

Belsize Day Nursery

Unique reference number (URN): EY484498

Address: Belsize Centre, Belsize Avenue, PETERBOROUGH, PE2 9JA

Type: Childcare on non-domestic premises

Registered with Ofsted: 24/11/2014

Registers: EYR, CCR

Registered person: Zig Zag Day Nursery Limited

Inspection report: 5 December 2025

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders and staff are passionate about supporting children with special educational needs and/or disabilities (SEND). Their ethos of 'everyone is welcome' is rooted in practice. The setting has a very inclusive culture, and children with SEND are incredibly well supported and prioritised.

Staff swiftly identify gaps in children's development. They liaise with parents and carers and professionals to put individual plans in place. Together, they set targets and closely monitor children's progress to help them catch up. For example, staff use visual cues, such as photos and objects, to support children's communication. This helps children to understand transitions in routine. When children become a little overwhelmed, staff respond sensitively and use additional resources to help calm them. When children with SEND are ready to move on to school, staff from the setting who know children best go with them to settle them in. This helps to support children's wellbeing.

Children who speak English as an additional language are valued and appreciated. Staff make every effort to learn children's home languages to help communicate with them. They celebrate cultural events and festivals. Consequently, children understand about equality and diversity. Furthermore, staff provide new experiences and purchase extra resources for children in receipt of additional funding. This further enhances children's development.

Expected standard ●

Achievement

Expected standard ●

In general, children achieve well from their starting points. Despite inconsistencies in the quality of teaching, any gaps in learning are beginning to close, especially for children with special educational needs and/or disabilities. For example, during adult-led activities, they concentrate and focus as children take part in junk modelling. They demonstrate independence as children freely access the creative materials. They practise using a range of tools to make marks with. Children display increasing control and dexterity. Furthermore, they demonstrate a growing range of vocabulary as they enjoy talking to staff and looking at books together.

Additionally, children show skilful balancing and coordination as they use the outdoor equipment. Consequently, children are prepared well for the next stage in their education, including the transition to school.

Behaviour, attitudes and establishing routines

Expected standard 

Staff share their expectations of behaviour with children to help them to learn what is acceptable. For example, they introduce golden rules, such as being kind to their friends. Overall, children generally behave well, and staff encourage them to share and take turns. However, on occasions, staff do not support children to understand the impact of their behaviour. Although staff comfort children, they do not consistently challenge unwanted behaviour. This means that children do not learn the consequences of their actions and how this may impact on others.

Nevertheless, staff are good role models and have established secure relationships with children. They implement structure and routine. For instance, they encourage children to manage their own personal needs. Children independently use the toilet and wash their hands before snack time. As a result, children adopt robust health and hygiene practices. Older children offer support to the younger ones. For example, they help them pour milk from a jug into an open-top cup. Staff praise children's acts of kindness. This helps to reinforce positive behaviour to children.

Leaders monitor children's attendance carefully to safeguard children. Staff contact parents when children are absent to check on their wellbeing. They talk to them about the importance of regular attendance to prevent any gaps in learning from persisting.

Children's welfare and wellbeing

Expected standard 

Relationships between staff and children are nurturing and responsive. Staff follow babies' personalised care routines to create a sense of familiarity. This helps children to form secure attachments with their key person. Staff sit with children while they eat to monitor their safety.

In general, leaders and staff help children and their families to adopt healthy lifestyles. They provide nutritious snacks and encourage parents to pack healthy lunch boxes. Staff are aware of the impact of poor oral health and have introduced supervised toothbrushing for children. Also, staff support children to be physically active. They thoroughly enjoy dancing to music and have free-flow access to the outdoor area. This helps children to build strength and develop their coordination skills. Furthermore, staff take children on daily trips to local spaces, such as the library, shops, community garden and frequent woodland walks. Children learn to risk assess as they gain an understanding about road safety.

Support for children with special educational needs and/or disabilities and disadvantaged children is effective. Any extra funding is used appropriately. For example, leaders purchase additional games and resources to help children who struggle to manage their feelings. As a result, children are beginning to express and manage their emotions more positively.

Curriculum and teaching

Expected standard 

Leaders regularly assess children's development to identify gaps in learning. Staff plan activities they know children will enjoy. However, staff are not always clear about the specific intent they want children to learn during planned adult-led activities. As a result, teaching is not of consistently high quality.

Nevertheless, children are eager to take part in these experiences and remain engaged throughout. For example, children make play dough with staff. They fully enjoy tipping flour from one container into another. Children explore mathematical concepts, such as weight, capacity and volume. They obtain an understanding of 'full' and 'empty'. Staff introduce new words, such as 'ingredients' and 'recipe', to help broaden children's communication and language skills. Children show delight in watching the mixture change and excitedly share their efforts with visitors.

Staff engage well with children. They commentate on their actions and ask open-ended questions to develop children's thinking and speaking skills. Staff adapt their interactions to meet the different needs of children. For example, when some children struggle to manage their emotions and occasionally become distressed when others join their play, staff are responsive and talk to them in a calm and reassuring manner.

Leadership and governance

Expected standard 

Children thrive at this nursery, especially children with special educational needs and/or disabilities (SEND). Leaders and staff are extremely enthusiastic about supporting children with SEND. Staff undertake monthly training set by the leadership team. Staff often initiate their own training when they feel they need further support in a specific area to help improve their knowledge and practice. Staff attend regular supervision meetings to support them in developing their skills.

Leaders promote the wellbeing of staff and a healthy work-life balance. They celebrate their work and achievements and offer support where needed. This empowers staff to have a positive attitude to work, which enhances their interactions and care with the children.

The capacity of children has recently been extended to include babies. Therefore, the leadership team has recruited new staff and are beginning to embed a new team. Leaders are highly reflective and have an accurate overview of the setting's strengths and areas for further development.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-
-

What it's like to be a child at this setting

Staff warmly welcome children as they happily arrive at the setting. They confidently settle at activities with their friends and happily chat and interact with staff and visitors. Generally, children play well together and develop essential social skills. The team creates a safe and stimulating environment. Consequently, children demonstrate a positive sense of belonging. Staff build secure relationships with children and their families. They provide extra support for children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). For example, staff work with parents and carers to ensure that referrals are made to external agencies, such as speech and language therapy. They attend appointments with parents and children for external assessments. This collaborative approach helps to share information. Children with SEND are extremely well supported and highly valued. As a result, they make progress from their starting points.

Staff embed Makaton throughout the setting to further support children's communication. Leaders report a noticeable difference in communication, particularly for children who are nonverbal or who speak English as an additional language. For instance, children sign 'milk' when they want another drink at snack time. Staff encourage children to serve themselves. This helps them to develop a sense of independence.

Leaders monitor children's attendance closely to safeguard children and prevent any gaps in learning. Staff use observations and assessments to identify what children need to learn next. They know children well and plan activities based on their interests. For example, during sand play, children talk to staff about their holidays at the seaside. Staff enhance the activity by adding blue-coloured water to the sand to represent the sea. This enables children to recreate meaningful experiences, enriching their imaginative play and promoting sensory exploration as they feel the wet sand between their fingers and toes.

Next steps

- Leaders should help staff to fully understand the learning intent behind planned activities so that children can engage more consistently in purposeful learning.
 - Leaders should help staff to further develop strategies that support children to understand the impact of any unwanted behaviour and how their behaviour may impact on others.
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About this inspection

The inspector talked to parents, staff and children at appropriate times during the inspection.

The inspector spoke with leaders, designated safeguarding officers and the special educational needs coordinator 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Marie Walker

About this setting

Unique reference number (URN): EY484498

Address:

Belsize Centre
Belsize Avenue
PETERBOROUGH
PE2 9JA

Type: Childcare on non-domestic premises

Registration date: 24/11/2014

Registered person: Zig Zag Day Nursery Limited

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

Local authority: Peterborough

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 5 December 2025

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

64

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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