

Zig Zags

38 Wellwood Road, Goodmayes, Ilford, Essex, IG3 8TU

Inspection date	29/07/2013
Previous inspection date	09/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff demonstrate a secure understanding of how children learn through play, and initiate good quality interactions. As a result, children make good progress in their learning and development.
- Staff carry out regular observational assessments of children's progress. They effectively use this information to plan experiences tailored to children's individual needs.
- Children with special educational needs and/or disabilities benefit from good quality resources and visual aids to support their progress and communication skills. These are used well by staff and shared with parents to enable all children to make choices and communicate their needs and wishes.
- Staff promote children's good health well and children have regular fresh air and exercise to support their physical development.

It is not yet outstanding because

- Staff do not always make the most of opportunities to fully extend children's mathematical and literacy skills through everyday routines.
- Children have few opportunities to use their home language in their play and 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
- 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 observed children's play and staff interaction.
- The inspector and manager undertook a joint observation.
- The inspector talked with available staff and held discussions with the management team.
- The inspector looked at documentation, including a representative sample of children's records, staff supervision and suitability records.
- The inspector sought the views of parents.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Zig Zags Nursery registered in 2005. It operates from a converted house in Goodmayes, Ilford. Children have the use of three playrooms, two of which are on the ground floor. The baby room is situated on the first floor and is reached via an internal staircase. All children share access to a secure outdoor play area and a parental webcam service is provided. The setting provides full and part time day care and is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery is open from 8am until 6pm, Monday to Friday throughout the year and extended hours are available on request. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 54 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. Nine staff are employed to work with the children. All members of staff are suitably qualified. The nursery also employs a cook who holds a Food Hygiene qualification. The manager has a degree in early years, and a qualified teacher is employed to work with the pre-school children.

What the setting needs to do to improve further

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

- strengthen staff's understanding of how to promote children's mathematical and literacy development through using everyday routines, for example, counting cups during at meal times
- enhance support for children learning English as an additional language by providing more opportunities for them to use and express themselves in their home language.

Inspection judgements

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

Staff have high expectations of the children and make regular observations to ensure they are planning for children's individual learning needs. As a result, children make good progress. Staff record children's observations in their 'special books' and these highlight the development they are making, along with photographs and achievable next steps in their learning. Information gathered by the key person, when children start, provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result,

children settle quickly because staff understand their needs well and meet them consistently. Staff have effectively introduced the progress check for children aged between two and three years old. This means they are aware when children are making less than expected progress and can put in effective interventions, so children can achieve to the best of their abilities. Staff prioritise daily discussions with parents to give them informative feedback about their children's activities, learning and progress. Regular open evening's means parents are fully involved in their child's learning.

Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Staff know when to intervene in children's play as they skilfully join in and extend children's interest. For example, staff observe children's growing interest in exploring how water is soaked up by tissue paper. They use this opportunity to extend the play further by introducing more bowls of water, soapy bubbles and different textured cloths. The play develops into a 'car wash' and other children are motivated to come and join in the fun. Staff encourage children to communicate in a variety of ways, for example, they use props, such as puppets during storytelling and some staff are learning sign language. A broad range of resources, such as books, pictures, cards and visual timetables have been developed. These are used effectively to support all children, especially those who speak English as an additional language and children with special education needs and/or disabilities. Consequently, all children develop their understanding well of routines, taking turns and are supported in making independent choices of activities. Staff ask parents for key words in children's home language and a multi-lingual member of staff especially helps children who are learning English as an additional language communicate. However, children have few opportunities to use their home language in play and learning. This does not fully support and value home languages or promote children's learning of English alongside their first language. Staff provide a good range of multi-sensory activities for babies. For example, babies experiment and explore treasure baskets of everyday objects which look and feel different.

Staff understand the importance of providing children with fresh air and exercise, especially for children who attend full time. They make sure children have regular walks and trips to their local environment, so they can learn about their immediate world through first hand experiences. For instance, when visiting the local grocery to buy fruit. Babies are often taken for strolls in the community and all children enjoy playing in the nearby park. Children participate in activities both indoors and outside. Pre-school children have the flexibility of choosing when they wish to access the outside area, maximising their physical development and preferred learning area. Younger children have daily allotted access to outside and enjoy using of a wide variety of physical play equipment that includes wheeled toys, balls and a climbing frame. Here, attentive staff play alongside children offering support and encouragement, helping children to safely take risks. For example, staff provide just enough support to encourage children to attempt to cross the assortment of large tyres and blocks, with a reassuring staff arm nearby if needed.

Overall, staff use effective teaching strategies to support children's literacy and mathematical development during a varied range of activities and play experiences. Such as, introducing counting and talking about size and shapes during spontaneous play.

Children learn to recognise their name as they self-register when they arrive. There are ample opportunities for them to experiment with mark making and many older children can write their name. However, occasionally, staff miss some opportunities to promote these elements of children's learning during everyday routines. This means children are not always encouraged to use and apply their learning in a meaningful context. For example, children are not asked to count how many cups and plates are needed at meal times, or to listen for the corresponding initial sound in their name, as a means to decide who goes to wash their hands. Nevertheless children learn a range of skills in readiness for their eventual move on to school.

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

Children are well cared for in the welcoming nursery environment, which supports children's emotional well-being strongly. Children show they feel safe and secure. The key person system is effective in providing children with an adult with whom they form secure and trusting relationships with. Staff follow children's home routines helping them to settle well. Staff are warm and caring and talk to the children about what is happening next, for example, as they move from playing to nappy changing and then to sleeping. The nursery's gradual settling-in procedure for new children takes good account of the anxiety felt by parents and children experiencing separation for the first time. Parents especially value being able to log on and watch their children at play via the secure webcam system in place. Baby and toddler room staff prepare children well emotionally for their move up to the next room. Pre-school children are helped to develop personal self-help skills, such as dressing themselves and managing their own toilet needs, in readiness for school.

Staff are kind towards the children. They are good role models and use appropriate strategies to manage children's behaviour. Children develop skills to manage their feelings and negotiate relationships in a kind and friendly way. Their self-esteem is promoted because staff are interested in the children, acknowledge their achievements and give valid praise. Older children are good role models for younger children and include them in their games. Staff know the importance of letting children learn some finer physical skills for themselves, such as attempting to put on their own coats and shoes, pour drinks or use cutlery to help them become more independent. Staff encourage use of manners, with gentle reminders to say 'please' and 'thank you'. Children learn safety rules, such as road safety when they go for walks in the vicinity. This raises children's awareness of keeping themselves safe when on outings.

Children are happy and enjoy their time at the nursery. The staff have effective and well-organised routines that encourage children to show consideration for their own safety and that of their friends. This means that children take care of the resources they use, know to return play items to the shelves and eagerly help staff to tidy up or sweep up the sand. Children's good health is promoted well through effective nursery routines and procedures. They are effectively protected from cross-infection because staff follow good hygiene practices. The baby room implements a 'no shoes' policy to ensure the floors where children crawl and play remain clean and germ-free from outside debris. Children are well-nourished because they are provided with a good range of healthy foods at

mealtimes. They have hearty appetites and mealtimes are very social periods of the day, and older children independently serve food for themselves. Children wearing nappies are changed regularly and their dignity is respected. Staff wear disposable gloves to ensure that these arrangements are hygienic, meet the needs of the child and therefore, promote their well-being.

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

The leadership of the nursery is good because the management team and staff are motivated and committed to the continuous evaluation and improvement of the nursery. Management effectively monitor and evaluate teaching and learning to ensure that children are making good progress. Staff have regular room meetings to discuss children's progress, and to share any ideas and practice issues. Management monitor children's development records to ensure they display an accurate and precise assessment of children's learning. They ensure that staff recognise and follow children's progress through clear observations and tracking of their achievements. Staff work closely with others concerned with the welfare and development of children. This sometimes means seeking the advice and support from external agencies, such as a specialist teacher. Staff have good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or to school.

Management and staff have a very good understanding of their roles and responsibilities in keeping children safe. This is due to the fact, that all staff have attended safeguarding training as a group. This ensures that there is a consistent and clear approach to following procedures. Staff are fully aware of the procedures to follow if they had a concern about a child's welfare or member of staff's practice. Clear and well written policies and procedures are effectively implemented by staff, and shared with parents. This ensures that all aspects of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood and met. Management complete the necessary background checks to ensure staff are suitable to work with the children. Thorough induction procedures are in place to support new staff to fully understand their roles and responsibilities. All staff play a part in assessing and minimising any potential risks to children and this is detailed on the thorough risk assessments put into place. Management deploy staff well and maintain high ratios, resulting in them supervising the children effectively to promote their welfare. Accidents are efficiently managed and documented, and parents appropriately informed.

Staff performance and underperformance are managed effectively both through regular supervision and annual appraisals. This means, the manager is aware of the staff teams' strengths and areas for improvement. As a result, staff receive one to one mentoring and are supported to attend courses and gain additional qualifications to improve their personal effectiveness. Management involve staff, parents and children in order to reflect on their practice and have identified key areas for improvement that will benefit the children. This includes enhancing the provision for outdoor play, so that children have

wider opportunities to continually explore and discover new things. Staff form positive partnerships with parents and keep parents informed about their children's learning through daily verbal feedback and examples of children's work. Parents are very complimentary about the nursery and the staff; they report that their children enjoy attending the nursery.

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

Unique reference number	EY307289
Local authority	Redbridge
Inspection number	926053
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	54
Name of provider	Zig Zags
Date of previous inspection	09/02/2010
Telephone number	0208 597 0555

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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, 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.

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