

Zebedees Day Nursery

Avon Street, Bath, BA1 1UP

Inspection date	27/08/2014
Previous inspection date	13/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develop effective relationships with parents and external agencies. This ensures they share important information to provide continuity in care and learning.
- Staff create a warm and welcoming environment, consequently children feel safe and secure in the nursery.
- The quality of teaching is good. This means children are making good progress in their learning and development.
- The management team are highly reflective. They strive for continual improvement to achieve the best outcomes for children.
- Staff plan interesting and varied activities which challenge and stimulate children.

It is not yet outstanding because

- Staff do not make full use of resources to support children's literacy.
- Staff do not always organise the play area well, to make best use of space and equipment.

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 children's activities in all areas of the nursery and outdoors.
- The inspector spoke with staff, parents and children.
- The inspector sampled documentation including, staff suitability checks, policies and risk assessments.
- The inspector and manager held a joint observation.
- The inspector looked through children's planning and observations.

Inspector

Gina Chamberlain

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 two 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 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 53 children on roll from eight months to under five years. Staff support children with special educational needs and/or disabilities. They also care for children who learn or speak English as an additional language. There are 13 staff who work directly with the children, of whom nine hold a relevant qualification to level 5.

What the setting needs to do to improve further

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

- further support children's early literacy skills by displaying more words in the environment so that it is rich in text
- organise play equipment such as large toys and dressing up items, to make best use of play space.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. This means children are making good developmental progress across the nursery. Staff provide a range of activities that challenge and stimulate children. However, they do not always organise the play area well to make best use of space and equipment. This means toys are not always easy to see. Therefore, children are not making the most of all resources available. Babies explore the textures of natural materials such as pine cones and sea shells to develop their senses. Their interest is further extended by the interactions of staff, who support children's communication and language by asking questions such as, 'How does it feel?'. Children make believe by pretending, using real life props, such as hammers and building tools. They wear helmets and jackets as they take turns hammering a nail into wood. Close supervision by staff, means children are learning how to handle tools and equipment safely and with control.

Pre-school children are beginning to develop their understanding of letter sounds during

activities such as 'word soup'. However, staff do not always include print in the play environment, for instance words on toy boxes. Consequently, children do not always have the opportunity to develop their knowledge of words and letters.

Children enjoy the use of a sand pit. Staff make the most of the learning opportunity by drawing faces in the sand. They discuss whether the faces look happy or sad. Consequently, children are beginning to make associations with these emotions and are developing an awareness of feelings and behaviour. Staff make good use of outdoor equipment to further extend learning and physical development. They provide children with a low-level water tray. Children remove their socks and shoes and delight in the feel of the water on their feet. They use words such as 'cold' and 'wet', and are beginning to make use of vocabulary to describe their experiences. Staff promote turn taking and patience as the children form a large queue at the slide. During circle time children listen to one another and take turns in speaking. This helps children to develop patience and social skills, which prepares them for their next steps in learning, and going to school.

Staff know children well. They make the most of learning experiences by planning activities that engage the children's attention and enthusiasm. For example, children are excited about singing a song about healthy food. The children dance using soft toy vegetables and develop early number skills as they count 'Five portions a day'.

Children are developing their understanding of the world by helping to care for the nursery's pet hamster, and taking turns to water the plants in the garden. Staff support mathematical language such as full and empty, as they help children pour water into their watering cans. A mix of adult-led and child-initiated activities help staff plan next steps for children effectively. The planning system has been updated to ensure all staff have a consistent approach. They make good use of children's individual next steps when organising activities and monitor closely children's progression to their early learning goals. Staff complete learning journals for all children and parents are encouraged to view these and contribute to them using observations from home. Staff involve parents in gaining information about children when they first begin. They update these as children make the move from room to room. Consequently, children receive continuity of care and development as they progress through the nursery.

Staff plan well for children with special educational needs and/or disabilities. Parents and other professional agencies are involved in creating individual action plans that enable children to make steady progress toward their early learning goals.

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

Staff create a warm and welcoming environment for all children. They enhance children's personal, social and emotional development by playing at their level. They use praise and encouragement for achievements such as first steps and waiting patiently. Effective key person systems are in place. This creates secure bonds between staff and children. Staff make good use of children's initial information. For example, they take particular note of babies comfort items, bottles and nap times. This ensures continuity of care between

home and nursery and contributes to the well-being of children during the settling-in process. Staff handle children's moves from room to room sensitively. Staff understand the importance of children's emotional readiness when moving from one room to another. This means children's individual needs are considered. Consequently, they learn to feel safe and secure. Staff work closely with parents, including them in the move. They invite parents to visit the new room and ask them to contribute to the developmental information that staff share between rooms.

Children demonstrate good social skills. They respond well to instructions such as sharing and turn taking. Staff have introduced methods to help children learn boundaries such as the traffic light system. Children understand that when staff move a picture from the green light to red, their behaviour is not good. Well-established routines encourage good behaviour. Children know what behaviour the staff expect of them at certain points of the day. Younger children gain comfort from routines such as snack and naptime. Older children independently bring their own plates and cups to the table before lunch and then place them on the clearing away tray when they have finished. Older children are developing good levels of confidence and independence. They go to the toilet alone, put on their own coats and shoes and help themselves to water during the day. This enables children to build skills in self-care and prepare themselves for the next stages in learning. Children learn how to keep themselves safe. Staff remind them to be careful of one another when running in the play room. They learn to abide by 'golden rules' in the nursery and the importance of road safety on outings.

Babies are gaining valuable social skills as they sit safely at a small table to eat together. Healthy lifestyles are encouraged. Children learn about the importance of washing hands before meals and after using the toilet. The nursery offers a good range of healthy meals and snacks. Staff extend learning about healthy foods during conversations at meal times and activities such as songs about fruit and vegetables. All children benefit from daily physical play. Older children have free access to the outdoor play area, gaining large motor skills by throwing balls or climbing the slide. Babies have daily access to the outdoor play area. They also enjoy walks in the local area where they are able to observe what animals, vehicles and people do. Children's health and well-being is supported as staff ensure the cleanliness of toys and equipment are well-maintained.

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

The manager and her team work well together and are dedicated to driving continuous improvement in the nursery. Staff work hard to ensure each child makes good progress in their learning and that they are kept safe. They have a good knowledge of safeguarding requirements, risk assessments, and the correct procedures to follow if they consider a child is at risk. Robust procedures are in place for recruitment and staff follow an induction process over a period of weeks. Consequently, all staff, including the most recent have good knowledge of the nursery policies and procedures.

The manager is strongly aware of the need for self-evaluation and continual improvement.

The management team and staff have worked hard since the previous inspection to implement a new planning system. Staff take part in regular meetings to review the effectiveness of new systems, and the management team carry out regular staff reviews and appraisals. Their close monitoring of practice across the nursery ensures it is continually good. The manager maintains consistency in staff planning and good quality teaching by regularly observing practice first hand. Consequently, children are making good progress in all areas of their learning and development. The management encourage and support continual professional development and many staff are working toward a higher level of qualification.

Staff are eager to improve their knowledge to create better experiences for children, such as developing the education programme for mathematics. They consider these areas for development when they book courses.

Staff have good partnerships with parents who are involved in all elements of their children's learning and development. Parent evenings, verbal feedback and learning journals keep parents well-informed. They are encouraged to be involved by serving on a management committee, and have opportunities for feedback with the use of regular questionnaires. Parents speak highly of the nursery and the quality of care their children receive.

Staff are well supported by the Local Education Authority, who give help and advice in areas such as learning and development. They receive additional support from other professional members of external agencies, such as speech therapists and doctors, especially when creating individual action plans for children with additional needs. Effective links with local schools support children emotionally for the next stages of moving to school. Staff take children to lunch at their new schools and new teachers introduce themselves by coming to visit the children at nursery.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962714
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	53
Name of provider	Zebedees Bath Ltd
Date of previous inspection	13/11/2013
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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