

# Inspection of Spotty Zebra Day Nursery

Spotty Zebra Day Nursery, Long Lane, Halesowen, Worcestershire B62 9JZ

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Inspection date: 20 January 2022

**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 Inadequate

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

### **The provision is good**

Children build warm and trusting relationships with staff. Older children quickly enter, eager to begin their day. Children smile when they see familiar staff, who welcome them warmly. This helps children feel immediately safe and secure. Staff know the children well and build close and caring bonds. They provide heaps of praise for children for their positive behaviour to help them realise what they are doing well. Children show delight when they receive congratulations, 'thumbs up' or 'high fives' for their efforts. Staff act as good role models and children's behaviour is good.

Children make good progress in their learning. They are actively supported by their key person who has high expectations of them based on the accurate knowledge they have of each child. Staff are eager to become involved and share experiences with children. They observe and know when to intervene to extend children's skills. For example, they ask purposeful questions and give children thinking time to find their own answers and express themselves. Staff provide all children with good sensory experiences. For example, in each room, sensory play trays are available daily and are themed around children's favourite stories or the current curriculum topic.

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

- The management team and staff have worked hard to improve practice since the last inspection. They have committed to ensuring that requirements are met and have collaborated with the local authority to make positive changes.
- The management team has strengthened the approach to performance management, peer-on-peer observations, supervision and evaluation to help successfully identify staff's strengths and areas of professional development. They have a positive approach to staff's well-being. For example, they promote open communication and help staff achieve a positive work-life balance.
- Staff complete regular assessments of children's development and use this information to identify what children need to learn next. This assists them to plan effectively for children's learning and development.
- The environment is well resourced and children access a good range of experiences that are interesting and age-appropriate. However, staff working with young children do not always carefully consider how the organisation of the environment, throughout the day, may impact on children's self-directed learning. This specifically relates to periods where resources, such as well-loved books, are awkwardly stacked or strewn about on the floor, which hinders children's ability to freely enjoy them.
- Staff understand the importance of developing children's language, communication and literacy skills. They sing a wide range of songs and use sign

language to encourage children to communicate their ideas. Pre-school children recall familiar stories as staff use a range of resources to gain and retain their attention, such as puppets and pictures when reading a book about a caterpillar. For instance, children delight in finding pieces of fruit and speak with confidence when discussing what healthy food the caterpillar ate.

- Children develop their fine motor control as they draw with chalks, use tweezers and scissors. Young children demonstrate their skills of problem solving as they work out how to use the scissors and successfully cut their card. As they do, staff remind children about the importance of keeping their fingers out of the way and how to hold scissors correctly.
- Children benefit from healthy, nutritious meals cooked by the on-site chef. Clear processes are in place to ensure staff are aware of children's dietary needs and preferences. For example, different coloured bowls and named table mats are used. Children learn to manage their own personal needs, such as washing their hands and wiping their faces. Older children have a pleasant dining experience when they eat in the dining room where staff provide a 'bistro' atmosphere.
- Parents are complimentary about the care provided for their children. Staff actively encourage parents to tell them about their child's achievements at home, so that they can develop a wider view of children's experiences. However, not all parents know exactly what staff think their child needs to learn next so they can best guide their child's ongoing learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the management team has taken steps to improve risk assessment procedures. Staff know how to use these to ensure the safety and welfare of the children and themselves. The security of the premises is of the utmost importance to leaders to ensure the safety of children and staff. Staff have a clear understanding of their role to report any concerns about a child's welfare. The management team have procedures in place to routinely check staff knowledge and understanding of child protection procedures and safeguarding issues.

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

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

- strengthen partnerships with parents even further so that all parents are regularly informed about their child's development to help them guide their child's learning at home
- support staff working with young children to carefully consider how the organisation of the environment at times may hinder their ability to enjoy all the resources provided, specifically relating to well-loved books.

## Setting details

<b>Unique reference number</b>	2522855
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10206874
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Spotty Zebra Day Nursery Ltd
<b>Registered person unique reference number</b>	2522854
<b>Telephone number</b>	0121 602 2225
<b>Date of previous inspection</b>	24 August 2021

## Information about this early years setting

Spotty Zebra Day Nursery registered in 2019. It is located in Halesowen. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to level 6, including one who holds early years teacher status. The nursery opens from Monday to Friday all year round, except for during the Christmas period. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Bev Devlin

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The manager and the inspector completed a number of joint evaluations on a range of activities together.
- The inspector spoke with parents and took account of their views.
- The inspector looked at relevant documentation, including evidence of the suitability of staff and managers.

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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