

Zig Zag Day Nursery Corby

United Reformed Church, Elizabeth Street, CORBY, Northamptonshire
NN17 1PN



Inspection date	20 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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

This provision is good

- Children make good progress during their time in the nursery. Staff accurately assess their individual starting points and build on these successfully. Children are prepared well for their eventual move on to school.
- The new manager is committed to the continual development of the nursery and has a clear vision for the future. She actively seeks the views of staff, senior managers, the local authority, parents and children. All staff work closely together as a team.
- Partnerships with parents are good. Parents are fully involved in their children's learning and regularly receive updates about their children's progress. They are regularly provided with ideas for activities that support continued learning at home.
- Children enjoy playing with a wide variety of toys and materials. Activities are carefully planned around their needs and interests. Children explore freely, use their imagination and benefit from a good range of experiences.
- Overall, the quality of teaching is good and staff meet the individual needs of children well.
- Staff use observations and assessments successfully to plan activities to build on what children already know and can do.
- Behaviour is good. Children learn the 'golden rules.' These teach them to share, take turns and use 'listening ears' and 'kind hands'.
- Although managers monitor individual children's progress, they do not extend their systems to determine the progress of different groups of children attending the nursery.
- Staff do not consistently offer children a wide range of openings to explore different technologies.
- On occasions, staff do not give children enough time to think about how they want to respond to questions and share their own ideas.

What the setting needs to do to improve further

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

- review and extend monitoring systems to incorporate progress made by different groups of children
- increase the range of openings for children to explore the uses of technology to help extend their learning further
- build on questioning skills and provide more opportunities for children to share their own thoughts and ideas.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, provider and senior manager. He looked at relevant documentation, and evidence of the suitability of staff working in the nursery. The inspector also discussed the self-evaluation.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke with a selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have completed safeguarding training. They demonstrate a secure knowledge of the signs and symptoms of possible abuse. Furthermore, they fully understand their legal responsibility to report any concerns they have regarding a child's welfare. Children's assessments are regularly reviewed. This helps to identify any areas where children may require additional support, for example to meet their individual learning and development needs. The management team supports staff to improve through appraisals, supervision, peer observations and daily interactions. The team evaluates all aspects of the nursery's provision and make ongoing, thoughtful improvements. This has resulted in changes to how well space is used to meet children's evolving interests. Staff access training to enrich their own professional development. This is beginning to have a positive impact on children's progression to their next level of learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play and use their qualifications and experiences effectively. They plan a wide range of stimulating activities to help meet children's interests within the setting and the wider community. The routine of the day gives children variety and choice. For example, children have time to lead their own play and to join adult-led learning activities. Staff interact with children with enthusiasm, demonstrating a passion for their role. They provide valuable support during activities and children welcome their involvement in their play. Children use age-appropriate knives to cut potatoes and small rollers and cutters to further practise their developing small-muscle skills. Babies enjoy sensory play activities as they take part in water play and interact with staff. Staff weave mathematical language into children's play. For example, they talk about numbers, shapes and colours and count in everyday situations.

Personal development, behaviour and welfare are good

Staff spend time getting to know children well and help them to settle quickly and feel secure. They support children's physical well-being successfully and develop their awareness of healthy lifestyles. Outdoors, children explore different play experiences, such as the mud kitchen and the bug hotel. They enthusiastically manoeuvre wheeled toys, crawl through tunnelling and use tools to dig and build sandcastles. Snack times are sociable occasions. Children develop their independence and make healthy food choices. They are encouraged to eat a broad range of nutritious snacks.

Outcomes for children are good

All children make at least expected progress from their different starting points. Babies and toddlers gain the important skills to help them in their future learning. Children who speak English as an additional language learn English well. Children enjoy taking responsibility for small tasks, such as pouring their own drinks. Older children recognise their names and are starting to write these independently. They learn to count to 20 and some count further during activities. Children begin to recognise numbers. They listen and respond well to instructions from adults.

Setting details

Unique reference number	EY544211
Local authority	Northamptonshire
Inspection number	10090294
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	52
Number of children on roll	41
Name of registered person	Zig Zag Day Nursery Limited
Registered person unique reference number	RP531315
Date of previous inspection	Not applicable
Telephone number	01536 352 117

Zig Zag Day Nursery Corby registered in 2017. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The nursery opens Monday to Friday from 8am until 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

