

# Zig Zags

Brook Vale, Bradiford, Barnstaple, Devon, EX31 4AW

<b>Inspection date</b>	11/11/2014
Previous inspection date	09/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The quality of teaching is consistently of a very high quality. Staff use skilful questioning techniques that encourage children to think critically and creatively in their learning. As a result, children are enthusiastically motivated and very eager to learn.
- Children make excellent progress towards the early learning goals, taking into account their starting points and capabilities. Staff are extremely effective in supporting children's individual needs.
- Management and staff provide a very secure and safe environment, so that children feel safe and build significantly strong attachments.
- Staff give high priority to promoting children's emotional well-being. As a result, children are very happy, settled and confident to explore their environment. This prepares them extremely well for the next stages in their learning.
- Management and staff give very high regard to their partnerships with parents. This means parents continuously share information about their children and become actively involved in their 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 interactions between staff and children inside and in the garden.
- The inspector spoke with staff and the owners at convenient times during the inspection.
- The inspector sampled documentation including children's learning records, policies and staff qualifications.
- The inspector reviewed the setting's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector undertook a joint observation with one of the owners.

## Inspector

Katherine Lamb

## Full report

### Information about the setting

Zig Zags nursery registered in 2005. The nursery operates from its own self-contained property in Bradiford in North Devon. There are two playrooms, a quiet room, kitchen and toilet facilities. Children have access to a secure and enclosed outdoor play area. There are currently 30 early-years-age children on roll. The nursery supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are eight members of staff, including the providers. All staff hold appropriate early years qualifications, two have Qualified Teacher Status and two members of staff have National Vocational Qualification level 4 qualifications. All other staff are qualified to level 2 or 3.

### What the setting needs to do to improve further

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

- provide a wider range of heuristic and sensory resources for children to explore.

## Inspection judgements

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

Staff have a thorough knowledge and understanding of the Early Years Foundation Stage, and as a result, all children are making excellent progress towards the early learning goals. Comprehensive information provided by parents effectively supports staff in promoting children's early learning. Children make superb progress from the start because staff use this with their own observations to plan effectively for children's individual learning. The quality of teaching is exemplary, based on staff having high expectations of themselves and the children. Staff have an excellent knowledge of how children learn. They plan rich and varied activities linked to children's evolving interests. This helps children acquire excellent communication and language skills and successfully supports their personal, social and emotional development. As a result, children form a secure basis for learning and develop very high confidence and independence.

Staff know children extremely well. The observations and collection of children's work effectively records their progress. Staff assess children's development thoroughly, including the required progress check for two-year-old children. They fully involve parents to gain a comprehensive picture of the child's individual progress. This means parents and staff work together effectively to promote children's ongoing learning. This enables them to address any issues or concerns that arise at an early stage. Children with special educational needs and/or disabilities receive highly nurturing and supportive care and learning. This helps them to make excellent progress from their initial starting points. Staff work very closely with parents and other professionals involved with the children to ensure

they effectively promote children's individual targets.

Very effective and highly supportive staff help children to feel safe and self-assured, meaning they flourish in the setting. Children are involved in a rich, extensive range of activities that motivate them to learn across all areas of learning. Children learn the value of numbers and count with staff in all daily tasks. Staff effectively promote children's speech and language through stories, puppets and small group work. Children sing songs and join in enthusiastically with movements, which helps them learn the different parts of their body in fun ways. Staff plan activities that successfully enrich children's learning. Children painted poppy pictures following their remembrance theme. They took part in the two-minute silence and knew it was to 'think about the soldiers in the war'. Staff had worked extensively with children on this topic so they were able to understand why they were taking part. This effectively provides children with meaningful activities that give them a solid understanding of the wider world geared towards their own level of understanding. Children confidently use technology in their play. Younger children use the computer to listen to stories or songs and older children play games. This shows children gain a secure knowledge of the role technology plays in modern life. Children have fewer heuristic and sensory resources to explore independently and in more depth. Children work together to complete tasks, such as building a train track. They confidently talk to their friends about where to put the different pieces for the track, enabling them to complete the task quicker. This shows excellent problem solving and negotiation skills as they cooperate and involve others in their play.

Children make excellent progress in their physical development, especially when in the outdoor area. They spend time in the garden and test their developing physical skills as they bat balls and play hoopla, as well as ride bikes and scooters. This is an excellent way for children to develop their balance, coordination and confidence in movements. Children have abundant opportunities to draw and write throughout the day. They freely use a range of paper, pens and crayons. Children write letters, posting them in the nursery post box to their friends and family. This shows they understand that the marks they make have meaning. The wonderful learning opportunities children receive throughout the setting promote their rapid development exceptionally well. This prepares them superbly for the next steps in their learning.

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

The extremely successful key-person system contributes exceptionally well to children's sense of well-being and security. There is always a familiar person, who knows them well, to attend to their needs. This ensures staff foster children's emotional well-being extremely well. Each key person shares detailed information with parents on a daily basis, ensuring the nursery can meet children's changing needs. There are formal meetings between parents and key persons to discuss children's development and progress. This successfully gels highly positive and effective working partnerships.

Staff take account of children's dietary needs and parental preferences. Parents are encouraged to provide healthy meals and staff share information with them on healthy

eating. This means children receive consistent messages about leading healthy lifestyles and making healthy decisions. Children develop many independence skills as they confidently help themselves to fruit or bread and drinks of water or milk at snack time. Staff sit with the children at mealtimes and there is lots of chatter as adults and children talk about their morning activities. Children have extremely positive table manners and pass plates between them, sharing their snacks. Consequently, children develop excellent social skills as they learn to consider the needs of others, listen and contribute positively to conversations and discussions.

Children behave extremely well and learn what staff expect of them in this nurturing environment. Children are highly receptive to what staff say, they listen and respond well, and show they fully understand the consequences of their actions. As a result, children's behaviour is extremely good. They are becoming increasingly responsible and able to adapt their behaviour to meet expectations, which prepares them emotionally for their future moves to other settings and eventually, school. Children show they are developing a very strong sense of safety and able to recognise dangers. For example, children develop balancing skills. They learn how to climb safely and take appropriate risks when they play in the garden. At other times, children join in action rhymes and songs or enthusiastically use a variety of instruments to make their own music, showing very good spatial awareness as they avoid bumping others. Excellent arrangements exist between the nursery and the local primary schools. Therefore, children, who are due to move up to school, become familiar with their new environment and their teacher. This prepares children extremely well because it reduces any anxieties they may have and helps them to feel excited and motivated as they look forward to their move.

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

The owners, managers and all staff fully understand the safeguarding and welfare requirements of the Early Years Foundation Stage. This means they safeguard children extremely well and protect them from harm. All staff attend safeguarding training and review procedures at the regular staff meetings. This continually enhances their knowledge, ensuring they are up-to-date and secure about their roles and responsibilities to safeguard children. Their excellent awareness means they are clear of the appropriate authorities to contact should they be concerned about a child's welfare. There are effective procedures in place for the safe recruitment of staff. The owners undertake thorough suitability checks on every member of staff as part of the recruiting and vetting process. Robust staff induction processes, appraisals, peer observations and regular supervisions are in place. This means staff are highly effective, consistent and inspirational. Staff give children's safety and security the highest regard and ensure all visitors are logged in on entry.

The owners and managers effectively monitor teaching and learning and regularly give feedback to staff. They have very high expectations and undertake their own quality assurance process where they continually identify and action areas of development. They set their own targets for the nursery as a whole, each room and for each staff member.

The staff team meet to review the self-evaluation regularly to ensure their progress is consistent and ongoing. Staff attend regular training opportunities and network meetings where they share effective practice with other early years providers. This supports them extremely well in evaluating their practice, enabling them to refresh their knowledge to enhance their practice significantly. There are very good methods for tracking children's progress, which means that support is specifically targeted to promote learning needs. Therefore, children make excellent progress in their learning and development because staff provide purposeful and developmentally challenging activities. The owners, managers and staff have reflected thoroughly on their practice since the last inspection. They have worked extremely hard and addressed the recommendations raised in keeping with their ethos of excellent practice.

Staff have an excellent understanding of the importance of partnership working, which ensures they meet children's needs comprehensively. Excellent links with a range of professionals are in place to support children's needs. These include local schools, other early years providers, professionals and local authority advisers. Partnerships with parents are extremely beneficial. The nursery welcomes and actively encourages parent contributions to ensure they provide the highest level of service to meet children's needs accurately. Parents complete feedback questionnaires and are extremely complimentary about the nursery. They report their children love coming and 'there is nothing more the staff could do for them'. Parents describe the nursery as a home-from-home. They comment that their children are always happy and they receive very good feedback around how children are developing and staff know everything about their child.

The owners are very supportive of staff. Their caring and approachable manner ensures staff feel able to talk openly about any potential issues they have or new ideas they would like to implement. As a result, staff feel highly valued and appreciated and all staff have been at the nursery for many years. This results in a highly successful and skilled workforce. Therefore, all children are included and supported extremely well and the nursery promotes equality and diversity highly successfully. Above all, children thoroughly enjoy the time they spend in this nursery. The skills they learn help prepare them extremely well for school and lay firm foundations for the future.

### **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	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

<b>Unique reference number</b>	EY297624
<b>Local authority</b>	Devon
<b>Inspection number</b>	833957
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Zig Zags Partnership
<b>Date of previous inspection</b>	09/06/2009
<b>Telephone number</b>	01271 325010

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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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