

Zippys Day Nursery

4 Merryweather Place, London SE10 8BN



Inspection date

3 July 2019

Previous inspection date

13 November 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Some staff do not have an up-to-date knowledge and understanding of safeguarding issues, including the 'Prevent' duty and female genital mutilation. They do not all know the nursery's procedures to follow if there is an allegation against a member of staff, as required.
- Staff do not know what areas of practice they are strong in or where they need to improve. As a result, the quality of teaching and learning is inconsistent. Training and support that is given to staff, to help them carry out their roles, is ineffective. For example, some staff do not demonstrate good practice when handling children, despite the deputy manager showing them how to hold children safely.
- Key-person arrangements do not meet all children's individual learning and care needs. As a result, babies do not settle as well as they could.
- Staff do not follow the nursery's policy and procedures for the administration of medication and when children are ill. This means that children's health and well-being is not always promoted.
- Staff record children's progress electronically, which some parents do not access. As a result, some parents say they do not receive enough information about their children's learning.
- Some staff, particularly those working with babies, do not do enough to promote children's communication and language development. Babies are not always engaged in play and learning.

It has the following strengths

- Staff take children on regular outings to the local community, which helps children to learn about the world around them.
- Staff promote healthy eating, and this helps children develop habits for their future health and well-being.

What the setting needs to do to improve further

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

	Due date
ensure all staff have an up-to-date knowledge and understanding of safeguarding issues, including the 'Prevent' duty and female genital mutilation, and know the nursery's procedures to follow if there is an allegation against a member of staff	25/07/2019
improve supervision arrangements so that staff are clear on where improvements need to be made to improve the quality of teaching and learning for children	25/07/2019
ensure key-person arrangements meet all children's individual learning and care needs, particularly in relation to attachment, settling and handling children in appropriate and respectful ways	25/07/2019
ensure all staff follow the nursery's policy and procedures for the administration of medication and when children are ill so that all children's health and well-being is promoted	25/07/2019
improve systems for sharing information with parents so that all children's needs are met and to promote continuous learning at home	25/07/2019
improve staff's knowledge and understanding of working with babies, particularly how to develop their communication and language skills	25/07/2019

Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector spoke to children, staff, and leaders at appropriate times during the day. They held a meeting with the leaders.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, evidence of training and a range of other documentation, including policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not ensure that all staff have enough knowledge and understanding of safeguarding issues, such as the 'Prevent' duty and female genital mutilation, to adequately protect children from any harm. Staff are not clear about the nursery's procedures when there is an allegation against staff. Supervision arrangements are not effective. For example, the provider does not identify areas of staff's practice that need to improve to ensure they provide children with the best-quality care and education. Staff do not follow the setting's own policy and procedures for the administration of medication. As a result, records are not accurate, and staff are unsure when children have received medication as prescribed. This puts children at potential risk of harm. Most parents report they are happy with the care their children receive at the setting. However, some parents say they would like more information about what activities their children are doing. This means partnerships with parents are not fully effective.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and learning is not consistently strong across the nursery. Staff provide pre-school children with exciting experiences linked to the book they are reading together. For example, children enjoy visiting the local market to look at the different beans for sale, to extend their learning of 'Jack and the Beanstalk'. They grow their own beans and other vegetables and enjoy digging up the potatoes. However, some staff, particularly those working with babies, do not provide enough stimulating opportunities for them to learn and develop. For example, babies sit for long periods during lunchtime without interaction from adults. As a result, some babies appear bored and begin to cry. Some staff sit alongside babies on the floor without talking to them at all. They do not interact with babies when they give them their bottle, to help develop early communication skills and strong attachments. Staff are focused on the routine, rather than what children can learn and enjoy. As a result, they do not always notice when children are communicating with them, verbally and non-verbally, so miss opportunities to take their learning further.

Personal development, behaviour and welfare are inadequate

The breaches to the safeguarding and welfare requirements compromise children's safety. In addition to this, the key-person arrangements, particularly for babies, are not effective. For example, key persons do not always care for their key children, particularly babies who are unsettled. Babies are passed to different members of staff to have their basic needs met. This does not help them to build a strong bond with their key person and settle into the nursery quickly. Children generally behave well. Some staff model how to treat others with respect. For example, they tell babies before they are going to wipe their face and hands. However, some staff do not always model how to treat each other with respect and care. For example, some staff do not demonstrate good practice when picking children up. Staff provide children with healthy meals. However, they do not follow the nursery's own policy for when children are ill. As a result, staff need to provide one-to-one care for ill children, particularly babies. This means that children who are ill do not have their learning and development needs met, as their physical and

emotional needs are not met effectively. This also impacts on the children who are not ill because staff ratios are affected, babies are regularly crying and the environment is not conducive to learning.

Outcomes for children require improvement

Pre-school children are well-prepared for their transition to school. They develop the skills to become independent. For example, they put on their own shoes, wipe their own noses and discard the tissue, wash their hands after using the toilet and clear up any spillages they make when they pour their own milk or water. However, the inconsistencies in the quality of teaching and learning, particularly for babies, mean that some children do not make as much progress as they could.

Setting details

Unique reference number	EY473489
Local authority	Greenwich
Inspection number	10115350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	52
Number of children on roll	58
Name of registered person	Zippys Day Nursery Limited
Registered person unique reference number	RP531899
Date of previous inspection	13 November 2017
Telephone number	02086914070

Zippys Day Nursery registered in 2014 and is located in the London Borough of Greenwich. The nursery is open Monday to Friday from 7.30am to 6.30pm, throughout the year, except for bank holidays. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs 15 staff including the manager, of whom eight hold appropriate qualifications at level 2 and above.

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.

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