

Zebedees Day Nursery

Avon Street, Bath, BA1 1UP

Inspection date	13/11/2013
Previous inspection date	21/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Staff are kind and caring towards the children, which helps them to feel secure at the nursery.
- Children have the opportunity to enjoy trips off the premises, for example to local museums and theatres, which furthers their understanding of the wider world.
- Children enjoy taking part in forest school activities, which enables them to learn about the natural world.

It is not yet good because

- Staff do not always use what they know about children well, to plan activities to support their best possible progress.
- Not all areas and resources used by children are clean. This does not fully support children's good health.
- Staff do not use all everyday opportunities to encourage children's mathematical language and problem solving skills well.

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 held discussions with the manager, assistant manager and most staff.
- A joint observation took place with the manager of the older children during lunch.
- The inspector observed children's activities both indoors and in the outdoor play area.
- The inspector took account of the views of parents/carers spoken to on the day of inspection.

Inspector

Jan Healy

Full report

Information about the setting

Zebedee's Day Nursery registered in 1999. It is a purpose built nursery and is located in the centre of Bath. It is one of a group of three privately owned nurseries. The premises include two playrooms for the children, a sleep room, kitchen, toilets and an enclosed outside play area. The nursery is registered on the Early Years register and receives funding for the provision of free early education to children aged two, three and four years. The nursery is open from 8am to 6pm from Monday to Friday, except during bank holidays and between Christmas and New Year. Currently there are 71 children on roll from eight months to under five years. The nursery supports children with special educational needs and/or disabilities. They also care for children who speak English as an additional language. There are 11 staff who work directly with the children, of whom eight hold a relevant qualification to level 5.

What the setting needs to do to improve further

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

- ensure consistency of all staff knowledge when planning and guiding children's activities so that staff reflect on the different ways that children learn and reflect these in their practice, to challenge all children well
- ensure premises and equipment are clean, and be aware of and comply with requirements of health and safety legislation with regards to the cleanliness of toys and surfaces, to promote children's good health.

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

- develop further the educational programme for mathematics, by introducing greater opportunities for problem-solving and model and encourage greater use of mathematical language.

Inspection judgements

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

Children are happy to attend the nursery and arrive cheerfully, greeting their friends and staff with a smile. Staff are warm and friendly which helps children to feel secure. They are aware of children's basic needs, such as their likes and dislikes, as they work in partnership with some parents to complete an 'All about Me' booklet. This provides relevant information, such as what activities children enjoy, as well as information about

their health such as any food intolerances or allergies. This enables the staff to begin planning for some of the children's individual needs. However, staff do not identify children's starting points well in all cases, to enable them to plan a wide range of interesting and challenging activities that respond to children's individual emerging needs. Some staff are not able to explain why children prefer to play in some ways rather than others. While staff are able to demonstrate some knowledge of individual children's progress, observations of children during play are of inconsistent quality. This means that assessments of children's stage of development are sometimes unclear. This means that staff are unsure of children's most appropriate next steps and they are not fully aware of what they need to do in order to help children progress. This means, that while children make some progress, this is not as good as possible.

Children are happy as staff promote their personal, social and emotional development. Staff provide a very caring and family atmosphere, where children and babies play in contentment. Staff engage in playful interactions and share an affectionate relationship with babies and children, who seek staff comfort when necessary. Staff help to extend children's communication and language appropriately, for instance during lunch. Staff sit with children and chat sociably with them about events and things that are important to them. Children are making reasonable progress in their physical development, as they have opportunities to join in forest school activities, such as rolling logs. They use tools during woodwork and build a fire using sticks and twigs. Older children have free access to the outdoor play area to promote their physical skills.

There is an acceptable range of books readily available to aid children's literacy. Children enjoy sharing books with staff, who read to them. There are writing and drawing materials available in some areas, such as in the creative area and older children are learning to write their names. Staff support some aspects of children's mathematical development well. However, staff do not use number words in meaningful ways, for example by encouraging children to count during everyday tasks such as setting the table for lunch. This means that children are not fully aware of how to use numbers in the world around them. Children are also not encouraged to solve simple problems such as counting how many plates, knives and forks they need for the group.

Children are learning about the world around them as they attend the local theatre, where they enjoy watching actors pretend to be various characters. Staff take them to various museums where they learn about the wider world. Staff invite visitors from the community to chat to children about their jobs, such as police officers. Staff introduce children to local dancers and musicians from a variety of cultural backgrounds to help extend their experiences and to reflect their cultural heritage. Staff spend the majority of their time playing with the children, sitting at their physical level and listening to what they say. They provide age appropriate explanations when they ask questions. Therefore, children are learning the basic skills they need for their next stage of learning, which is school.

Staff care for children who speak other languages at home, and take this opportunity to learn some frequent words to aid communication. Staff work closely with outside agencies, such as the local authority to help support those children who have a special educational need and/or disability. Staff have strong relationships with parents, sharing information verbally about their children's day as well as inviting them into the nursery for more formal

feedback. Staff make attempts to engage parents in promoting children's learning at home. For example, they send a teddy home with the children, so that they can share teddys' adventures upon its return.

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

Staff agree an appropriate settling in procedure with parents, according to children's individual needs which benefits children's well-being. Each child is assigned a key person who knows the children's individual care needs well. Babies, children and staff enjoy each others company and each child is welcomed when they arrive. Staff chat and sing to babies during nappy changing so that babies form secure attachments. Overall, children behave well, and older children have an appropriate understanding of what is expected of them. Children are learning to share, take turns and participate in group activities. Younger children show signs of developing this behaviour. They are learning about self-discipline and consideration for others as they help tidy away the toys after play.

Children are learning about how to keep themselves safe, such as when handling tools, for example, scissors. Children are developing an awareness of their own needs, as staff teach them about the importance of self-care. For instance, children serve their own food at lunch time and pour their own drinks, so they learn about helping themselves as they become more independent. Older children are able to access the bathroom independently and respond to their own needs. They are taught about the benefits of leading a healthy lifestyle, for instance, growing their own vegetables, such as potatoes. Children are taught about the benefits of eating a healthy diet during lunch, and they frequently leave the nursery for walks around the local community for exercise. Most children are emotionally prepared for their next step in learning as staff organise a smooth move between playrooms. They also support children's move to school. Staff and children visit and participate in events taking place at school such as the 'festival of children's literature'. This helps children to become familiar with their new school.

Playrooms are adequately resourced and provide a safe environment. Staff make reasonable use of available resources, such as organising the environment to help children become independent as toys and games are within children's reach. However, the condition and cleanliness of some areas and toys is not appropriate. For example, not all surfaces are clean and some toys are sticky and soiled. This does not promote children's health and well-being well.

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

Children are making sound progress in their learning and development, as they feel safe and secure. Staff work well as a team. However, management does not fulfil all of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage,. For example, staff do not use observations and assessments well to plan and implementation challenging activities to

help children make the best possible progress. Management does not fully monitor some planning and assessment which means that not all activities promote children's good progress from the stage of development they have already reached.

There is a suitable system of performance management in place which helps to identify some staff training needs. Some staff are able to further their knowledge and qualifications in early childhood education as they attend appropriate training courses. There are appropriate procedures in place to check staff suitability, for example management obtain appropriate vetting checks for all staff.

Staff have a good understanding of safeguarding children. They have a strong understanding about the procedure to follow should they have a safeguarding concern. They are fully aware of the details contained in the written policy, which is also shared with parents. As a result, parents are aware of the staff's commitment to promoting children's well-being. There are appropriate procedures in place to follow in the case of an allegation being made against a member of staff, to promote children's safety.

Staff share sound partnerships with parents. Parents say that they have a 'strong bond' with the staff who they are confident to approach if they wish to discuss an aspect of their children's care. They appreciate the trips children take part in. Parents feel welcome to join the children, for example coming into the nursery to play musical instruments.

Managers are keen to improve the quality of practice and have a suitable systems in place for self-evaluation. However, this does not fully focus on how staff can best improve children's achievements over time. Self-evaluation takes account of staff, children's and parents' views as well as input from outside agencies, including the local authority. The staff have suitably addressed the action and recommendation made at the previous inspection, which demonstrates that there is a suitable capacity to improve.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	133113
Local authority	Bath & NE Somerset
Inspection number	941792
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	71
Name of provider	Zebedees Bath Ltd
Date of previous inspection	21/02/2011
Telephone number	01225 316639

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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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