

Zizu's Children's Day Care Centre

57 Gilkes Street, Middlesbrough TS1 5EL



Inspection date

13 September 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Good

2

Outcomes for children

Good

2

Summary of key findings for parents

The provision is good

- Staff use skilful questions and prompts that encourage children to share their thoughts and develop their ideas. Children lead their own learning and develop confidence in their abilities.
- Managers monitor and reflect on all aspects of practice and are ambitious. They seek regular feedback from staff, parents and children to help to inform plans for improvement.
- Children are keen to participate and enjoy their time at nursery. They engage well in activities and are curious and motivated learners. They demonstrate a positive attitude to learning that helps to prepare them for school.
- Staff are caring and attentive toward children. They provide gentle reassurance and support that help children to feel safe and secure.
- Parents are very complimentary about the nursery and feel involved in their child's learning. They appreciate the flexibility of the nursery and commend the methods available to communicate with staff. They comment that the nursery promotes diversity very well and that their children develop good social skills.

It is not yet outstanding because:

- Occasionally, staff are too quick to help older children with simple tasks that they could learn to complete for themselves.
- Staff do not make the very best use of information from assessments to focus their teaching even more precisely on what children most need to learn next.

What the setting needs to do to improve further

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

- provide even more opportunities for older children to take responsibility in completing simple tasks, and support their independence to the highest levels
- use information from assessments even more effectively to help to focus teaching more precisely and support children to make the best possible progress across all areas of learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector completed a joint observation of an activity alongside the manager.
- The inspector held meetings with the manager and provider. She looked at a range of relevant documents, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of the views of other parents through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Arrangements to support and supervise staff are effective. Staff continue with their professional development, which helps to improve teaching. For example, they have researched ways to support boys' learning more effectively. Safeguarding is effective. Staff adhere to a range of procedures to help to protect children, including the safe use of mobile phones. Managers have appropriate arrangements to check staff suitability when appointed, and carry out regular checks to confirm that they remain suitable. Staff know what to do if they are concerned about a child's welfare. Managers use effective systems to ensure the required staff-to-child ratios are met and that children are supervised appropriately. Risk assessments and premises checks help to assure children's safety further. Hazards are minimised and removed where possible, and all nursery areas are cleaned regularly. Managers monitor the quality of teaching and check the progress children make. They share their findings with staff to inform future plans for learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the different ways that children learn. They provide an appealing range of activities that is linked to children's interests. Staff, generally, support individual children well to build on what they already know and can do. Staff who hold higher qualifications demonstrate particularly effective teaching. Babies benefit from plenty of opportunities to investigate. For example, they are supported well by staff to explore the sounds made by a range of instruments and enjoy the feel of sand in their hands. Staff adapt their teaching well to meet the different learning needs of children. For example, while exploring ice and paint, staff encourage younger children to make marks and patterns in a tray. They present more of a challenge for older children by encouraging them to draw shapes and attempt to write letters from their name. This also supports children's progress in literacy.

Personal development, behaviour and welfare are good

Staff have good knowledge of children's individual care needs and meet them well. This is supported by effective communication between staff and parents about children's personal care needs, routines and preferences. Children benefit from home-cooked, nutritious meals, fresh air and exercise. Staff promote children's physical well-being and teach them about healthy lifestyles. For example, children brush their teeth daily and discuss the reasons for handwashing. Staff give children gentle reminders about their behaviour. Children learn to understand the needs and feelings of others, and respond well to boundaries. Babies develop self-care skills. For example, they learn to use a spoon and feed themselves.

Outcomes for children are good

Children make good progress and achieve the levels of development that are typically expected for their age. Children develop good skills in mathematics. For example, they count out the plates as the table is set for lunch. Older children learn to pay attention and listen to others during 'circle time'. This helps to prepare them for later learning.

Setting details

Unique reference number	EY535930
Local authority	Middlesbrough
Inspection number	10077984
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 8
Total number of places	44
Number of children on roll	74
Name of registered person	Zizu's Day Care Limited
Registered person unique reference number	RP535929
Date of previous inspection	Not applicable
Telephone number	07736658416

Zizu's Children's Day Care Centre registered in 2016. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 6 and one holds a qualification at level 3. The nursery opens Monday to Friday, all year round, and is closed on bank holidays. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early years education for two-, three-, and four-year-old children.

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