

Inspection of Tender Care @ Zakia Centre

The Zakia Centre, 166 St James's Road, Croydon, Surrey CR0 2UZ

Inspection date: 25 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have close, warm relationships with staff. Children settle happily because staff spend time getting to know their likes and dislikes. Children quickly become familiar with the routines. They take part in a wide range of interesting activities. For example, they develop their small muscles as they make play dough. Children hear and say new words, such as 'squeeze', 'roll' and 'pinch', which supports language development. Children learn about their feelings and feel highly valued by staff. For instance, during group times, children and staff sing a welcome song to find out how their friends are feeling, and each express their different emotions. Children learn to share and to take turns. For example, they take turns to speak and listen during discussions.

Children have a good understanding of the natural world. For example, they plant flower bulbs in the garden and learn how things grow. Children learn about difference. For instance, they find out about special religious and cultural events and staff read stories to them to support their understanding. Children benefit from a broad and balanced curriculum that builds on what children need to learn. Children gain valuable skills in preparation for school.

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

- Staff offer children a rich and interesting range of experiences. They check children's progress regularly and make effective use of this information to give children appropriate challenges. Children make good progress.
- Children have a good understanding about people who help us. For instance, staff help children to explore the role of doctors while they play with doctors' kits in the imaginative play area. This supports children's understanding of the wider community and people they may have contact with.
- Children use a wide variety of equipment in the garden, such as scooters and push bikes. They learn to balance, steer and navigate space skilfully. Children climb across frames and take part in obstacle races organised by staff. They develop good physical skills.
- Children enjoy a good range of creative experiences. Staff provide activities for children to explore their senses. They taste, touch and smell different types of fruit and herbs. Children use a range of tools and materials to make marks on different surfaces, such as chalk, pencils, paint and crayons.
- Staff support children's communication and language and literacy skills in effective ways. For instance, they sing action songs to children and read stories, introducing unfamiliar words to extend their vocabulary. Children recognise some print in the environment, such as finding their name cards when they arrive each day. Some children are learning to write their names.
- Staff help children to gain good early mathematical skills in a variety of ways.

For example, they sing number songs with children that help them to learn to count securely. Staff point out shapes in the environment and children have a good knowledge of different shape names. They make effective use of a number chart to help children to recognise numerals.

- Staff manage children's behaviour well. They share their expectations with children and explain why certain behaviour is not acceptable. Staff use praise well to help children to act in positive ways. Children's behaviour is good.
- Staff have good partnerships with parents. They keep them regularly informed about children's progress. Staff provide effective ways for parents to support children's learning, such as providing a good variety of home-learning activities.
- The manager supports staff well. She meets them regularly to discuss workloads, well-being and training. Staff have attended a range of courses, such as developing natural thinkers, which led to improved outcomes for children.
- Overall, children do things for themselves. For example, older children put on their coats and shoes and staff support younger children to gain these skills. However, children cannot choose when and where they play and learn, which hinders development and support for those children who learn best outdoors.
- The nursery provides children with healthy meals and snacks. However, staff do not help children to gain an understanding of the benefits of living a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have a secure knowledge of the possible indicators that a child may be at risk of abuse. Staff understand the procedures to follow and who to report their concerns to, to keep children safe. They are vigilant and know the signs and symptoms to be alert to that might suggest that a child or their family could be at risk of being drawn into extremism. Staff know the procedures to follow and to report their concerns to the relevant agencies. The manager ensures that staff keep their skills and knowledge in safeguarding up to date by undergoing regular training. All staff have thorough background checks prior to appointment, and this helps to ensure their suitability to work with children. Staff conduct regular risk assessments to help reduce hazards and to keep children safe.

What does the setting need to do to improve?

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

- help children who learn best outdoors to choose when and where they play, to enhance their learning experiences
- enhance children's understanding of the value of healthy choices to support their overall health and well-being.

Setting details

Unique reference number	2511585
Local authority	Croydon
Inspection number	10194489
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Asharia, Shyrose
Registered person unique reference number	RP904896
Telephone number	02033629401
Date of previous inspection	Not applicable

Information about this early years setting

Tender Care @ Zakia Centre registered in 2018. It is based in the London Borough of Croydon. The nursery is open from Monday to Friday from 8am to 6pm for 51 weeks of the year and is closed on public bank holidays. There are five staff, of whom four hold an early years qualification. Of these, two staff hold a qualification in early years at level 6. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector went on a learning walk around the nursery with the manager.
- The inspector observed the interaction between staff and children and spoke with children at appropriate times.
- The inspector tracked the progress of several children.
- The inspector checked some documentation and held a discussion with the manager.
- The inspector considered the views of staff and parents during the inspection.

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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