

Inspection of Zig Zags Day Nursery (Percy Road)

Goodmayes Methodist Church Hall, Percy Road, Ilford, Essex IG3 8SF

Inspection date: 29 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled from the moment they arrive in the morning. They greet staff warmly and busily engage themselves in the activities. Children learn to follow routines and understand behavioural boundaries. Younger children listen and respond positively, as staff remind them about sharing the toys. Older children show that they can regulate their behaviour, as they wait patiently for a turn on one of the tricycles.

Children are eager to play outdoors each day. They enjoy being active and engaging in vigorous exercise. This promotes their physical health and well-being. Children learn to control their large-muscle movements as they practise ball games with staff. They show good concentration as they learn to balance and keep trying as they carefully step from one log to another. Staff carry out daily checks of the premises to ensure that they are safe for children.

Staff have high expectations for children. They want children to have fun and enjoy their learning. Children show imagination and enthusiasm as they create 'pizza' and 'noodles' from play dough. They learn new words and practise using simple tools. Older children develop useful skills in readiness for school. They listen intently to stories and join in at appropriate times. Children demonstrate their understanding and develop confidence to speak out as they contribute to discussions.

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

- Leaders work closely together to evaluate and develop the provision. They ensure that staff receive regular supervision sessions and training to support their professional development. Staff talk enthusiastically about how they improve their teaching skills, such as by attending courses or doing research at home.
- The curriculum is well planned to support all areas of children's learning. The resources and activities are appealing and support the children's individual interests. Staff monitor children's progress closely and help them to build on what they can already do. They provide effective support for children who need extra help and those children who speak English as an additional language. Leaders use funding to provide additional hours of care for children. This helps all children to make good progress.
- Children are very imaginative. They express their thoughts and ideas during role-play games, such as pretending to cook or go shopping. Staff provide lots of occasions where children can be creative in this way. They join in with the children's play and support them to develop their simple storylines. However, staff provide fewer opportunities for children to express themselves by experimenting with colours and exploring different materials.

- Staff support children's communication skills effectively. They understand how to adapt their speech to foster children's understanding at different stages in their learning. Staff introduce new words and help children to remember these during conversations, songs and stories. They repeat back words and phrases correctly, to support children's emerging language skills.
- Children are confident at the nursery and make decisions about what they want to play with. They show good concentration and remain focused on the activities that they choose. Children of all ages enjoy challenges and demonstrate good perseverance in completing tasks, such as jigsaw puzzles.
- Staff teach children about keeping healthy, such as by washing their hands regularly and brushing their teeth. They encourage parents to provide healthy snacks each day. Children proudly show staff that they have brought a healthy apple or mango to share with their friends.
- Children learn to recognise their personal needs, such as when they are thirsty or need to use the toilet. Staff, generally, support children's independence well and encourage them to make choices. However, they do not consistently give younger children time to practise their self-care skills, such as washing their hands, serving their own snacks and putting on their coats.
- Parents speak very highly of the nursery and staff. They access information about their children's learning through an online portal and through daily discussions with staff. Staff encourage parents to share their children's experiences at home. They also work closely with parents to support children's development, such as with toilet training and behaviour. This helps to provide good continuity for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to ensure that children are safeguarded effectively. Leaders make sure that safeguarding training for staff is refreshed regularly. This includes learning about wider safeguarding issues, such as the risks to children online and from extreme views. Staff have a secure knowledge of the signs and symptoms, which indicate that a child could be at risk of harm. They know the procedures they must follow in the event of concerns about a child or where an allegation is made against a member of staff. Leaders carry out robust checks when recruiting new staff. This helps to ensure that all staff are suitable to care for children.

What does the setting need to do to improve?

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

- develop the opportunities for children to support their imaginations and creativity, for example to explore colours and play with a wide range of materials

- help younger children to cater for their own personal needs by giving them time to practise during routines, such as snack times and handwashing.

Setting details

Unique reference number	2510237
Local authority	Redbridge
Inspection number	10194495
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	9
Name of registered person	Zig Zags
Registered person unique reference number	RP525551
Telephone number	07501463195
Date of previous inspection	Not applicable

Information about this early years setting

Zig Zags Day Nursery (Percy Road) registered in 2018. It operates from 9am to 12 noon each weekday, during term time only. The provider employs four staff members, including the manager to work with the children. All staff have a childcare qualification. The manager is qualified to level 6 and other staff to level 3. The nursery is registered to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager, who is also one of the owners, led the inspector on a tour of the nursery. They discussed the organisation of the setting and how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- A meeting was held between the owners and the inspector. They reviewed relevant documentation, including evidence of staff's suitability, paediatric first-aid certificates and safeguarding policies.
- The inspector spoke with parents, staff and children during the inspection and took account of their views.

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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