

Seesaw Nursery

Inspection report for early years provision

Unique reference number	145823
Inspection date	03/08/2009
Inspector	Jan Healy
Setting address	12 Wingfield Road, Trowbridge, Wiltshire, BA14 9EB
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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

Seesaw Nursery 1 is one of three privately owned nurseries in Trowbridge. This nursery opened in 1988 and operates from a Victorian house. It serves the local urban community and its surrounding areas. The nursery uses the basement, ground and first floors with access to rear and front gardens for children's play. Children are cared for in small groups; pre-school, toddlers and after-school children each have their own play areas with some play-time together when numbers are low. There are bathroom facilities on each level of the setting. There is access into the provision with the negotiating a couple of steps.

The nursery is registered to care for 36 children from one year to under eight years at any one time. Currently there are 90 children on roll of whom 75 children are in the early years age group. The setting supports children who have learning difficulties or disabilities.

The nursery is open from 08:00 to 18:00 Monday to Friday for 50 weeks of the year. It is closed on Bank Holidays. The nursery does not provide overnight care. There is a qualified manager and nine staff, all of whom are suitably qualified for their roles and responsibilities at the setting. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children are happy and content, entering the provision with glee and swiftly settling to an activity of their choice. They are making strong progress in all areas of their learning having clear targets for further progression. The children are treated with equality, with both the boys and the girls having equal access to all the resources available. Older children help the younger ones, for example, to make use of a glue stick, therefore, the children play in co-operation and respect each others varying needs.

What steps need to be taken to improve provision further?

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

- continue to develop links with other agencies that deliver the Early Years Foundation Stage
- improve the bathroom facilities to ensure the children's privacy and comfort
- take necessary steps to promote the children's good health during the hand drying routine

The leadership and management of the early years provision

A robust procedure is in place to safeguard the children at all times, with all children being appropriately supervised. The staff are aware of the procedure to

follow in the event that they witness a concern with regard to child protection and as they know the children well, they are swiftly alerted to any deterioration in the children's behaviour or appearance. The parents are kept fully informed about the responsibility the staff have to make contact with the appropriate authorities to protect the children's good health and welfare. All staff are aware about the procedure to follow in the event that an allegation of abuse is made about them.

The person in charge is an extremely capable leader. She has great enthusiasm and steers the work of her staff to ensure continual improvement. Her dedication contributes to the quality of the provision, as she values the skills of her staff, so deploys them with careful thought making use of their strengths to maximise efficiency. She involves the parents in their children's learning, inviting them into the nursery to make use of their skills and talents, such as singing and the speaking of a language other than in English. A successful method of self-evaluation helps to identify the provisions strengths and weaknesses, with targets being set to ensure on-going improvement.

A robust procedure is in place for the dealing of any concerns raised by the parents, to prevent the delay of this from being resolved. The staff work in partnership with outside agencies to ensure all individual needs are catered for, including physiotherapists and inclusion advisors. They are beginning to establish links with other providers that deliver the Early Years Foundation Stage, to ensure consistency of care and learning. Parents are kept verbally informed about the achievements the children are making and have access at all times to their learning diaries, which contain written details about the progress they are making. Regular newsletters also keep the parents up to date about forthcoming events, such as a trip to the local fire station.

The quality and standards of the early years provision

Maintaining the children's good health is a priority for the staff, therefore they take appropriate measures to prevent the spread of infection. Sick children are not permitted into the nursery and children who become unwell during their stay are swiftly reunited with their parents. A suitable medication policy is shared with the parents with prior written permission being sought for its administration, with details being carefully recorded. Precautions are taken during the nappy changing routine to ensure hygiene is robust. However, the children share towels for the drying of their hands, which may cause a health hazard. The children are taught about the importance of keeping themselves safe whilst playing in the garden during warm weather, by the encouragement of applying sun cream and the wearing of a hat.

The staff take appropriate precautions to ensure the children in their care remain safe at all times. A fire drill takes place regularly with the children taking part, so they are familiar with the necessity to leave the premises without delay. The staff conduct risk assessments, for instance, of the garden before the children enter the area, for all outings the children attend and for the event of a contractor entering the premises. There is always a member of staff on duty who is able to administer first aid treatment if required. All accidents are recorded carefully and are shared

with the parents, so they are aware about any injury to their child. The premises are secure with a system in place to prevent the entry of undesirable visitors. The playrooms are divided according to the needs of the children in attendance, for example, their age. The bathroom facilities are adequate, but lack privacy.

The children behave very well, as they are cared for by staff who understand their needs and set clear boundaries to ensure their safety, which the children adhere to. The noise level remains low, so all children are heard clearly. The staff speak kindly to the children who emulate their behaviour, making for a harmonious atmosphere. The staff take opportunities to discuss with the children about similarities and differences in a secure atmosphere. There are a number of resources that reflect positive images of diversity, including books, posters, photographs and games. Children who have a learning difficulty or disability are actively encouraged to participate in all play, with activities being adapted if necessary.

The children are making good progress in their learning. The staff gather information about the children before their attendance from their parents. This helps the staff to gauge the children's level of development to enable them to plan for their needs and interests. Each child has a key worker who plans activities that not only help the children to further their learning, but will also challenge their thinking. The staff evaluate the activities, as this helps them to then plan their next step of learning. The children take part in a broad range of play opportunities that they enjoy, such as weaving and threading, which not only aids their understanding about patterns but also helps to further their hand and eye co-ordination. They are learning to recognise and to name various shapes and make attempts to draw them. The children count during number rhymes and songs and the staff take opportunities such as counting the steps down the stairs to the garden. They are learning to recognise and to write numerals. They build with blocks seeing who can make the tallest tower. There is a vegetable patch in the outdoor play area, which the children take care of, tending the cabbages, runner beans and courgettes. The apples that fall from the trees are collected by the children using wheelbarrows, which they use when possible during baking activities. The children look carefully at fruit noticing the difference between, for example, pomegranate, passion fruit and kiwi. The children enjoy eating snack together, with the staff taking this opportunity to extend the children's social skills as well as social graces.

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?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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