

Inspection of Zeeba - Royal Arsenal

Zeeba Day Nursery, 62 Duke Of Wellington Avenue, London, Greenwich SE18 6SS

Inspection date: 12 December 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle well into the nursery and they enjoy a range of experiences and activities that support their learning. There are some wonderful examples of activities designed by knowledgeable staff that introduce children to new concepts. For example, in the pre-school, children work together using crates, planks and boards to construct a structure. Staff introduce mathematical language, including shapes, numbers and measurement as children collaborate with their peers. Pre-school children carefully move and balance materials securely and explore how to keep themselves and their friends safe. However, children's understanding of staying safe as they play is not consistent across the setting, particularly in areas where children are permitted to run around.

Recent changes to the curriculum and vision for the setting are ambitious. Leaders have considered all areas of learning and how children's emotional well-being is supported. This curriculum will take time to embed to provide consistent quality learning opportunities for all children throughout the day. Some less experienced staff need more support to deliver the curriculum and a consistent approach to behaviour management to promote positive attitudes to learning.

Staff support children's independence to a high level. Children confidently access water, tissues and the toilets throughout the day. Children wash their hands before they eat and they learn, from an early age, to use cutlery. In most rooms, children self-serve themselves high-quality food freshly prepared on site. Children's dietary requirements and allergies are safely accommodated at mealtimes. Children eat well and mealtimes are calm and offer children opportunities for social communication with their friends.

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

- Children enjoy a range of engaging activities using high-quality resources throughout the day. Staff plan experiences for children using their knowledge of what children already know and can do. Staff support children to expand their knowledge of communities and culture through craft activities, such as making seasonal decorations. This helps children gain an understanding of the world and make progress in their learning.
- Children can see and hear their older and younger peers in the large, open-plan setting. This helps when it is time for children to transition between rooms. Staff are able to ask colleagues for help and information easily, which supports the smooth running of the setting. However, the noise level in the setting has an impact on children's ability to develop their communication skills. At times, children have to repeat themselves and staff have to speak loudly to be heard. This reduces the quality of children's interactions with staff and peers and

impacts negatively on children's acquisition of new language.

- Support for children with special educational needs and/or disabilities (SEND) is inconsistent across the setting. Some experienced and knowledgeable staff teams identify concerns quickly and seek timely support. Other staff teams are less confident in their assessments of children's progress. Staff do not use the progress check at age two well enough to identify where children may need additional support. This means some children do not benefit from timely strategies to support their development.
- Staff diligently complete regular indoor and outdoor risk assessments to minimise identified hazards. The setting is kept clean and tidy, adhering to the setting's policies and procedures. However, staff are less confident assessing and addressing risks as they arise throughout the daily routine. For example, during the long wait for food to be served at mealtimes, children become restless and run up and down the nursery. Staff struggle to moderate this behaviour to ensure children understand how to move around the setting safely.
- Older children have free-flow access to the garden and they love to play outside. They enjoy digging, role play, riding tricycles and other activities. Leaders have recently added new outdoor equipment and made changes to enhance children's privacy and security. However, on the day of inspection, the youngest children did not visit the garden to access planned outdoor activities.
- The provider has made recent renovations, which have improved many aspects of the setting's environment. There have been changes to leadership roles and the setting's policies and procedures, which will take time to embed. The provider is not making the most of staff supervision arrangements to identify areas of weakness and develop opportunities for continuous improvement. This means staff are not always developing the skills they need to deliver high-quality teaching and learning confidently and consistently.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the environment supports children's communication and language development through quality interactions with staff in a language-rich environment	24/01/2025

ensure arrangements to identify children with special educational needs and disabilities (SEND) are effective	24/01/2025
ensure risk assessments inform practice so that staff have a secure understanding of how to manage children's behaviour and reduce risk, particularly in relation to how children move around the nursery	24/01/2025
ensure all children access planned outdoor activities and experiences on a daily basis	24/01/2025
ensure leaders get the support they need to identify and address weaknesses to foster a culture of continuous improvement across the provision	24/01/2025
improve the quality of assessment, particularly the progress checks for children aged two years, to ensure they are accurate and effective.	24/01/2025

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

- consider how the daily routine can support children to engage in purposeful learning throughout the day.

Setting details

Unique reference number	2496787
Local authority	Greenwich
Inspection number	10371019
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	125
Number of children on roll	86
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	02032474770
Date of previous inspection	30 June 2021

Information about this early years setting

Zeeba - Royal Arsenal registered in 2017. It is situated in Woolwich, in the London Borough of Greenwich. The nursery employs 21 members of staff, most of whom hold relevant childcare qualifications at levels 2 to 6. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery receives early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Trina Lynskey

Katie Smith

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision with the manager and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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