

Zoom Nurseries

Zoom Nursery, Maythorne Cottages, Nightingale Grove, LONDON, SE13 6HE

Inspection date	11/10/2013
Previous inspection date	03/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 actively engaged and demonstrate highly effective learning behaviour as they freely participate in their chosen play experiences. In relation to their starting points, all children make excellent progress.
- All staff are highly skilled in supporting children to form emotional attachments and independence.
- The nursery staff follow robust procedures which give the highest priority to the safety, welfare and well-being of children. Children are supported by staff in their understanding of keeping themselves healthy and safe.
- Ongoing monitoring and self-reflection is robust and includes high quality supervision based on rigorous evaluation. Targeted professional development is highly focused on identified areas for continual improvement.
- The exceptional partnerships with parents contribute strongly to successful outcomes for all children, including those with special educational needs and/or disabilities, and those children learning English as an additional language.

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 held discussions with the registered providers and management team about the provision and the self-evaluation processes.
- The inspector looked at required documentation, including the safeguarding policy, accident and complaint records, procedures and children's assessment records.
- The inspector participated in a joint observation with the manager.
- The inspector held discussions with staff in all rooms and outside areas.
- The inspector took account of the views of parents through discussion.

Inspector

Ray O'Neill

Full Report

Information about the setting

Zoom Nursery registered in 2003 and is one of four privately owned nurseries. It operates from a two storey building in Hither Green in the London Borough of Lewisham. Access to the building is directly from the adjacent footpath, via a short ramp. Children are based in four playrooms, of which two are on the first floor and accessed via an internal staircase. Three groups of older children share access to a secure outdoor play area, while the youngest children have direct access to their own outdoor play area. The nursery is open every weekday from 7.45am until 6.30pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 105 children on roll who attend a variety of sessions. There are 25 members of staff employed to work with the children. Most of the staff hold relevant early years qualifications. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- extend children's opportunities to find out about and learn how to use appropriate information technology, such as computers and tablets.

Inspection judgements

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

All staff have an excellent understanding of how children learn through play and provide a wealth of resources and experiences that stimulate and fully engage children in their learning. Parents are actively encouraged to contribute to their child's initial assessment during home visits. Staff use purposeful observation and robust assessment systems which focus clearly on children's interests. Learning journeys contain examples of children's work, photographic evidence and highly reflective written observations of their learning and development. Effective planning based on children's interests sets clear goals for each individual child across each area of learning. Staff are highly skilled at recognising gaps in their children's learning, eliciting additional support and adjusting plans accordingly. Consequently, all children in the nursery make excellent progress in relation to their starting points.

Staff place a high priority on developing children's communication and language skills. For example, staff ask many open ended questions, showing a lively interest in what children

have to say. Children communicate with a great deal of confidence, talking enthusiastically about their activities. For example, they explain the process of growing herbs in the garden and describe their collages based on imaginary and real life events. They are actively engaged in a broad range of activities, which stimulate their learning and enable them to have lots of fun. Children listen well in small groups and are able to understand and follow simple instructions. For example, in an adult-led activity, older children use tools safely when constructing wooden models. Staff have successfully created an environment which is rich in signs and symbols, and their inspiring enthusiasm for stories and books has a very positive impact on children's learning. For example, younger children show great interest in books and will independently select and often imitate reading behaviour in preparation for their own development in future reading and listening skills. Children are provided with ample resources and opportunities through play to develop their writing skills. Staff exploit the mathematical potential of many activities, for example, asking children to think about the shapes, sizes and number of construction resources used in model making activities. Children demonstrate increasing competence in using simple technology. However, there are fewer opportunities for children to use computers and other devices to fully extend this aspect of their learning. Staff allow children to take calculated risks to test out their own strength and abilities when using large climbing equipment. They explore their creativity and can help themselves to a wide variety of materials to make their art work truly unique. Throughout the nursery, children's home languages are known and valued and there are resources and displays that reflect their individual backgrounds. Children learn about diversity and difference as they celebrate festivals and special events from around the world.

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 are encouraged to share their observations of child's achievements at home. Information is sent home daily so parents are kept very well informed about the activities their children have taken part in. Suggestions for extension activities are provided by the nursery and staff exchange a wealth of information with parents concerning their child's progress.

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

The strong key person system, built around highly effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between nursery and home life. Children show they feel safe and at home at the nursery because they separate with ease from their parents and move around freely, helping themselves to toys and activities. Staff show an excellent knowledge of each child's backgrounds and this enables them to respond particularly well to children's individual needs. Staff are deployed very well throughout the nursery and respond to children's care and learning needs highly effectively.

Staff are fully aware of their responsibilities in keeping children safe. For example, children wear high visibility jackets on trips to the local park and practise their road safety skills on route. Staff remain vigilant, while still allowing the children to be challenged by taking well-managed risks in their play, such as exploring challenging climbing equipment and

using a variety of tools. Highly effective daily and monthly risk assessments ensure that children stay physically healthy and help them develop an excellent understanding of how best to use toys and equipment. Staff show a very secure understanding of how to positively respond to children's different behaviour. Staff use explanation and alternative suggestions to help children to understand why certain behaviour is unacceptable. Children learn about boundaries, and how to share with their friends, in a way that they understand. Consequently, children's behaviour is exemplary.

Staff provide a stimulating, enabling environment for the children both indoors and outside. Toys and equipment are of a very high standard and excellently maintained. Low level storage systems, clearly labelled with print and pictures, enable all children to make independent choices about their play and to take responsibility when tidying up. Staff continually promote children's independence within the daily routine. For example, children take pride in going to the bathroom and demonstrating how to wash their hands independently or serving themselves during meal times. Staff promote meal times as highly social occasions by sitting with children in small groups and encourage lively conversations about what the children have been doing, both in nursery and at home. Staff skilfully use play opportunities to help children learn about the benefits of healthy eating. For example, while children carefully mould play food from dough, staff talk about what food helps our muscles and bones to become strong. Children are encouraged to be physically active and have tremendous fun in the outdoor area.

Children are sensitively supported by their key member of staff when the time comes for them to move to a new room within the nursery. Much consideration is given to preparing children for the move to school. Staff arrange visits either to the schools or for teachers to attend the nursery, so highly detailed information can be shared in order to aid smooth moves to school.

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

The provider complies with all their responsibilities for the Statutory Framework for the Early Years Foundation Stage and for the Childcare Register. They follow correct reporting procedures to inform Ofsted and the relevant agencies of any concerns within the required timescales, and have updated systems to monitor the ongoing suitability of staff. This means the nursery implements robust recruitment and selection procedures, ensuring all staff undergo checks to determine their suitability to work with children. In addition, a highly effective appraisal process helps to monitor their continued suitability and ongoing professional development. The provider and management team consistently observe and review staff performance in order to raise the quality of teaching and learning. They demonstrate an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Thorough induction procedures ensure that all staff are fully aware of their role and responsibilities. Staff feel appreciated and are well supported through training and professional development which is ongoing and targeted to both the staff's needs and to those of the children attending.

A comprehensive safeguarding policy is understood by all staff and shared with parents. This includes recognising the signs and symptoms of abuse, awareness of the nursery's designated person for safeguarding concerns, and the restricted use of mobile phones and cameras in the nursery. All the required records relating to the safety and welfare of children are in place, reviewed regularly, maintained well and stored confidentially. Management fully understand their role in working with Ofsted and following their Local Safeguarding Children Board procedures. Confidentiality is addressed and clear information of the procedures that the nursery will follow is provided for parents.

Written risk assessments are carried out on a regular basis, helping to ensure any hazards are removed or minimised. Staff are vigilant at all times, ensuring the safety and well-being of the children. For example, visual checks are made of all indoor and outdoor areas prior to the children arriving. Highly effective organisation and deployment of staff ensure ratios are maintained. In addition to the robust security systems, CCTV is in use to monitor the whole nursery. All visitors and parents are greeted at the front door, usually by a senior member of staff. Therefore, children are kept safe and cannot leave the nursery unsupervised. Equal consideration is given to the safety of children on outings. The completion of regular fire drills and ensuring staff are qualified in first aid means children's well-being is paramount.

Rigorous monitoring of the educational programmes ensures the staff team are confident in delivering a broad and stimulating range of experiences that help children make excellent progress. They are dedicated to driving improvements and continually developing the service they provide. Staff, parents and children are encouraged to share their views about the nursery, what they think works well and where improvements could be made. Therefore, there is excellent capacity for ongoing improvement.

Partnerships with parents are outstanding. An abundance of informative notices, displays, newsletters, policies and procedures are readily available. This helps ensure parents are aware of how the nursery operates and know how to raise any concerns. Photographs and information about staff are displayed so that parents are fully aware of who is responsible for caring for their child. Parents are extremely complimentary about the care and education their children receive. Excellent working partnerships with external agencies help to secure appropriate interventions for children and support for families. As a result, children needing additional support are provided with targeted plans to help them reach their full potential.

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	EY231736
Local authority	Lewisham
Inspection number	937210
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	74
Number of children on roll	105
Name of provider	Zoom Nurseries Limited
Date of previous inspection	03/10/2011
Telephone number	020 8318 1133

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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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Piccadilly Gate
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M1 2WD

T: 0300 123 4234
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