

Inspection of The Zebedee Nursery School

The Zebedee Nursery School, Upton Grove, Tetbury Upton, Gloucester GL8 8LR

Inspection date: 18 November 2021

Overall effectiveness	Good
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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 enjoy attending the nursery. They arrive eagerly to see their friends and play happily together. They have formed strong relationships with staff, who are kind and welcoming in their approach. Children demonstrate confidence and a positive attitude to learning. They know that they feel valued and cared for. They respond very positively to staff's praise and guidance. This helps them to always feel safe and secure. Children behave very well. Staff set clear boundaries and teach children to be kind, take turns and share with their peers.

The environment is calm but purposeful. Children of all ages are firmly engaged in the interesting and well-planned activities. Younger children enjoy exploring the trains as they learn their colours and how to push the train along the track. Older children enjoy exploring the ice and working out ways to break it, such as using hammers or warm water to melt the ice. Children are learning the skills needed for their next stage of development. They learn how to solve problems and develop their maths skills as they complete number puzzles, counting as they play.

The setting has made some changes as a result of the COVID-19 pandemic to ensure children's safety. They have limited the number of trips the children take part in, and increased cleaning and washing hands. Parents enter the nursery upon invitation in small numbers if they are wearing mask. Staff supported families well during the COVID-19 pandemic through online classes and regular contact with families.

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

- The headteacher and manager support staff well. They receive regular supervision and access to training which enables them to carry out their roles and responsibilities well. Staff work well as a close, cohesive team and demonstrate a shared commitment to keeping children safe and happy. The staff and manager regularly reflect on practice, committed to continuous development with a clear action plan for improving the care they provide.
- Children are well supported to enjoy healthy lifestyles. They say they like being outdoors in the nursery garden and forest area where they have lots of space to be active and energetic. Staff provide children with healthy and freshly prepared snacks. Staff encourage children to be independent and teach them good hygiene practices, such as regular handwashing. Children enjoy conducting small tasks, such as selecting and serving their own snacks.
- Children have good opportunities to develop their physical skills. They take part in physical activities both indoors and outdoors. For example, children enjoy balancing on planks of wood, swinging on tyre swings and dancing to music as part of their daily activities.

- The manager and staff have a secure understanding of what they want children to learn and the order in which they need to teach it. However, on occasions, some activities are not adapted well enough to support the youngest children as they struggle to understand what staff have asked them to do. Staff plan a curriculum based around children's interests, preferences and next steps. Through observations and assessments, staff monitor children's progress effectively, build on what the children already know and address any gaps in their knowledge.
- Staff provide engaging opportunities for children to develop their hand-to-eye coordination and fine motor skills. For example, children learn to pick up small items, using tweezers, unscrew nuts and use syringes as they play.
- Parents appreciate the time taken by practitioners to provide feedback about their child's learning. Parents feel involved in their children's learning. For instance, through questionnaires, parent's evenings and daily feedback.
- Children have lots of opportunities to gain experience about the local community and wider world. For example, children take part in regular outdoor learning experiences, such as splashing in the stream, exploring the fields and farmland, learning about religious festivals and developing an understanding of different countries through topics, such as Japan and the Chinese New Year.
- Staff read stories and introduce books which link effectively to topics that children are learning about. However, there are not enough high-quality experiences for literacy development. Staff do not consistently help children to develop a love of books or provide opportunities to excite and capture their interests to promote their ideas, concepts and vocabulary.
- Staff teach children to do things for themselves. For example, children put on their own coats, select their own snacks and tidy away the toys. This helps them develop their self-help skills and independence.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher and staff understand their roles as designated safeguarding leads. They attend relevant training to keep their knowledge up to date. There are robust recruitment, induction and ongoing supervision procedures to ensure that all staff are suitable to work with children. Staff are aware of child protection issues that might affect children in their care. They are vigilant and understand the possible indicators that a child may be at risk of harm. This includes the risk from wider safeguarding issues, such as extremist views. Staff know the actions to take to report any concerns and understand the procedures to follow regarding allegations made against staff. Staff teach children about keeping themselves safe and in managing their own risks.

What does the setting need to do to improve?

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

- adapt activities further to support the youngest children's understanding of what is being taught
- enrich opportunities to encourage children's love of books and stories and help to promote their understanding of language and enhance their vocabulary.

Setting details

Unique reference number	EY561895
Local authority	Gloucestershire
Inspection number	10190860
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 5
Total number of places	24
Number of children on roll	9
Name of registered person	Zebedee Nursery School Ltd
Registered person unique reference number	RP527646
Telephone number	07917206256
Date of previous inspection	Not applicable

Information about this early years setting

The Zebedee Nursery School registered in 2018. It operates from the old stables in Tetbury Upton, Gloucester. They are open from 8.30am to 3.15pm during school term times only on Monday, Tuesday and Thursday. On Wednesday and Friday, they are open from 8.30am to 12.10pm. There are four members of staff who all hold a level 3 qualification. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and a member of staff completed a learning walk to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities both indoors and outdoors and assessed the impact on children's learning.
- The inspector completed a joint observation with the headteacher.
- The inspector held a meeting with staff and headteacher. They discussed the nursery's safeguarding practice, monitoring and self-evaluation process.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents through discussions and written feedback.

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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