

Seesaw Nursery 2

Inspection report for early years provision

Unique reference number	145824
Inspection date	17/06/2009
Inspector	Rosemary Davies
Setting address	1 Eastbourne Road, Trowbridge, Wiltshire, BA14 7HW
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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 2 opened in 1993 and is privately owned. It is located in an end-of-terrace house in Trowbridge, Wiltshire and serves the local mixed town community. It provides funded early education for three and four-year-olds. The baby unit has its own play and sleep space on the first floor, whilst older children use three main playrooms downstairs. All children share access to a secure enclosed garden for outdoor play on two different levels, the lower one accessed by steps.

The nursery opens for five week days from 08.00 to 18.00. It closes for bank holidays and a week at both Easter and Christmas

The nursery is registered on the Early Years Register for a maximum of 26 children, at any one time. There are currently 62 children aged from six months to under five years on roll, in a mixture of full and part-time places. The nursery accommodates children aged over-five years to eight years. This provision is registered on the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities, together with children learning English as an additional language.

The nursery has eight staff, of whom six hold appropriate early years qualifications to Level 3. The manager is studying for a relevant degree.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual welfare needs are known most are met successfully. Children enjoy a positive experience of the Early Years Foundation Stage (EYFS), although the progress in learning and development of the youngest children is quicker than that of the older ones, owing to the way in which the downstairs nursery rooms are organised and managed. Caring staff know children well individually, including any with learning difficulties and/or physical disabilities, together with those learning English as an additional language. Staff seek and act on advice from outside professionals, demonstrating their wish to provide better outcomes for children. This contributes well to their ability to maintain good continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that daily plans include a specific aim for the outdoor area and that all six areas of learning are offered there
- reconsider the organisation of sessions for older children in downstairs rooms, including the management of snack time, to deliver personalised learning and development opportunities through sustained play.

The leadership and management of the early years provision

The senior management team provide clear leadership to the nursery. They use robust systems to appoint staff who are suitable to work with children. Good induction procedures, followed up with regular 'spot checks' and questioning of less experienced staff, help ensure that stipulated policies and procedures are known and followed. Strong priority is given to staff training. Staff are encouraged to gain further qualifications. They are deployed well overall; only those who are suitably trained prepare food. Kitchen hygiene is good because advice from outside agencies is followed. Children are closely supervised both indoors and outside. Risk assessments are thorough. All these factors contribute towards children being safeguarded very well.

Although many monitoring procedures are good, self-evaluation is not fully developed. It does not address the weaknesses in organisation of rooms used by older children or the lack of effective planning for outdoor learning. Nevertheless, evaluation, including through parent questionnaires, results in some improved outcomes for children, such as the provision of more healthy and nutritious food.

Partnerships with parents and others concerned with the children, contribute well to both children's learning and development, and their welfare. Parents speak appreciatively of the welcome they receive from friendly and approachable staff. Parents contribute to the nursery's work and receive useful suggestions as to how they may support their children at home. A range of outside professionals supports children with additional needs suitably. Teachers, from the schools to which older children will transfer, visit the nursery to meet them and this helps transitions go more smoothly.

The quality and standards of the early years provision

Children enjoy their experiences in this nursery, which are planned by staff who understand most requirements of the early learning goals. Children benefit from commendable periods of play outdoors, getting plenty of fresh air and exercise; however, outdoor learning lacks a planned daily focus and the six areas of learning are not always on offer. Additionally, indoors children are unable to engage in self-chosen play for sufficiently long periods owing to frequent interruptions for adult-led group activities or instructions to change rooms. Children's time is wasted sometimes, such as when queuing to wash hands prior to snack time.

Children's progress is aided by some good interaction with staff, who clearly enjoy being with the children. Babies chuckle when staff tickle them, for example, hearing clearly pronounced words that will eventually help them find their own voices. Staff have worked on developing their questioning techniques and encourage children to problem-solve and think critically as they play. They develop children's language and communication skills well, including those learning English as an additional language, for whom suitable resources and support are provided. Children throughout the nursery receive much one-to-one attention, which helps them progress. Staff frequently observe children's capabilities, assess their

progress accurately and decide what they need to learn next. Additionally, children are able to revisit experiences and consolidate their learning, such as showing they know that dry sand does not compact to make 'cakes' during imaginative play activities.

Some 'creative' play is over-directed and does not take account of children's individuality to promote freedom of expression. When making special cards, for example, there is an expected end product, with insufficient freedom and encouragement for children to produce individual work. Across the nursery, staff do not take opportunities to model writing carefully and deliberately to children, which restricts them in developing such skills for themselves, which will be useful in their later lives.

Relationships across the nursery are good; children respond well to staff expectations. They use clean surroundings, in which the dangers of cross-infection are prevented effectively. Children follow good personal hygiene routines. They eat healthy, nutritious and freshly prepared meals. Babies' home routines are followed, so their individual nutritional needs are met well, however, older children do not make their own decisions as to when to take their snack, so some may be hungry earlier.

Children play in safety, cared for by staff who teach them how to keep themselves safe, insisting they hold safety rails when using outside steps, for example. Staff understand their responsibilities for protecting children's welfare and understand the procedures to be followed, should they have any concerns.

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?	3
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?	3
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?	3
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?	3
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?	3

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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