

Inspection of Zig Zags

38 Wellwood Road, Goodmayes, Ilford, Essex IG3 8TU

Inspection date: 25 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children play happily with their friends at this nursery. They make choices about what to play with. Children have access to a range of stimulating and fun resources. For example, in the pre-school room, children dress up as doctors and explore stethoscopes. They listen to their hearts and talk about making their friends better. Children play independently, as well as with their friends and staff. They are learning to make decisions and build relationships with different people.

Children spend time outside. They play with wheeled toys and blocks in the garden area. Children are learning about changes. In the garden, they conduct science experiments. They look at what happens to bread over time when it has germs on it. Children are learning about the world around them and how things work.

Staff have high expectations of children's behaviour. Children behave well. In the baby room, when children need reassurance, they go to familiar staff for cuddles. Older children learn how to share and take turns. They understand how to wait for their turn when their friends have a toy that they want to play with. Children are learning to think about the feelings of others. Children hear praise when they share with others. They feel safe and secure.

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

- Managers create a curriculum with a clear learning intent. This vision is shared effectively with all staff. Staff know the children well. They find out about their previous experiences. They use this information to plan activities that help children to develop skills and knowledge in readiness for their next stages in learning.
- Overall, staff plan exciting activities that the children enjoy and are interested in. However, in focused activities, staff occasionally give children too much help. This does not allow children to build resilience, test out their ideas and get things wrong.
- Managers and staff support children to develop social skills. They listen and respond positively to children. Staff encourage children to talk to each other and cooperate. For example, staff remind children about the rules that help to keep them safe. Staff gently remind children to say, 'if someone is running, we turn around and say stop!' Children listen and respond. Staff praise them for walking around safely. Children understand the rules and how to keep themselves safe.
- Staff teach the children new vocabulary. They read them stories, and children listen and respond excitedly. For example, in the toddler room, children answer questions about the 'Peppa Pig' story. Staff ask, 'What game did Daddy Pig play?' Children talk about playing games at home with their families, saying, 'I go out with daddy'. In the main, children learn to join in and share their own

experiences. However, the needs of all children are not always considered in planned activities. Occasionally, children who speak English as an additional language are not always engaged in their learning.

- Care practices are effective. Babies and toddlers sleep in a calm and quiet space. They wake when they are ready. Staff spend time reassuring children who need cuddles and support. At home time, staff talk to parents about how the children's day has gone. This helps children to have continuity of care between nursery and home.
- Partnerships with parents are strong. Parents report that children are learning new skills at nursery. They say that receiving reports and photos from the nursery helps them to know what children are learning. This supports parents to extend children's learning at home.
- Managers carry out regular supervisions of staff. They know that it is important to share good practice with all staff. However, supervisions do not always focus on developing the knowledge and skills of individual members of staff. The quality of teaching is not always consistent across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand the signs that a child may be at risk of harm. They know how to record and report their concerns. Managers arrange regular training to keep staff knowledge up to date. Managers and staff carry out regular risk assessments to make sure that children are kept safe. They know what changes in their personal circumstances may affect their suitability.

What does the setting need to do to improve?

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

- support staff to organise and plan group activities so that all children are encouraged to develop their independence and resilience
- build on ways to share existing good practice of how to support children who speak English as an additional language so that all children achieve the best possible outcomes
- develop supervisions to support all staff to deliver the highest quality teaching across all areas of the nursery.

Setting details

Unique reference number	EY307289
Local authority	Redbridge
Inspection number	10263239
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	60
Number of children on roll	58
Name of registered person	Zig Zags
Registered person unique reference number	RP525551
Telephone number	0208 597 0555
Date of previous inspection	25 April 2017

Information about this early years setting

Zig Zags registered in 2005. It is situated in Goodmayes, in the London Borough of Redbridge. The nursery is open from 8am until 6pm, Monday to Friday, throughout the year. There are 16 members of staff, of whom 13 hold relevant qualifications from level 2 to level 6. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individuals about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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