

# Inspection of Zeeba - Dalston

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

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Inspection date: 10 December 2024

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|------------------------------|-------------|
| <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 | Inadequate |
|----------------------------------------------|------------|

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

### The provision is good

Children confidently separate from their parents as they are warmly greeted by staff on arrival. They immediately engage in play. This is because staff effectively plan accessible and stimulating learning environments. Children have the choice of sitting and eating breakfast with their peers. Staff are on hand to encourage children's independence and engage in conversations with them. This helps to support a relaxed social experience.

Leaders and staff implement a broad curriculum based on children's interests and what they need to learn next. This helps to ensure that all children, including those with special educational needs, make good progress. Staff focus on supporting children's communication skills. For example, staff take time to read impromptu stories to children. Younger children enjoy planned singing sessions. They are encouraged to choose props to assist them in engaging in favourite action rhymes. They enthusiastically hop like little bunnies and then pretend to go to sleep. Children are confident to sing and clearly enjoy having their choice of songs valued.

Staff are positive role models to children. They teach them how to work together to achieve tasks. For example, older children work cooperatively to complete large floor puzzles. They are delighted to receive praise from staff, who recognise their achievements. Younger children demonstrate they feel safe and secure as they happily go to have a nap after lunch. Staff sit with children, providing reassurance that they are close by.

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

- The provider has employed a new leadership team that has worked hard to drive improvements since the last inspection. Safeguarding training and the monitoring of children's welfare have been prioritised. All staff, including the managers, demonstrate confidence in their roles and responsibilities in keeping children safe. Overall, the enhanced focus on safeguarding has greatly improved the culture in the setting.
- Leaders have a good overview of the curriculum. They have improved supervision, coaching and professional training for staff. They continually monitor the effectiveness of the curriculum to help strengthen practice. They are focussed on raising the quality of learning experiences. Staff express that they value the support they receive. They are enthusiastic about their roles and express that they are happy in their work. However, leaders acknowledge that continued support is needed for staff. This is to ensure that teaching practice is consistently of a high level.
- Children are excited to engage in planned art and craft learning experiences. Younger children concentrate and persevere as staff show them how to use glue

to stick feathers and shiny paper onto their festive hats. Children are proud to wear their hats. Staff boost children's self-esteem by acknowledging their hard work. This supports children to develop positive attitudes towards their learning.

- Staff plan appropriate challenges for older children to extend their mathematical concepts. For example, children are confident to count and recognise numbers from 1 to 10. They are eager to show how they can place numbers in order. However, their learning is interrupted as staff introduce children to a new activity, although children are happy to move onto a physical play session. Staff do not consistently recognise when they need to support children to persevere in their learning.
- Children are developing good physical skills. Younger children confidently climb and balance on low-level equipment. This helps to support their growing coordination skills. Older children are developing valuable skills to support their move to school. For example, they are skilled in their hand-eye coordination as they can draw with purpose and write their own names independently.
- Staff effectively manage children's personal care. They support children who are potty training with sensitivity. This means children are confident to express when they need to visit the bathroom. Older children are confident in their self-care. They can wash their hands independently and understand why this is important to their good health.
- Parents express that they are very happy with the care provided at the nursery. They say that they know their children are learning new knowledge. For example, children come home and tell their parents how they have been learning about the moon. Other parents comment on their children's excellent speaking skills. Parents express how they really appreciate the electronic app. This is valuable in keeping them well informed about their child's care and progress.

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

- strengthen the procedures for staff supervision and continue to support professional development to help ensure the consistency of high-quality education
- strengthen teaching skills so that staff consistently give older children time to persevere in their learning, giving them time to think, solve problems and share their thoughts and ideas.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2496786                                             |
| <b>Local authority</b>                             | Hackney                                             |
| <b>Inspection number</b>                           | 10361936                                            |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                              |
| <b>Total number of places</b>                      | 90                                                  |
| <b>Number of children on roll</b>                  | 19                                                  |
| <b>Name of registered person</b>                   | Bright Stars Nursery Group Limited                  |
| <b>Registered person unique reference number</b>   | RP538317                                            |
| <b>Telephone number</b>                            | 02079234673                                         |
| <b>Date of previous inspection</b>                 | 3 July 2024                                         |

## Information about this early years setting

Zeeba - Dalston re-registered in 2018. It is located in Dalston, in the London Borough of Hackney. The nursery employs 10 staff members, including a chef. Of these, six hold relevant early years qualifications between level 2 and level 7. The nursery opens Monday to Friday from 7.30am until 6pm. The nursery receives funded early education for children aged from nine months and for children aged two, three and four years.

## Information about this inspection

### Inspector

Siobhan O'Callaghan

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The managers and the inspector carried out joint observations of planned adult-led learning experiences and observations of children's self-initiated play.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection and took account of their views.
- Parents shared their experiences with the inspector during the inspection and the inspector took account of their views.
- The inspector held a meeting with the leadership team to discuss how they evaluate the provision, including their safeguarding duties.
- 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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