

Inspection of Zig Zag Day Nursery

St Paul's Church Hall, Bourges Boulevard, PETERBOROUGH PE1 2AU

Inspection date: 8 March 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children develop a sense of belonging at this welcoming and inclusive nursery. They demonstrate positive attitudes to their learning and are respected as unique individuals. Children show curiosity as they explore the resources. They use magnifying glasses to search for minibeasts in the outdoor wooded area. Children show excitement and fascination, when they discover woodlice and are introduced to words, such as 'wiggle', as they watch the creatures move. They learn to identify the differences between wild animals, such as a tiger and leopard, successfully count the number of legs on the toy elephant and eagerly 'roar' like a lion. From a young age, children are encouraged to take responsibility and to develop their independence skills.

Children enthusiastically work together to fill different sized containers with sand, and demonstrate pride in their achievements. Children learn to use tools for a purpose. They handle hole punchers, scissors and staplers during creative activities and spades to cover their sunflower seeds with soil. Additionally, staff support the children to use a real drill to secure nails into wood. Children become involved in imaginary play at the mud kitchen. Younger children learn to concentrate, persevere and problem solve as they stack foam blocks on top of one another. They develop their muscle strength as they prod and squeeze dough. Younger children learn to care for the baby dolls, and are shown how to use a pretend stereoscope. They explore the sensory texture of the oats and make marks on paper with the paint.

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

- The dedicated manager works hard and values everyone's contribution to the nursery. Everyone strives to continually look at ways to improve the nursery. For example, plans are underway to further develop a forest school area within the grounds. Management has worked hard during the COVID-19 pandemic to support the well-being of the staff, parents and children. Additionally, management and staff recognised that some children needed additional support with their emotional well-being and language development on their return to nursery. As a result of the pandemic, the nursery has experienced some staff changes. Nevertheless, newly appointed members of staff and less experienced staff are continuing to develop their knowledge and skills to implement the curriculum and their interactions with the children. However, this is not yet securely embedded in practice.
- Staff structure the curriculum to build on what children know and can already do, while taking account of children's interests. They have a clear intent about what they want children to learn, developing their knowledge and skills as they join in their play. Staff also value the benefits of the children coming together as

a group, for example to listen to a story and to participate in activities to enhance their language skills. However, very occasionally, staff interrupt the children's play and the activities they are thoroughly enjoying to do this.

- Staff are kind, caring and attentively attend to the children's needs. These positive interactions help children to form secure attachments and supports their emotional well-being well. Children are confident to approach staff for reassurance or to ask for things they need. They enjoy their time at the nursery and demonstrate that they feel safe and secure.
- Staff place high emphasis on developing children's communication and language skills. They communicate well with the children, including children who speak English as an additional language. Staff introduce and model the correct use of words and introduce new vocabulary, such as 'gooey' and 'sticky', as the children make dough. They encourage children to use words to describe picture cards and to sing songs. Older children describe the pictures they have drawn and are learning to form recognisable letters.
- The manager and staff develop a strong partnership with parents. Parents speak highly of their children's experiences at the nursery, including the support they receive. They praise the care and the range of activities provided for their children. Parents say children make progress and develop confidence. They also say that they feel well informed about their child's achievements through regular discussions and developmental reviews with the staff.
- Staff effectively support children who receive early years pupil premium. Additional funding has been used to enable staff to attend additional training courses and to purchase further resources. Furthermore, children with special educational needs and/or disabilities receive good levels of support. Staff work very closely with the children's families and other professionals. Achievable targets are immediately set and swift adaptations are made to activities. This enables every child to participate in the activities provided at the nursery.
- Overall, children respond well when staff remind them about expectations for their behaviour. Children learn to play cooperatively with their friends, to share the resources and to wait their turn. They are praised for their efforts and achievements, which effectively builds children's confidence.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Staff demonstrate a confident awareness of the signs and indicators that a child may be at risk of harm. This includes wider safeguarding issue, such as radicalisation. Management implements clear recruitment and vetting procedures to ensure all staff are suitable to work with children. Risk assessment is effectively used to identify potential hazards. Closed circuit television camera monitor the perimeter of the building, the premises are secure and fire evacuation drills are regularly practised.

What does the setting need to do to improve?

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

- support staff even more to develop their knowledge and skills to enable them to implement the curriculum and enhance their interactions with the children
- review the organisation of planned routines to enable children to develop and complete activities they are enjoying.

Setting details

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| Unique reference number | EY440810 |
| Local authority | Peterborough |
| Inspection number | 10137528 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 75 |
| Number of children on roll | 80 |
| Name of registered person | Zig Zag Day Nursery Limited |
| Registered person unique reference number | RP531315 |
| Telephone number | 01733569700 or 07938409165 |
| Date of previous inspection | 26 January 2016 |

Information about this early years setting

Zig Zag Day Nursery was registered in 2012. The nursery employs 10 members of childcare staff. Of these, eight members of staff hold appropriate early years qualifications at levels 3 and 5. The nursery opens from Monday to Friday all year round, apart from Christmas and bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

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 manager and inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The owner, manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents from written information and by speaking to them.

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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