

# Zikora Day Nursery And Preschool

Unit 7, Ibex House, 1 Forest Lane, London, Newham E15 1HR



## Inspection date

27 February 2019

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

### This provision is good

- The management team works together efficiently to run the nursery and is committed to providing children with high-quality learning experiences. The manager supports staff to monitor children's progress, reflect on their practice and improve outcomes for children.
- The staff team is very vigilant and the manager ensures that the adult-to-child ratio is consistently maintained. Staff are deployed well and complete thorough daily risk assessments to help ensure that the premises are fully secure. The team constantly supervises children and promotes their safety effectively.
- The manager promotes children's health and well-being effectively. There are suitable facilities for the hygienic preparation of food. Children benefit from healthy, nutritious and freshly cooked meals. The staff ensure that the menu suits the children's individual dietary needs. Staff obtain advice on healthy choices and portion control to promote healthy lifestyles.
- The environment is welcoming and bright. Children can independently choose what they want to play with from a wide range of toys and resources. Staff consider the children's current interests so that children are well engaged and keen to participate.
- The small team works closely together and has strong partnerships with parents and professionals. Staff communicate well to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure. Children behave well.
- At times, staff do not recognise when they need to provide more resources, particularly in the baby room, to help reduce children's disagreements.
- Staff do not place sufficient emphasis on reflecting the different languages spoken by children to help support their learning and broaden their understanding of each other and the wider world.

## What the setting needs to do to improve further

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

- provide more resources for younger children to help reduce any conflicts and support their learning to the next level
- explore further ways to reflect the range of different languages spoken by children in the nursery to help extend their knowledge of each other and support their learning even more.

### Inspection activities

- The inspector toured the areas of the nursery and discussed children's safety. She observed staff's practice and their interactions with children, and assessed the impact of this on children's learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation of an activity with the manager.
- The inspector held discussions with the manager and staff, to establish aspects of leadership and management, including supervision, support arrangements and the use of the self-evaluation process.
- The inspector spoke with the early years adviser and parents, and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff and children's developmental records of progress.

**Inspector**  
Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Thorough policies and procedures are implemented to help keep children safe, including having rigorous procedures for risk assessments. Staff complete daily checks on all areas of the environment to help ensure the premises are consistently safe and a good standard of hygiene is maintained. Recruitment procedures are robust. The manager follows secure systems to ensure staff are appropriately vetted and suitably qualified for their roles. The manager effectively evaluates the provision and identifies areas that require development. For example, he observes staff practice and provides them with constructive feedback and, where required, additional support. Staff understand the importance of extra training and comment on how useful recent training has been to help them improve their knowledge and skills. Outcomes for children are good.

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

Staff make regular observations of children and plan for what they need to learn next based on their interests and individual needs. Staff provide a good range of activities, indoors and outside, which promote all areas of learning. Older children are beginning to recognise initial sounds and write letters from their first name. They use some mathematical language as they play, such as 'enough', 'half' and 'full'. All children have access to the outdoors and staff's effective planning helps to ensure that those who learn best from being outside are able to do so. Staff engage children in conversation, challenge their thinking and give them time to consider questions before answering. Younger children busily explore the environment and engage in pretend play. For example, they pretend to be the shop keeper and try to operate the cash register.

### Personal development, behaviour and welfare are good

Staff provide children with good opportunities to be active and exercise in the well-organised and equipped garden. They help children to develop high levels of body control and coordination. For example, children learn to ride on toys and work together to move resources, stack them on each other and then carefully climb in. Staff supervise children well and make routine checks to ensure the premises are safe and secure. They encourage healthy practice, such as washing hands at appropriate times and brushing teeth after meals. Staff praise children regularly and value their achievements. Children use good manners and listen to instructions well. Parents express high levels of satisfaction.

### Outcomes for children are good

All children make good progress from their starting points. Babies and toddlers are curious and confident to explore the resources and their environment. They enjoy learning new skills and are developing their communication and language well. Older children are sociable, engaged and concentrate well. They develop good literacy skills and imagination. Children are respectful, motivated and interested to learn. They all develop useful skills for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	EY556763
<b>Local authority</b>	Newham
<b>Inspection number</b>	10095043
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Zikora Day Nursery And Preschool Limited
<b>Registered person unique reference number</b>	RP556762
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07939156510

Zikora Day Nursery And Preschool registered in 2018. It is operated by Zikora Day Nursery and Preschool Limited and is located in Stratford, in the London Borough of Newham. The setting provides both full-time and part-time sessions each weekday from 7am to 7pm, throughout most of the year. The setting currently employs seven members of staff. Of these, the manager has a degree in early years, one member of staff has qualified teacher status and three hold a level 3 qualification.

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