

Zig Zag Day Nursery

414 Lincoln Road, Peterborough, PE1 2PA

Inspection date

Previous inspection date

13/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Some children show good levels of confidence and self-esteem as they communicate with bilingual practitioners in their home languages as well as in English.
- This safe setting is well resourced, and the decor has been improved to offer an environment that is bright and welcoming for children.
- The manager understands the aspects of the setting that require further improvement and development plans are in place to address these.

It is not yet good because

- Children do not make the best progress they can as effective systems to observe, assess and plan for their future learning have lapsed, and staff do not gather enough information to identify what children know and can do in order to securely plan for the next steps in their learning.
- Planning and assessment are not monitored rigorously enough to ensure staff have an accurate understanding of all the children's skills, abilities and progress, particularly in the prime areas of learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall and outdoor area. This included a joint observation with the setting manager of the older children's circle time.
- The inspector held a meeting with the manager and had discussions with staff as appropriate during observations.
The inspector looked at children's assessment records, planning documentation,
■ evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information in the setting's self-evaluation form with regards to parental feedback.

Inspector

Anna Davies

Full Report

Information about the setting

Zig Zag Day Nursery opened in 2012. It operates from a converted church hall in Peterborough, Cambridgeshire. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The

nursery opens all year round with the exception of a week at Christmas and bank holidays. Opening hours are from 7am until 6pm. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 65 children on roll, all of whom are within the early years age range. The nursery supports a high percentage of children who speak English as an additional language.

The nursery employs a total of seven members of childcare staff. The manager holds a qualification at level 5, and four other staff hold qualifications at level 3. The deputy manager holds a qualification at level 3 and is currently working towards a qualification at level 5. One member of staff is working towards a qualification at level 2. The setting provides funded early education for two-, three- and four-year-olds and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stages of development of each child.

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

- monitor planning and assessment to ensure all children make good progress in the prime areas of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, children make satisfactory progress and development in their learning. They particularly display confidence in using their home languages within the setting. This is because bilingual practitioners talk to children in their home languages as well as in English. However, there are few opportunities for children to see examples of their home languages in print around the setting. Practitioners have a satisfactory understanding of how to engage and capture children's interest during most activities and recognise that children learn through their play. For example, as children experiment with number

stamps and ink, practitioners encourage them to recognise and repeat the numbers.

Children enjoy physical activities both indoors and out and have plenty of space to freely move around. The inviting reading area encourages children to independently choose and read books or to bring them to practitioners to share. Children learn about numbers in fun ways, such as through number songs and the use of pretend money in the role-play areas. They learn about different cultures and celebrate special days, such as Polish Mother's Day, when the children put on a show for their parents and carers. Children develop their understanding of the natural world as they enjoy watching the ants and worms they have housed, as well as the two rabbits, which children eagerly check on when they arrive. They freely access a wide range of art and craft resources and role-play activities to enable them to express and develop their creativity. Children also enjoy exploring other materials, such as wood from a chopped-up tree, and use real cereal in the home corner. However, some group times, such as circle times, are not always effectively organised to meet all children's needs.

Effective systems for observing and assessing children's learning to plan for their next steps have lapsed since earlier in the year. As a result, practitioners gather insufficient information about what children know and can do to effectively plan for their next steps in learning. In practice, this results in staff not consistently challenging and extending more able children, which means they do not make the best progress they can. However, children do make satisfactory progress overall, due to good staff interaction and the well-resourced environment. A high percentage of the children attending this setting speak English as an additional language. While strategies to support the use of their home language and developing English are in place, practitioners do not have sufficient systems in place to monitor the planning and assessment to make sure all children make good progress in the prime areas of learning.

Parents are satisfactorily involved in their children's learning, and further plans are in place to help parents support their children's learning at home. However, as the children's records of achievement have not been updated, there is limited information to share with parents to ensure that they have a good overall picture of their children's progress towards the early learning goals. Staff take time to do a verbal handover at the end of each session, with bilingual staff available to make sure that the sharing of this information is understood. This is a well-resourced setting, which is bright, child-friendly and welcoming. Practitioners have worked hard to create this environment and are currently redeveloping the garden to give children many more outdoor learning opportunities.

The contribution of the early years provision to the well-being of children

A revised key person system ensures children are able to build a warm rapport with their preferred practitioners. As a result, those children new to the setting form firm attachments with practitioners and take comfort from their reassurance. Children behave generally well. Consistent strategies are used by practitioners to explain inappropriate behaviour and encourage sharing. Praise and gestures such as a thumbs-up sign

communicate to children when they have done something well. Children have good relationships with one another, for example helping each other at snack time and showing friends how to do puzzles. They are beginning to understand and manage risk as they learn how to use knives safely when helping to prepare fruit salad for lunch. A healthy range of meals and snacks are offered to children, and they learn about how different foods help them to grow and the importance of exercise. The premises are clean, and portable sinks have been ordered to minimise the risk of cross-contamination when children wash their hands before snack.

The effectiveness of the leadership and management of the early years provision

The manager understands the current weaknesses with regard to meeting all of the learning and development requirements. There are clear development plans in place to address identified weaknesses and, over time, improve outcomes for children. Systems of self-evaluation are satisfactory, taking into account the views of practitioners, parents and children. For example, parents and children were consulted in the development of the menus and the garden. Parents spoken to are happy with the care provided; they say that their children enjoy the time spent at the setting and are keen to talk about their activities at home. Effective partnerships with other early years settings, such as local schools, ensure that relevant information is passed on and children make smooth transitions.

The safeguarding and welfare requirements are all met. Children are cared for in a safe and secure environment. Risk assessments are displayed in each area of the premises and have recently been reviewed and improved. Staff have an adequate understanding of the procedures to follow should they have child protection concerns about a child in their care.

The manager is secure in her role and has satisfactory systems in place to help new staff become more secure in theirs, such as implementing regular peer observations and monitored probation periods. Staff are deployed well in each area of the setting, including outside, so that children are safe and appropriately supervised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY440810
Local authority	Peterborough
Inspection number	786387
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	50

Number of children on roll	65
Name of provider	Zig Zag Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01733569700 or 07938409165

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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