

Zoom Nurseries - Beacon Road

Inspection report for early years provision

Unique reference number	EY280785
Inspection date	09/03/2009
Inspector	Debra Davey
Setting address	71-73 Beacon Road, London, SE13 6ED
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Type of setting	Childcare - Non-Domestic

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 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).

Description of the setting

Zoom Nursery, Beacon Road, is one of three nurseries run by the private company, Zoom Nurseries Limited. It opened in 2005 and operates from three rooms of a single storey building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Hither Green, in the London borough of Lewisham. It is open each weekday from 07.45 to 18.30, for 50 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 32 children may attend at any one time. There are currently 46 children aged from six months to two years on roll, some in part-time places. The nursery supports children with learning difficulties and disabilities. There are 17 members of staff, 12 of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Effective leadership enables staff to develop understanding of children's individual needs, working closely with parents, and thereby promoting inclusive practice. The ability to use ongoing self-evaluation and maintain continuous improvement is a strength at the setting, and contributes significantly to ensuring that children are secure, happy and make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- ensure that the plans for older children include sufficient challenge in all areas of learning and help them develop independence and skills for the future.
- develop the system of monitoring individual children's achievements to clearly show their progress through the foundation stage of learning and share with parents

The leadership and management of the early years provision

Self-evaluation is critical and therefore highly effective. The management team of the nursery know their setting well and encourage staff to develop skills of reflective practice. As a result, there are good systems in place for the setting to review and evaluate the daily routines of the rooms, the quality of the activities and the development of staff. Managers are well trained and understand that staff team development is ongoing, yet an honest and open approach, along with shared vision for the future, means that all staff work well together to secure improvements. As a result, standards of care are high, and a sensitive approach to each family ensures that partnership with parents is successful. Parents speak positively of the nursery in terms of the quality of the provision. They appreciate the dedication and hard work of staff, in their daily care of very young groups of

babies and toddlers. Several families have chosen the nursery for second children, which is a reflection of how well the needs of children are met. Effective recruitment procedures ensure that staff are suitable and careful monitoring is in place to make sure that staff are motivated to work with very young children. Links with training organisations, outside agencies and the companies' other nurseries, supports this. Staff ratios are high and staff members focus well on children's needs providing them with an excellent level of attention. Children's welfare is safeguarded through well established knowledge and training of staff, as well as detailed policies shared with parents. Security procedures in place ensure that only authorised persons can enter the building. The premises and equipment are clean and well maintained, and staff keep children safe from accidents or emergencies, through good procedures. Children are protected from illness and infection and parents are kept informed about any illness within the nursery. Regular written risk assessments are maintained for premises and equipment, with hazards identified and minimised. Outings are also assessed to ensure that children are kept safe.

The quality and standards of the early years provision

Children attend up to the age of two and a half years. There are three rooms, with the youngest being accommodated, up to the age of approximately nine months; and the other two rooms for older children. Within the staff team there is a well developed understanding of the Early Years Foundation Stage. Working with the framework, staff have fully grasped the idea that young children need secure attachments with their carers, to feel content and make progress. Staff make sure that children are allocated a key person who works in a way that is sensitive, both to settling the child and to the feelings of the parents, who may be leaving their baby for the first time. They also follow the lead and interests of toddlers who are mobile and support them in their learning, through physical and imaginary games. Detailed and useful information is obtained regarding the children's learning and developmental progress and their welfare needs. As a result, all children are included and regular observations are used to plan activities to help them move on to their next steps. Although the quality of recording child observations and planning is comprehensive, developmental records, called 'learning journeys', do not clearly track the progress of individual children.

All children enjoy their play and staff constantly talk and sing to babies to foster their understanding of communication and language. Youngest babies listen and show interest in the adults around them and communicate effectively with facial expressions. They delight in the freedom they have to explore musical instruments as they shake, bang and rattle the equipment along with the music. They learn through their senses as they experience a range of natural and visually stimulating materials, including bubbles and streamers. Babies make rapid physical progress because all furnishings are at their level, and they can use equipment to pull themselves up, when learning to walk, because it is of good quality and appropriate. Games of 'peek-a-boo' make them laugh and chuckle, and they learn to communicate with their carers. Toddlers relate to staff who are kind and they respond positively to praise and encouragement, which fosters good behaviour. They rapidly develop verbal and non verbal communication skills when joining in with favourite songs at circle time and helping to tidy away the resources. The

nursery also has a sensory area indoors, for babies and toddlers to enjoy a range of experiences that are both soothing and stimulating. The daily routine allows adequate time for children to rest and a selection of healthy meals and snacks are freshly prepared by the enthusiastic nursery chef. Toddlers help themselves to their own drinks and, at times, are encouraged to serve drinks to others, which promotes self-esteem. Although too little is planned to extend the learning and independence skills of older children, the management team are working to address this. Children enjoy daily play in the nursery garden and learn about their community through regular outings. They are taken to local parks using the nursery 'kinder van' and there is a planned programme for outings and events to help them learn about the wider world. Overall, children attending are happy and make good progress, because they are nurtured by staff who respond well to their rapidly changing needs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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