

Seesaws Day Nursery

Inspection report for early years provision

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| Unique reference number | 229057 |
| Inspection date | 29/06/2009 |
| Inspector | Mary Anne Henderson |
| Setting address | 635 Chester Road, Wylde Green, Sutton Coldfield, West Midlands, B73 5HY |
| Telephone number | 0121 384 5494 |
| Email | |
| 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

Seesaws Day Nursery is one of five nurseries run by Seesaws Day Nursery Ltd. The setting was registered in 1994 and operates from two floors of a detached house situated in a residential area of Sutton Coldfield. The group serves the local and surrounding areas. There is an outdoor play area.

The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The group is registered to care for a maximum of 60 children at any one time and there are currently 146 children from birth to under eight years old on roll. Children attend for a variety of sessions. The group supports children with special needs and those children who speak English as an additional language. The group opens Monday to Friday each week from 7:30 to 18:30, all year round.

There are 16 members of staff who work with the children, 11 of whom have early years qualifications to NVQ Level 2 and 3 and five are working towards a recognised early years qualification. The group receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the effectiveness of the early years provision is good. The management and staff team work well together and with the parents to ensure positive relationships are fostered. The staff also liaise with other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion and ensures the individual needs of every child is identified and met. The indoor and outdoor areas provide a good range of learning opportunities for the children attending. There are sound systems in place to monitor and evaluate the provision and the capacity to make further improvement is also good.

What steps need to be taken to improve provision further?

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

- ensure parents are meaningfully involved in the self-evaluation procedures of the setting
- ensure parents have free access to all recorded information about their child's next steps in their learning and development.

The leadership and management of the early years provision

The leadership and management of the nursery is good. Staff and management foster positive relationships with the parents. They provide a warm and caring environment for all children. The staff liaise with other providers of the Early Years Foundation Stage (EYFS) which further promotes inclusion. There are systems in

place to monitor and evaluate the quality of the provision. The systems include input from the children and staff. However, parents are not yet fully included in the systems. The capacity to make further improvement on an ongoing basis is good.

Staff ensure the children's safety and welfare at all times. The risk assessment procedure includes areas, equipment and toys and all outings involving the children. The children are protected because staff are aware of the policies and procedures to be followed. Staff ensure good hygiene procedures are implemented throughout the nursery thereby ensuring children's health and well-being is fostered.

The partnerships with parents is good. Parents have free access to their child's learning and development files which provide parents with information about children's observations. However, the staff do not yet ensure information about individual children's next steps is made freely accessible to the parents at all times. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are met. Parents have free access to the setting's policies and procedures.

The quality and standards of the early years provision

Children find out about their environment, identifying features and noticing the natural world. They enjoy outings to places of interest such as visiting Kingsbury Water Park where they play on the park equipment, do bark rubbing and look around at the lake and notice the wildlife and trees. They also enjoy visiting the local restaurant during America Day where they colour in the American flag and enjoy the involvement of restaurant staff who show them how to cook. They also enjoy visiting Ashen Donkey Sanctuary where they learn about the donkeys, how they live and what they eat. During local outings children also learn about crossing the road safely with their key workers. Children further their understanding about safety as they are all involved in the fire evacuations of the setting. Visitors such as the police and fire service staff are brought into the setting to talk to the children about the dangers of fire and the roads. The children follow this up during activities by colouring in information pictures.

The children are beginning to recognise the importance of keeping healthy and the things that contribute to this. They are provided with a good range of nutritious foods that include meat, fish and vegetables and they enjoy eating a range of fruit for snack times. The children talk about the benefits of eating healthily and the need to be physically active to ensure they have healthy bodies. They know to wash their hands before eating and after visiting the toilet and they do this independently. Children enjoy visitors coming into the setting such as the nurse who talks to them about healthy eating and the need to ensure they clean their teeth regularly.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy playing in the outdoor play areas where they extend their climbing and balance skills using the fixed equipment. They also enjoy riding their trikes with their peers and jumping in and out of the ball pit.

Children are provided with lots of opportunities to develop their small muscle skills. This includes mixing paints, drawing, writing and cutting their own sandwiches. The children's art work is displayed for them around the setting which fosters a good sense of belonging for all children and their families. The children are confident and well behaved. They enjoy being independent and making choices about what they want to do. The children are able to access the resources easily as they are low reach in defined areas.

Children are beginning to use information and communication technology to support their learning. They enjoy exploring a range of computer programmes which helps develop their problem solving and communication skills. For example, they use the programmes to explore mathematical concepts such as take one away and add one more and shape and colour recognition. The children enjoy being imaginative as they play with the dolls and soft toys. They also enjoy using the small world people and cars to extend their imagination further. Children enjoy accessing books and having stories read to them by their key workers who encourage them to join in with the story. Children also enjoy talking about their families during snack times.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity including dolls, small world people and dressing up clothes. The resources also reflect positive images of people with disabilities. Children enjoy exploring a range of festivals such as Chinese New Year and Diwali. They explore these through art work, music and food tasting activities.

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

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| 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

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| 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

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| 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