

# Zoom Nurseries

5 Lionel Road, London, SE9 6DQ

<b>Inspection date</b>	10/04/2013
Previous inspection date	01/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are thriving and make excellent progress in their learning and development, in relation to their starting points.
- Staff are skilful in planning activities which inspire and motivate children to learn.
- Children are exceptionally well protected because the nursery implements comprehensive safeguarding procedures.
- All staff work exceptionally well as a team and are highly committed to constantly providing the best they can for the children in their care.
- The dedicated leadership and management team demonstrate an exemplary knowledge and understanding of the requirements of the Early Years Foundation Stage.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at all required documentation and sampled policies, procedures and children's progress records.
- The inspector held discussions with the provider and managers about the provision and the self-evaluation processes.
- The inspector took account of the views of parents via discussions, questionnaires and references.
- The inspector observed and spoke to children as they played indoors and outside. Joint observations with staff took place of the outdoor area for babies.
- The inspector observed staff in all rooms interacting with children and held discussions with them.

## Inspector

Sarer Tarling

## Full Report

### Information about the setting

Zoom Nursery Eltham is one of four 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. Children are grouped in one of four rooms according to their age and stage of development. All children have access to secure enclosed outdoor play areas. The nursery is open each weekday from 7.45am to 6.30pm 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 on both the compulsory and the voluntary parts of the Childcare Register. There are currently 103 children in the early years age group on roll. Children aged two, three and four years old receive funding for free nursery education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 25 staff working with the children. Most of the staff, including the manager, hold an early years qualifications and the member of staff responsible in the pre-school room has Early Years Professional Status.

### What the setting needs to do to improve further

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

- continue to develop inspirational and challenging opportunities for babies to explore in their outdoor environment.

### Inspection judgements

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

Staff consistently provide outstanding teaching which leads to children progressing rapidly in their learning and development. All children show immense enjoyment and learn without realising it because they are busy having fun. Staff take time during initial home visits to get to know the children and their families exceptionally well. Staff use meticulous systems for observation and assessment to ensure that planning is based on children's individual needs and interests. Planning is exceptionally well adapted and added to on a daily basis to ensure children's next steps are incorporated. This enables staff to plan a wide range of age and stage appropriate activities that inspire and challenge children. For example, staff working with babies have created a black and white area with bold geometrical designs which successfully hold young babies' interest and help them to focus. They benefit from, and enjoy time spent, in the wonderful sensory area, exploring both natural and man-made resources. Staff continually engage with babies at their level, ensuring they maintain eye contact and use lively voices.

Staff skilfully interact with children and extend their learning as they play. They ask questions that help children express their thoughts and ideas. Children who have English as an additional language are supported well. Staff achieve this through strong partnerships with parents, by using picture time tables and by using key words spoken in children's home languages. All children eagerly participate in story time as staff bring books to life using puppets and props. Children are extremely well supported in learning to link sounds to letters. Children notice text in the environment, for example in high quality displays, which supports early literacy skills. Children practise their drawing and emergent writing in a variety of situations indoors and out. Children become independent learners, eagerly take part in activities and become absorbed in their play. They love expressing their creativity and can select from a wide range of materials to enhance their art and craft work. Children build models, mould with clay and learn to mix different colours as they produce fabulous paintings of flowers at the easel. Children of all ages explore and investigate the properties of materials such as pasta, dough, shaving foam and cornflour, developing their dexterity in preparation for writing.

Children show excellent mathematical skills as they learn to use tape measures, count and talk knowledgeably about sizes and shape. They acquire good skills in using different technology. Children explore dark areas with torches and eagerly use the karaoke machine to sing and make their own recordings. Children show increasing competence as they complete educational games on the computers and so develop well in the skills they need to secure future learning. Staff help children develop a good awareness of the need to value and respect differences. Families are invited to events with their children which help them learn about each others' home backgrounds and celebrations. For example, food tasting, art and craft activities, cultural dressing up clothes and using a wide range of multicultural resources. The inspirational outdoor area for older children is exceptionally well resourced to provide adventure and excitement as well as enabling children to develop their physical skills. Children go outside all year round and have tremendous fun as they climb, balance on tyres, ride on bikes, transport water and play in the sand. They delight in using the muddy digging area to search for worms or help to plant and harvest food in the growing patch. Children wear safety helmets and enjoy building in their construction site with large wooden blocks. The separate outdoor area for the babies is new. Staff have made an excellent start in making the area welcoming and safe with a range of age appropriate resources which promote babies' learning and physical skills well. However, it is not yet of the same quality as the outdoor environment for older children.

The systems to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are outstanding. Parents contribute to their child's baseline assessments and are encouraged to use 'Zoom' cards to record their own observations of their child's achievements at home. They are kept very well informed about the activities their children have taken part in and of their progress. For example, through daily verbal feedback, contact sheets and when parents meet regularly with key staff to discuss and comment on summary reports of their child's progress. Parents are encouraged to choose books with their child from the nursery library and to read together at home. Children enthusiastically take home a special bear and parents help children to document the adventures they have together. The nursery has excellent partnerships with parents and use innovative ideas to build purposeful partnerships. For example, the

introduction of the Parents and Zoom Association' where parents can express ideas for improvements, offer their help, and identify skills that they may be able to bring into nursery to support children's learning.

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

Staff enthusiastically plan and provide visually stimulating and well-resourced indoor and outside learning environments for children. Much consideration is given to the presentation of the displays which exhibit children's work. Information about the activity and clear labelling, including the children's own writing, help to create an environment rich in language and which show children their work is highly valued. All children have easy access to resources regardless of age. For example, babies reach into treasure baskets on the floor while older children help themselves from storage boxes which have pictures and labels of the contents. This allows children to make independent choices in their play and helps them take responsibility when tidying up.

Children demonstrate high levels of confidence and self-esteem because staff promote their personal, social and emotional development very effectively. They benefit from being cared for by staff who meet their individual needs particularly well. Babies enjoy plenty of cuddles and reassurance when they need it, which helps them feel safe and content. Children show very positive attitudes and demonstrate a strong sense of responsibility. For example, they are keen to help with everyday tasks, such as helping to lay the tables at meal times. Staff use a calm and gentle approach to managing children's behaviour. They use praise specifically to encourage good behaviour and help children to understand why certain behaviour is unacceptable by giving children reasons and suitable options. Consequently, children's behaviour is very good.

Staff ensure that the premises are kept clean at all times. Children are aware of the hygiene procedures and why they should wash their hands before eating. Babies' health and well-being is given high priority and staff follow excellent hygiene procedures. Nappy changing is a positive experience as staff sing and chat to the babies, helping them to feel comfortable and secure. Staff ensure children are protected from the elements and patiently help them learn to put on their outdoor clothing independently. Children's safety is of a high priority and staff develop children's developing understanding of how to stay safe in numerous ways. For example, children participate in regular emergency evacuation drills, learn about road safety when walking in the local community and are shown how to use the climbing equipment independently and safely.

Children develop an excellent understanding of the importance of exercise through organised music and movement sessions, sports coaching and regular outings. Children develop an understanding of healthy eating and where food comes from through discussions with staff, having their own planting area and choosing from the highly nutritious menu. All food is carefully sourced and freshly cooked at the nursery and individual dietary needs are extremely well catered for. Mealtimes are sociable occasions. Staff feed babies in a reassuring and comforting way and give toddlers time to explore and taste new foods as well as encouraging them to feed themselves using utensils. Older

children competently serve themselves at lunchtime.

Children are sensitively supported by their key member of staff as they move on and settle in a new room in the nursery. Children are prepared for school by a very good range of strategies. For example, school teachers are invited into the nursery and staff read stories and initiate role play to help children feel prepared in times of change.

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

The provider's strong vision, commitment and drive is shared and supported by management and staff. This means that there are high expectations and a very clear direction in the running of the nursery. The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood. Robust recruitment and vetting procedures ensure staff are well qualified and suitable to work with children. The leadership and management team actively monitor and promote the ongoing professional development of staff through regular supervision and appraisal to build skills. Regular room and staff meetings address all areas of practice and staff say they feel involved in decision-making. Staff are supported extremely well, they feel valued and as a result, morale is high.

Safeguarding is given the utmost priority. A thorough induction programme ensures all staff receive suitable training regarding child protection procedures. As a result all staff are confident in their role and would share any concerns they may have about a child's welfare with the designated nursery safeguarding officer. Staff demonstrate a very thorough knowledge of the nursery's comprehensive policies and procedures, including the use of mobile phones. They implement these in practice to promote children's health, safety and well-being effectively. Photographs and information about staff and their qualifications are displayed alongside information about safeguarding in the Early Years Foundation Stage. This means that parents are fully aware that their children are cared for by suitable people who strive to keep them safe. Records show risk assessment and health and safety checks are rigorous and staff are highly conscientious and vigilant in ensuring the safety and supervision of children. Highly effective organisation and deployment of staff ensure ratios are maintained. In addition to the security systems are robust and CCTV is in use to monitor the whole nursery.

The leadership and management team show an excellent understanding of how to support staff in implementing the learning and development requirements. Staff competently evaluate activities, the use of resources and organisation of the different play areas each day. Leadership and management successfully monitor and review the educational programme to make sure it is helping all children to achieve their full potential. Planning and assessment procedures are also regularly monitored and evaluated by the management team. All staff, parents and children are actively included in the self-evaluation process to ensure their views are used to drive improvement. The leadership and management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. They regularly undertake robust quality assurance checks to evaluate

and monitor all areas. This provides an excellent foundation for well targeted actions which continue to improve the quality of the provision.

The nursery strives to develop highly effective partnerships with others in order to identify and fully support children who may need extra help and to provide a consistent approach to their care and learning. An abundance of informative notices, newsletters, policies and procedures are readily available to parents. Parents spoken to on the day made many positive comments about the nursery. In particular they appreciate the well qualified and dedicated team of staff and the wealth of exciting and stimulating activities they provide. The nursery goes that step further to involve all the family. Open days and special events encourage fathers and grandparents to come in and share their playing skills and parents are invited to a celebratory breakfast acknowledging the hard work they do.

### **The Childcare Register**

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

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

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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

<b>Unique reference number</b>	EY290486
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	909814
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Zoom Nurseries Limited
<b>Date of previous inspection</b>	01/10/2008
<b>Telephone number</b>	0208 331 6703

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

