak and has soon organised the staff member to reach the top and help her mend the hole. This activity demonstrates the children's high level of confidence in themselves and the staff and they show great engagement in their play. The staff support leads children to consider what they are doing and to find solutions.

Practitioners are highly skilled and sensitive in their management of children and their behaviour and as a result most children's behaviour is exemplary. Children begin to show an excellent awareness of responsibility within the setting. They are very keen to be the helper of the day and proudly wear the associated tabard, and set the table for lunch, knowing that through this they contribute positively to the setting. Children enjoy and benefit from visits to the neighbouring college where they recycle their waste and come to understand their part in promoting a sustainable future. Children develop a good understanding of how to lead a healthy lifestyle. They know why they wash their hands before they eat. At snack time they select which fruit they want to eat and older children confidently cut their fruit into pieces. Children also cut potatoes and carrots in the home roll-play area and so come to recognise that fresh vegetables are a valuable part of every

day life. Their knowledge of this is reinforced by staff through conversations as they sit together at mealtimes to eat. During 'tumble time' children chose from a range of activities. They clamber on cushions, delve into the ball pool and stretch their arms as they play with the parachute. The older group of children have free access to the outdoor area where they benefit from the challenge of balancing on logs, climbing on the frame and crawling into the leafy den. A member of staff leads the enthusiastic children on a bear hunt and they confidently jump in puddles. The younger children experience outdoor play in small groups and are kept warm and dry as they wear suitable clothing. However, the space available for children is limited and this restricts their opportunities to play energetically and move freely in large spaces.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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