

Zoom Nurseries Blackheath

113 Lee Road, LONDON, SE3 9DZ

Inspection date	04/07/2013
Previous inspection date	19/09/2011

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		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

- Staff implement excellent systems of assessment of children's progress and plan activities to meet their individual learning needs. As a result, children are making excellent progress in all areas of learning.
- Children are happy, confident and purposefully engaged in play. They have good relationships with each other and staff, creating a calm and productive atmosphere.
- Highly effective use of self-evaluation means that that views of children, staff and parents are gained on a regular basis and used successfully. This helps to accurately target improvements and shape the service provided.
- Excellent partnerships with parents and other agencies ensures children's individual learning and developmental needs are met successfully.

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.

Inspection activities

- The inspector observed activities throughout the nursery and outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Zoom Nurseries Limited, Blackheath, London was registered in March 2011. It is the fourth nursery in the Zoom Nurseries Limited chain. The nursery is registered on the Early Years Register. The nursery operates from a converted period property which is accessed by steps and a ramp. Internally stairs lead to the first floor.. All rooms have associated toilet, wash and/or changing facilities. Young children using the first floor rooms have use of a roof terrace for outdoor opportunities. There is also a secure garden for older children and an outside toilet and wash basin. The nursery has kitchen and laundry facilities, a buggy park, parents room, staff facilities and an office. There is parking for several cars. The nursery is open each weekday from 7.45am to 6.30pm throughout the year, except for public holidays, five days over Christmas and five days for staff training. Children attend from the local and wider community. There are currently 105 children on roll attending on a full time or part time basis. The nursery is in receipt of funding to provide nursery education for children aged three and four years. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. A team of 26 staff including the manager and cook are currently employed to work at the nursery. Of these, 21 staff hold appropriate childcare qualifications including one staff member who holds 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:

- strengthen further children's sense of achievement by providing space where they can display their independent drawings, art work and things that they have made.

Inspection judgements

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

Children are making excellent progress in all areas of learning. This is because staff provide an excellent balance of challenging learning opportunities for children in all age groups. Staff maintain highly effective and consistent methods of assessing children's progress. They use systematic methods of observing children's progress on a regular basis and link their observations to the areas of learning. Children's assessment files include photos, samples of their creative work, drawings and writing, along with quotes written by staff of things that children say. In addition, parents add information about children's learning at home on 'zoom cards' which ensures parents and staff work together to promote children's learning effectively. Staff collate all of this information from their assessments and plan activities that meet children's individual learning needs. They also

plan for group activities using projects and themes which provide a focus for children's learning. Older children show confidence as they proudly look through their learning journey assessment folders and recall the activities that they have participated in. For example, they look at the photos and talk in detail about their recent project on the planets and stars. Parents are also kept well informed about their children's learning through monthly written reports which they add comments to. Staff then set realistic targets for children's next steps for learning and monitor their progress effectively. Staff in all group rooms are confident in their approach and successfully implement the cycle of observation, assessment and planning into their practice. As a result, children's learning needs are met extremely effectively and they are making excellent progress. Staff conduct home visits before children begin at the nursery and gain information from parents about children's starting points.

Children are highly confident and keen to learn. They freely choose toys in the group rooms and transport them to the outside play area, following their own interests during play. For example, older children choose dolls, blankets, play food and accessories from the role play home corner and set up their own picnic in the garden. Younger children choose cars and bring them outside to roll down the ramps. Children gain many hands on experiences of nature as they look closely at the insects in their nature garden and grow a variety of plants, fruit and vegetables. Older children also observe the caterpillars and talk with staff about them turning into butterflies during group time. Children learn many skills in technology, for example, while using computers and the opportunity to participate in weekly sessions with a computer teacher. Children have excellent opportunities to explore different materials and textures during creative activities. Younger children enjoy feeling the cornflour while older children use paints to make prints of their hands and feet. All children enjoy drawing and mark making. For example, younger children draw on large pieces of paper, enabling them to make large movements, while older children draw representational pictures and write their names. However, children have slightly fewer opportunities to display their independent drawings, art work or things that they have made. Children in all group rooms enjoy singing familiar songs and babies use musical instruments and homemade shakers to explore sound.

Children enjoy stories enthusiastically read by staff. They use books independently as they are provided with cosy book corners in all group rooms and have books and cushions in the outside play house where they can relax. This promotes their literacy skills effectively. Children participate in well planned group activities in which staff seize every opportunity to extend children's learning. For example, during a cooking activity to make fresh fruit salad children all choose different fruits to cut up. Staff encourage them to take turns to discuss their chosen fruits and explore them using all of their senses. They then look at the fruits and compare the differences in size, shape and weight, developing their mathematical skills as they discuss how the bunch of bananas is heavier than the other fruits for example. Children's communication and language skills are supported exceptionally well. This is because staff in all group rooms engage children purposefully in conversations during group activities and free-play. They ask children questions which challenge their thinking and enthuse their interests extremely well.

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

Children have excellent relationships with each other and staff. Parents comment on how their key persons are outstanding and how well their children have settled in the nursery. Staff make exceptional efforts to help children to settle into the nursery. They conduct home visits to introduce themselves to children and parents and find out about children's background and individual learning needs. Parents and children then participate in a gradual settling in programme so that children feel safe and secure in the nursery before their parents leave. Staff ensure that siblings who attend the nursery have regular time to play together, promoting their family bonds. Babies and younger children show strong bonds with staff as they enjoy lots of cuddles and freely climb onto staff laps who are sitting on the floor during play. Older children confidently approach staff to talk about their achievements or if they need support.

Children are very well behaved and confidently follow the daily routines. For example, younger children line up to go inside and older children help to put away toys after use and to clear up after lunch. This enables them to develop highly effective self-care skills and independence while showing a positive contribution to their learning environment. Older children confidently use language to negotiate and are supported extremely well by staff as they use the egg timers to take turns of the bikes for example. Children have many opportunities to learn about safety, for example, as they participate in regular evacuation drills. These help them understand what to do in an emergency. They also learn about safety during visits to the local fire station and the fire brigade have visited the nursery to further educate children. Children's good health is promoted successfully. They have excellent opportunities to develop their physical skills while using a range of wheeled toys and climbing equipment during indoor and outside play. In addition, children participate in weekly dance sessions and weekly music and movement sessions with additional teachers. This means that overall children have excellent opportunities to engage in physical exercise during free-play and group times. Children enjoy a balanced diet of meals that are freshly cooked on the premises. They sit in small groups with staff and enjoy a relaxed family atmosphere as they discuss the foods that they like and events of the day. Parents are provided with excellent menus, which include information about the nutritional value of the foods their children are eating. In addition, displays in the entrance hall show how the ingredients are sought from local organic butchers and grocers. Excellent systems are in place to ensure children's individual dietary needs are known and catered for. Children who have identified special educational needs and/or disabilities are supported exceptionally well as staff follow care plans devised with parents and other professionals to meet their needs.

Excellent systems are in place to support children when they move on to a new group room or when they go to school. For example, children settle into their new group rooms gradually. They also move up with a small group of their friends, and whenever possible with a staff member from their existing room. This enables them to adapt to this change as gently as possible. Children are prepared for school exceptionally well. Their independent learning skills and self-care skills are fully promoted by staff, as a result children are confident and ready to move on to school. In addition, staff invite teachers to visit the nursery and spend time preparing children further by reading stories about

schools for example.

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

The leadership and management of the nursery is outstanding. Safeguarding of children and their families is given high priority. This means that children's welfare and well-being is supported effectively at all times. Staff have a secure knowledge of the safeguarding procedures and implement these well in practice. They take prompt action if any concerns arise relating to the children in their care and work cooperatively with other agencies. Staff make accurate records so that all required documentation is in place and shared with parents. Rigorous methods of recruitment, induction, supervision and appraisal ensure staff suitability to work with children is carefully monitored on an on-going basis. Staff successfully implement a broad range of policies and procedures into their everyday practice so that children's good health, safety and welfare is promoted effectively. Staff complete thorough and regular risk assessments relating to all areas of the nursery provision and prior to any outings. They conduct regular fire safety checks and collate information relating to safety which they use to monitor and improve the nursery environment. Children benefit from an exceptionally well organised nursery environment where they can play and explore while being supported by enthusiastic staff. Excellent systems are in place to monitor the educational programmes as the manager observes each group room on a rota basis and oversees the systems of assessment and planning. As a result, staff in all groups rooms provide consistently high levels of practice, which in turn, enables children to make excellent progress.

Highly effective systems of leadership and management are in place because the provider, directors, manager and staff all work together cooperatively and share the same vision. They complete thorough and accurate self-evaluations relating to all aspects of their service, clearly identifying their strengths and any areas for development. They take the views of staff and parents into account at all times. For example, the manager uses information from parents and staff questionnaires and appraisals to evaluate the service and devise the development plans for the nursery. As a result, the drive for improvement is highly targeted and includes timescales in which to measure their success.

Excellent partnerships with parents and other agencies ensures children's individual needs are promoted successfully. This includes support and training for staff so that they can meet children's additional care needs effectively. Staff ensure parents are fully involved in their children's learning and development. They complete home/nursery diaries and parents' daily feedback sheets to keep parents extremely well informed about all events of the day. Parents attend regular meetings to discuss their children's progress and receive written progress reports twice a year. They actively contribute to their children's assessments by adding information about their children's learning at home. Parents praise the nursery and staff highly in their comments in their children's reports, questionnaires and through feedback on the day of inspection. For example, parents explain that their children love being at the nursery, they are very happy and have very good relationships with staff. Parents say that communication is very good and that staff and the

management are welcoming. Parents feel that they can discuss anything and that staff respond well to their suggestions. Parents state that the key persons are outstanding and that the nursery is 'brilliant'.

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	EY413333
Local authority	Greenwich
Inspection number	925383
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	74
Number of children on roll	105
Name of provider	Zoom Nurseries Limited
Date of previous inspection	19/09/2011
Telephone number	0208 852 2712

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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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