

# Inspection of Zoe Evans Childcare Ltd

The Lodge, Holborough Road, Snodland ME6 5PJ

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Inspection date: 23 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 throughout the nursery are motivated and independent learners. Staff plan interesting activities that are targeted precisely to reflect children's individual interests and learning needs. Children also benefit from the freedom they receive to learn through exploration and discovery. They practise new skills and build on what they know. For example, children gain an impressive knowledge of the natural world. They enjoy regular walks and activities in the fields and woodlands next to the nursery. Children returning from a treasure hunt proudly show the items they have found and speak very confidently about plants and insects.

The thoughtful organisation of the learning environments, inside and out, provides a very successful mix of cosy, inviting areas and large, exciting spaces. Children aged up to three years enjoy mixing together in 'family groupings'. Staff are skilled at adapting each experience to include the youngest and oldest children taking part. Older children develop good self-confidence and independence as part of a larger group of similar aged peers. This prepares them well for moving forward with their education.

All children benefit from the support they receive to develop good social skills. They behave well and play very cooperatively together. Children develop social and environmental responsibility through experiences such as recycling and litter picking. Staff include children well in the nursery's journey to become increasingly environmentally friendly and sustainable.

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

- The manager and deputies share a clear vision for the nursery. They are fully committed to identifying and addressing any areas for improvement. There are good arrangements to supervise and support staff and to promote their well-being. For example, the efforts and achievement of staff are celebrated, and the manager provides a 'well-being basket' with resources for staff to explore during their breaks. Staff morale is high, creating a harmonious and very positive atmosphere.
- The curriculum is ambitious and understood well by all staff. There are activities and resources which very successfully promote all areas of learning. Children's communication and language are promoted effectively and consistently by all staff. The impact of staff's strong teaching is evident as children happily engage in lively and complex conversations. There are many opportunities for children to express themselves creatively. They love role-play games and learn a lot of art techniques. However, the encouragement for them to explore their own ideas in arts and crafts is slightly less well considered than other aspects of learning. Mathematics is promoted extremely well. Throughout the nursery, children learn

about numbers, size, shape and capacity.

- The arrangements to support children with special educational needs and/or disabilities are good. Staff work closely with parents and other relevant professionals to ensure that children's individual care and learning needs are fully understood. This effective partnership working helps to ensure that children receive coordinated and consistent care, including those waiting for specialist assessment or support.
- As a result of changes made during the COVID-19 pandemic, nappy changing often takes place in children's group rooms. While staff follow robust hygiene arrangements, they do not always remember to choose a discrete location. At these times, the otherwise clear messages children receive about their personal safety and dignity are not fully reinforced. Overall, staff give good consideration to helping children to keep themselves safe. For example, children are supported to recognise their physical capabilities as they explore challenging outdoor play equipment. Staff also teach children about risks in the environment, such as poisonous berries and how to recognise 'stop' signs.
- Children benefit from nutritious snacks and meals that reflect their individual dietary needs and preferences. They learn important personal hygiene routines. These include washing their hands before eating and after using the toilet and using tissues to blow their noses.
- The manager places a great focus on building and maintaining strong relationships with parents. During the inspection, parents gave very positive feedback about the staff and the progress that their children make. Staff very successfully include parents in planning learning goals for their children. They also support parents to extend children's learning at home, for example by providing a lending library. Where children speak or hear languages other than English in their home lives, staff liaise with parents to learn key words to aid communication and to help children feel fully included.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of the potential indicators of abuse and know the procedures to follow to report any child protection concerns. The manager and deputies share lead responsibility for safeguarding and are aware of the process for responding to allegations against staff. They ensure that staff receive regular training and use meetings, staff supervisions and other opportunities, such as quizzes, to check that staff knowledge of safeguarding remains up to date.

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

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

- enhance the opportunities for children to use the artistic skills they have learned

to express their own ideas in their artwork

- review and improve the arrangements for changing nappies to give greater consideration to children's privacy.

## Setting details

<b>Unique reference number</b>	EY493673
<b>Local authority</b>	Kent
<b>Inspection number</b>	10306796
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	60
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Zoe Evans Childcare Ltd
<b>Registered person unique reference number</b>	RP908042
<b>Telephone number</b>	01634 245410
<b>Date of previous inspection</b>	15 March 2018

## Information about this early years setting

Zoe Evans Childcare Ltd registered in 2015. The nursery is open Monday to Friday, from 8am to 5.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The setting employs 20 members of staff. Of these, 16 hold relevant qualifications from level 2 to level 6. This includes one member of staff who holds qualified teacher status.

## Information about this inspection

### Inspector

Liz Caluori

## Inspection activities

- This was the first routine inspection the nursery 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and deputies led the inspector on a tour of the premises and outlined the intent of the early years curriculum.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The inspector observed the interaction of staff and children throughout a broad range of activities, indoors and out.
- The manager completed a joint observation of an activity with the inspector.
- A range of relevant documentation was viewed.

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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