

# Inspection of Zeeba - Royal Arsenal

Zeeba Day Nursery, 62 Duke Of Wellington Avenue, London, Greenwich SE18 6SS

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Inspection date: 28 November 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The manager and staff fail to meet all requirements of the statutory framework for the early years foundation stage. This undermines the safety and well-being of children in the nursery. The manager and staff do not ensure that the safeguarding policies and procedures are followed. Concerns about children's welfare are not reported in a timely manner. Staff are not consistently well deployed to ensure older children are supervised effectively in the toilet. The manager does not ensure that complaints raised are consistently followed through in an effective manner. Although children make progress in their learning, planning is not consistent. The quality of teaching does not ensure all children achieve the best possible outcome. Staff do not share information with other early years provisions that children also attend, to support continuity for children. Although there is a key-person system in place, not all parents are aware of who their children's key person is. Staff work with other agencies to ensure children with special educational needs and/or disabilities (SEND) have the right professionals involved. However, they do not ensure that systems to support children at present are in place. Staff do not always promote children's behaviour well. However, the nursery is welcoming with good-quality resources.

### **What does the early years setting do well and what does it need to do better?**

- The manager has failed to follow procedures in relation to concerns raised about children's welfare. Additionally, they have failed to follow the nursery's complaints procedures to manage concerns raised. Although there are safeguarding and complaints procedures in place, these were not followed to ensure information was shared with the appropriate agencies. This means that issues have not been appropriately investigated to assure children's safety.
- Although staff ratios are effective, the manager does not ensure that staff are consistently well deployed. Hence, children are not well supervised in the toilet to help promote their safety, particularly in the pre-school room. Staff do not use effective behavioural strategies to help children understand what is expected and why. This does not support children to develop secure emotional well-being.
- Children are happy in the nursery and are independent. For example, they choose what they want to play with. However, partnerships with other early years settings that children also attend are not in place. This means that continuity in children's care and learning is not promoted effectively.
- Staff use their observations and assessments of children's development to help them identify children's interests. They provide suitable activities and recognise clear next steps in children's learning. For example, staff provide models of land and sea animals linked to children's interests. However, staff are not sufficiently supported to help them understand how to challenge children's learning and help children make stronger progress. The quality of teaching is not secure.

- Staff ensure that outside agencies are involved to support children with SEND. However, they do not ensure that systems are in place to support children in the meantime. As a result, practice is not effectively inclusive in supporting all children's learning. Partnerships with parents are not consistently strong. Some parents are not aware of their children's key person, particularly after a change in the under-twos' group room. This does not support children's learning as well as possible.
- Children learn about healthy lifestyles and habits. For example, they are provided with well-balanced and nutritious meals that cater for all dietary requirements. They are active and develop suitable hygiene practices, including washing their hands before eating and after messy or outdoor play. Staff are positive role models who help children to be independent. There are effective procedures for changing nappies that limit the risk of cross infection. Children rest and sleep according to their individual needs. Sleeping children are checked frequently.
- The learning environment is welcoming. Staff are kind and friendly. Babies confidently approach staff for comfort, cuddles and reassurance. Toys, resources and equipment are of good quality.

## Safeguarding

The arrangements for safeguarding are not effective.

The designated people for managing concerns about children do not ensure that they respond appropriately. They delay in passing on information to the local statutory children's services. This means that children's welfare is not safeguarded effectively. However, there are suitable recruitment and selection procedures in place. These help to ensure that those working with children are suitable to do so. The premises are secure. Risk assessments are suitable and ensure hazards to children's health and well-being are addressed quickly.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure that information is shared with other early years provisions that children also attend, to support continuity in children's care and learning	20/12/2019
provide better support for staff to help ensure children's behaviour is managed in an appropriate manner	20/12/2019

improve the deployment of staff to ensure that children are appropriately supervised to promote their safety	20/12/2019
improve staff's understanding of their responsibility to report safeguarding concerns appropriately and in a timely manner	20/12/2019
improve staff's knowledge of how to deal with complaints raised and ensure they are followed through in an effective manner	20/12/2019
improve partnership with parents and ensure they are all aware of their children's key person	20/12/2019
improve staff's knowledge of how to plan for the support of children's learning, including children with SEND	20/12/2019
improve the quality of teaching to provide children with challenging and meaningful learning that meets their needs.	20/12/2019

## Setting details

<b>Unique reference number</b>	2496787
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10131381
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	125
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	ICP Nurseries Limited
<b>Registered person unique reference number</b>	RP538317
<b>Telephone number</b>	02032474770
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Zeeba - Royal Arsenal day nursery registered in 2017. It is situated in Woolwich, in the London Borough of Greenwich. The nursery employs 41 members of staff. Of these, 21 hold relevant childcare qualifications at levels 2 to 6, including one who holds qualified teacher status. The nursery opens Monday to Friday from 7.30am until 6pm all year round. The nursery receives early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marvet Gayle

## Inspection activities

- This inspection was carried out following concerns raised with Ofsted.
- The inspector and the manager completed a learning walk of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection. She completed two joint observations, one with the room leader in the toddler room and the other with the manager.
- The inspector held a meeting with the manager, the childcare manager of the organisation and the operations manager. They discussed self-evaluation and their action plan for improvement.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the setting, the progress checks for two-year-olds, and a selection of policies and other records.
- The inspector spoke to parents during the inspection and took their views into consideration.

We carried out this inspection 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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