

Zippys Day Nursery

4 Merryweather Place, London, SE10 8BN



Inspection date

15 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider and manager are at an early stage of devising effective systems to check the quality of provision. The manager recognises that more needs to be done to ensure practice is consistent throughout the nursery.
- Teaching is not consistently strong. Staff do not routinely use the information they gain from observing and assessing what children know and can do already to plan interesting and engaging activities, particularly for the older children. This means that children do not all make good progress in their learning.
- Daily routines and the organisation of the environment do not allow the children to gain the most from their play and learning. For example, older children's play is disrupted with the steady flow of younger children passing through their room to go outdoors.

It has the following strengths

- Staff manage children's behaviour well. They make expectations clear and teach children to share and take turns. Children develop an understanding of what is right from wrong.
- Children build positive relationships with key adults and each other. For example, children approach their familiar adult for a reassuring hug when they wake from their sleep.
- The learning environment for babies is calm and welcoming. Staff help and guide younger children to develop their physical skills well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ make sure the systems in place to check and monitor the quality of teaching are effective, this includes ensuring the accuracy of children's assessment	15/12/2016
■ ensure all staff use the information they gain about what children know and can do already to inform planning, so activities meet the children's individual needs and build on their interests, particularly for the older children.	15/12/2016

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

- ensure staff inform and involve children when there is a change to the routine so they understand and know what is going to happen next.

Inspection activities

- The inspectors observed learning and a range of activities both indoors and outside. They carried out joint observations with the manager.
- The inspection took place over two separate visits.
- The inspectors took account of the views of the parents spoken with during inspection visits.
- The inspectors held discussions with the provider and the manager.
- The inspectors looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspectors

Pauline Nazarkardeh / Chris Davies HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders do not monitor that the quality of teaching robustly enough to eliminate any inconsistencies in practice. The new nursery manager has an appropriate understanding of what is working well and the areas where further development is needed. Room leaders are beginning to implement the changes which the manager has introduced. Improved practice has yet to have an impact on the provision for the oldest children at the nursery. The manager seeks additional help from outside agencies when there are concerns about a child's development. Parents have regular opportunities to meet with staff to discuss and contribute to their children's development. The arrangements for safeguarding are effective. The provider ensures that safeguarding and child protection policies and procedures, including safer recruitment, are implemented appropriately. Staff understand the procedures to follow if they have concerns that a child is at risk of harm.

Quality of teaching, learning and assessment requires improvement

Assessments of children's learning are not always accurate. Staff do not routinely use what they know about children when planning activities. Older children have some opportunities to engage in purposeful activities. They extend their mathematical skills and identify numbers up to 10. Staff support older children's drawing skills well in adult-led projects, such as building a model theatre. However, during large group times children become disinterested and the level of background noise means that children cannot hear when staff are reading to them. As a result, older children, including those who speak English as an additional language, miss opportunities to develop their communication skills. Staff set up effective messy and creative activities for babies and toddlers, such as drawing on the floor.

Personal development, behaviour and welfare require improvement

Staff do not consistently provide explanations about what will happen next or fully involve children in making decisions about their day. For example, older children's play is stopped without warning because it is group time. Children of all ages take it in turns to use the outside play space which they access through the pre-school room. At these times, children's learning in the pre-school room is disrupted when groups of children and staff walk through the room to access outside play. Staff celebrate children's home languages which supports their emotional well-being. Children enjoy suitable meals that are prepared on the premises and meet their individual dietary needs. Parents say that they are happy with the care provided and their children enjoy being at nursery.

Outcomes for children require improvement

Weaknesses in the quality of teaching mean that not all children make consistently good progress in their learning and development. Younger children develop their physical skills as they crawl and explore their environment. Older children gain some of the skills they need to help them prepare for their eventual move to school. For example, they use the bathroom and get dressed for outdoor play with little staff support.

Setting details

Unique reference number	EY473489
Local authority	Greenwich
Inspection number	1077727
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	51
Number of children on roll	67
Name of registered person	Zippys Day Nursery Limited
Registered person unique reference number	RP531899
Date of previous inspection	Not applicable
Telephone number	02086914070

Zippys Day Nursery registered in 2014. It is privately owned and operates from the ground floor of a converted residential building. The nursery is open Monday to Friday from 7.30am to 6.30pm. It is open throughout the year, except for bank holidays. The nursery provides for children who have special education needs and/or disabilities and those who speak English as an additional language. The provider receives funding for free early education for children aged two, three and four years. The nursery employs 16 staff including the manager, of whom 14 hold appropriate qualifications and two are apprentices. The nursery also employs a cook and cleaning staff.

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