

Inspection of Zeeba - Dalston

Unit E6, Labyrinth Tower, Dalston Square, LONDON E8 3GP

Inspection date: 3 July 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not have adequate oversight of the setting. They do not respond swiftly or appropriately to safeguarding concerns. Concerns about children are not reported to the relevant agency in a timely manner and not all staff have a secure understanding of safeguarding procedures. Leaders failed to ensure that the setting meets the requirements of the early years foundation stage (EYFS) at all times. These failures have led to a significant decline in the overall quality of the provision since the last inspection, as they have a significant impact on the safety, well-being and learning of children.

The overall quality of education is poor and hinders progress children make. Leaders design a broad curriculum based on what children need to learn next. However, they do not ensure that staff consistently plan and deliver well-sequenced activities across the setting. For example, older children have more positive experiences, as they use one-handed tools to free animal figurines trapped in the ice. Staff expand on children's interest in the natural world by re-enacting stories, such as 'We're Going on a Bear Hunt', while on the walk around the local area. However, the learning and developmental needs of younger children are not being consistently met. For example, staff do not provide younger children with opportunities to strengthen their large muscles, while playing indoors. Staff do not recognise when children are eager to move their bodies freely. This impacts negatively on children's attitudes to their learning.

Staff do not provide children with consistent guidance to help them understand how to manage their behaviour and control their emotions. For example, at times, children throw toys and resources, and snatch toys from their peers. Staff tell children to use 'kind hands' but do not provide them with clear explanations of what behaviour is inappropriate. Staff do not help children to gain an understanding of what is expected of them.

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

- Staff attend safeguarding training, however, leaders do not ensure that staff have understood how to keep children safe. As such, they fail to identify or address gaps in safeguarding knowledge. This compromises the safety of children.
- Induction processes are not robust enough. Consequently, staff do not have a clear enough understanding of their roles and responsibilities. This impacts negatively on staff's overall ability to keep children safe.
- Staff have opportunities to meet with leaders during supervision meetings, to discuss their practice and well-being. Staff say they feel supported. Although, leaders identify some areas where staff would benefit from further coaching and

mentoring, this has not been addressed yet.

- The key-person arrangements and a buddy system in place are not effective. Staff do not ensure that all children receive appropriate levels of support to promote their emotional well-being and care. Staff do not help children to get to know routines and to form positive relationships with key people. In addition, leaders and staff do not ensure that all parents know who their child's key person is. This does not ensure continuity of care and learning for all children.
- During the inspection, the leadership team put a designated deputy manager in place. However, leaders do not ensure that they have the necessary skills and knowledge to take charge in the manager's absence.
- Children behave well some of the time. Older children engage with offered activities and show interest in what others are doing. For example, they work together to prepare the water tray for the ocean habitat activity. Staff support them to discuss the colour of the water and what 'pollution' means. However, some staff do not address unwanted behaviour promptly. For example, when children throw sand, staff do not address it. Inconsistent attempts to manage children's behaviour do not support children to learn right from wrong.
- Older children learn to independently manage their personal needs. For example, children access the toilet and wash their hands before a meal. Staff help younger children to pour their drinks and support them while eating in an appropriate way.
- Current systems for sharing information are ineffective. Leaders do not ensure that they maintain records and share relevant information with other agencies, when needed. This does not ensure the setting is safe and efficiently managed and the needs of all children are met.
- Staff do not successfully implement the setting's curriculum. They do not focus precisely enough on helping children to work towards their next steps in learning. At times, staff do not ensure that they organise group activities for younger children well enough. Some children say, 'I cannot see' as they try to wriggle around to see the pages of the book being read. This impacts on children's engagement as some become bored and wander off.
- Overall, parents comment favourably about welcoming staff. They appreciate the extended operating hours.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff have a secure understanding and knowledge of the procedure to follow if they have concerns about children's safety or welfare	15/08/2024
improve oversight of the provision and provide staff with effective induction training to help them understand their roles and responsibilities to keep children safe	15/08/2024
provide staff with targeted coaching and mentoring to improve their knowledge of the curriculum and to raise the quality of education	15/08/2024
improve the key person arrangements to ensure that children's individual needs are consistently met	15/08/2024
ensure there is a named deputy who is capable and qualified to take over in the absence of the manager	15/08/2024
ensure staff have the knowledge and skills to understand, support and manage children's behaviour in an appropriate way	15/08/2024
ensure that leaders understand their responsibility to record and share relevant information with parents and other agencies.	15/08/2024

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the delivery of the curriculum to support all children to make good progress in their learning and development.	03/09/2024

Setting details

Unique reference number	2496786
Local authority	Hackney
Inspection number	10354191
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	90
Number of children on roll	74
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	02079234673
Date of previous inspection	3 February 2020

Information about this early years setting

Zeeba - Dalston re-registered in 2018. It is located in Dalston, London Borough of Hackney. The nursery employs 13 staff members. Of these, 10 hold relevant early years qualifications between level 2 and level 6. The nursery opens Monday to Friday, from 7.30am until 6pm. The nursery receives funding to provide free early years education for children aged two, three and four years old.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken into account in their evaluation of the provider.
- The inspection was carried out following the risk assessment process, following information we received about the setting.
- The manager and inspector completed a learning walk together.
- The manager and inspector discussed the curriculum.
- The inspector spoke to parents and staff and took their views into account.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed relevant documentation.

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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