

# Zipadee Day Nursery Limited

Roche Villa, Buxton Road, Leek, Staffordshire, ST13 6EG



<b>Inspection date</b>	26 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has a clear vision of how to improve children's outcomes. She continually sets challenging targets to improve all areas of the nursery, helping it to go from strength-to-strength. Parents rate the nursery highly. Incisive evaluation, using parent views, is having a very positive impact on children's daily experiences.
- The management team has very high expectations of staff. Any weaknesses in practice are tackled appropriately and swiftly, helping to continually improve the quality of teaching.
- The quality of staff interactions with children is superb. Staff communicate with children at their level, encouraging them to have a go when they are reluctant and to think about ways to overcome challenges. This sustains their learning, helping them to achieve more.
- Staff carefully consider the emotional needs of children. This helps children form very strong bonds with staff. The care children receive is outstanding. All children feel very safe and secure. Babies explore with confidence, toddlers are very happy to play independently and pre-school children believe highly in their own abilities.

### It is not yet outstanding because:

- Staff do not give parents the information they need, about what children need to learn next, to help them guide their children's learning as successfully as possible at home.
- Staff do not always plan as effectively as possible, in order to ensure babies and toddlers are consistently challenged to make as much progress as possible in their learning.

## What the setting needs to do to improve further

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

- give parents the information they need to guide their children's learning as successfully as possible at home
- plan and provide activities that consistently build on babies' and toddlers' next steps in learning and challenge them to make the best possible progress from their starting points.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He also spoke with staff and children throughout the inspection.
- The inspector held a meeting with the manager and deputy manager. He also viewed relevant documentation, including evidence of the suitability of staff working in the nursery, policies and procedures and children's learning records.
- The inspector looked at all areas of the nursery. The inspector carried out a joint observation with manager.
- The inspector viewed completed parent questionnaires and spoke with a small selection of parents to gain their views about the quality of the nursery.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager researches new safeguarding legislation and updates policies and procedures immediately. This helps to enhance staff knowledge of possible abuse or neglect of children. There are effective systems in place to check staff suitability and to assess the environment for possible hazards. Monitoring of groups of children's progress is stringent. Managers have identified ways to narrow gaps in certain areas of children's development, such as communication and language development. The nursery has used guidance from other agencies to adapt teaching and enhance the environment, which has improved children's speech development.

### Quality of teaching, learning and assessment is good

Effective training and coaching provide staff with a secure knowledge of how to promote children's learning. Staff have a strong commitment to promoting children's learning indoors and out. They help children to develop their early writing skills as they paint on the walls outside. Children make large marks with paint brushes. Staff encourage children to refine their early writing skills by painting lines, drawing shapes and forming familiar letters. This helps to promote children's literacy, mathematical and physical skills. Staff interact well with children to encourage them to have a go and to try using new tools, such as using paint rollers. They help children to solve problems. When the paint gets lighter from the roller, they help them identify how to make it darker again, by putting more paint on the roller.

### Personal development, behaviour and welfare are outstanding

The environment is exceptional. The activities provided help all children demonstrate excellent motivation and eagerness for learning. Babies explore with curiosity, toddlers are highly imaginative and creative and older children concentrate with intent and take on new information. Very effective practice significantly enhances children's health, welfare and well-being. Staff are extremely attentive. They follow excellent hygiene processes and continue with the care practices parents use at home. Staff go the extra mile to support parents to ensure the welfare of their children. For example, staff work in a dedicated manner with social workers. Staff innovatively teach children safety rules alongside other professionals, such as police officers. This helps children understand how to keep safe around strangers. Staff help children develop very positive attitudes towards starting school. Children say, 'It is exciting to go to big school.' They also say that they like their new teacher. Children's behaviour is exceptional and they play harmoniously together. Staff's very positive behaviour management helps to prevent conflicts occurring.

### Outcomes for children are good

Children are making good progress and some are achieving above that expected for their age. Vulnerable children are supported effectively to reach their full potential, through targeted support and input from other agencies where required. Children leave the nursery being able to manage their personal care needs, recognise familiar words in print and complete simple programs on the computer.

## Setting details

<b>Unique reference number</b>	EY483919
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	997253
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	57
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Zipadee Day Nursery Limited
<b>Registered person unique reference number</b>	RP902524
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01538 528141

Zipadee Day Nursery Limited registered in 2015. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability.

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