

Seesaws Day Nursery

Inspection report for early years provision

Unique reference number EY289872
Inspection date 14/04/2009
Inspector Jasvinder Kaur

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

See Saws Day Nursery is one of five nurseries run by See Saws Day Nursery Ltd. It opened in 2004 and operates from five rooms in an extended house. It is situated on the outskirts of Wolverhampton. The provision is laid out over two floors with stairs only access to the first floor. There is provision for wheelchair access to the ground floor. A maximum of 69 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is open for 52 weeks of the year, Monday to Friday from 07.00 until 18.45. All children share access to a secure enclosed outdoor play area.

There are currently 59 children aged from six weeks to under eight years on roll. The nursery currently supports children who speak English as an additional language. Children come from a wide catchment area, as most of their parents travel in to work on or around Wolverhampton.

The nursery employs 12 staff. Seven of the staff, including the manager hold appropriate early years qualifications. Five staff are working towards a Level 2 or 3 qualification. Additional housekeeping staff are also employed. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All policies and procedures are inclusive and implemented successfully to promote children's welfare. The partnership with parents and carers is positive, and there is a two-way exchange of information on a daily basis with regard to children's routines. This helps the staff to develop a good knowledge of the needs of children to treat them individually. All staff are committed to improve the quality and standard of education and care through continuous self-evaluation. In the two to three-year-old room, however, the resources are not always provided or organised to allow sufficient challenge in all six areas of learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further staff knowledge of how both to record and to use observation and assessment to plan the next steps in individual children's learning effectively
- provide and organize resources in the two to three-year-old year old room to challenge children in all six areas of learning.

The leadership and management of the early years provision

Children's welfare is safeguarded, as there is a rigorous system in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience. A safe and secure environment is provided, and the security of premises is well-maintained. A detailed risk assessment and daily safety checks are carried out in all areas to eliminate risks. Staff have a clear understanding of safeguarding children, so that the children are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They demonstrate good knowledge of the procedure in the event of an allegation being made against a member of staff and the implications this may have for their practice. Comprehensive induction and regular appraisals are carried out to ensure staff are aware of health and safety regulations and their training needs are identified and addressed to enhance the quality of education and care.

Inclusive practice is very well-promoted, so that all children have their welfare needs met and achieve as far as they can regardless of background. There are staff who speak more than one language to ensure those with English as an additional language are supported. Currently there are no children attending with learning difficulties and/or disabilities. Nevertheless the staff are trained to follow the Code of Practice, and further support within the setting is readily available to assist parents, staff and children. All children are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year including the Chinese New Year, Diwali and Easter. Sufficient resources are available depicting positive images of diversity.

Evaluation of the setting includes listening carefully to the views of the parents and staff. They establish positive relationships with parents and carers and recognise their contribution as partners in the children's care and well-being. Regular parents' evenings are arranged to discuss children's progress.

The quality and standards of the early years provision

Children are contented and confident in familiar surroundings, as the staff are sensitive to their needs and interests. A very good system for recording babies' individual routines is in place and shared with all relevant staff to ensure consistent care. An effective key person system ensures that babies and older children become familiar with the provision and feel confident and safe. Children benefit from good child-to-staff ratios. As a result, children have good individual attention and show good levels of concentration, which helps their development. Good maintenance and organisation of equipment and toys in the baby and pre-school rooms enables children to use the resources imaginatively and follow their natural curiosity as learners. All staff contribute to planning of activities. This includes detailed information on the six areas of learning. However, not all staff have sufficient knowledge to observe and assess children's progress and to plan effectively next steps in individual learning. This means children are not always challenged to make progress across all areas of learning and development.

Children use imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured art activities for the purposes of themed pieces or a wall display. A range of sensory experiences, including musical instruments, hand and foot printing, pasta, and water and sand play, support children's talents. Children develop communication skills through routines and planned and unplanned activities. They extend their vocabulary and numeracy skills by sharing their thoughts and experiences. They use speech to explore real and imagined experiences as staff engage them as partners in conversation. For example, they tell their peers how many Easter eggs they have had and how they celebrate the festival with their friends and families. All children are engrossed in the story session and use physical gestures to accompany the story 'We are going on a bear hunt'. Younger children confidently decide which nursery rhymes to have and sing along with staff and peers in the group. Sufficient opportunities are provided to exploit the mathematical potential in the environment, for example, enabling children to recognise different shapes and sizes, count, calculate and solve number problems such as how many children are in a group.

Children talk about different ingredients while baking a loaf and observe how the bread alters in shape and size during the process. Appropriate resources, including computers, give children opportunities to begin to develop their understanding of how technology can help them in their lives. Staff use meal times as opportunities to promote children's social development. For example, a 'helper of the day' assists staff in giving out plates, cups and food. All children make choices of healthy options, and the older children tell their peers how fruit and water make them healthy and strong. Children enthusiastically help staff to tidy-up, and younger children express warm feelings whilst playing with dolls. They are all well-behaved and well-mannered, and have a good awareness of right and wrong, responding positively to directions from staff. Some say 'please' and 'thank you' spontaneously and some say 'sorry' to their peers if they unintentionally upset them. They gain knowledge of how to keep themselves safe via practical daily routines and staff guidance

Children's physical skills develop effectively through sufficient resources and challenges in the outdoor play area. Children enjoy playing basket ball with members of staff. All through the session plenty of opportunities are provided for all ages of children to advance their skills of coordination, control, manipulation and movement.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met