

# See-Saw Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY375632
<b>Inspection date</b>	13/08/2009
<b>Inspector</b>	Hayley Lapworth
<b>Setting address</b>	Seesaw Nursery, King Street, BEDWORTH, Warwickshire, CV12 8JD
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<b>Email</b>	
<b>Type of setting</b>	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-Saw Day Nursery was registered in 2009. The setting operates from a single storey building and children play in four large rooms. There is also a large enclosed area for outdoor play. The main entrance is at the front of the building where there is a ramp for easy access. The nursery serves Bedworth and the surrounding areas. It is open all year round, except for bank holidays. Opening hours are Monday to Friday from 8am to 5.30pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 62 children, all of whom can be in the early years age group. There are currently 75 children on roll, all of whom are within the early years age group. Children attend a variety of sessions on a full and part-time basis. The nursery employs 12 staff. Of these, eight hold an appropriate early years qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision for children in the Early Years Foundation Stage (EYFS) is satisfactory. Staff suitably meet children's individual developmental and learning needs as they are developing their systems of observations and assessments to help children progress. Most welfare requirements are consistently met, however, records kept in relation to vetting procedures are ineffective. The owner and manager are beginning to develop strategies to identify the strengths and areas for improvement within the setting. Staff are especially friendly to parents and visitors, making everyone who comes to the setting feel welcome. Some areas of children's safety is addressed and risk assessments are in place.

## What steps need to be taken to improve provision further?

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

- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- develop observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

To fully meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children both indoors and out are kept to a minimum.  
(suitable premises, environment and equipment) 07/09/2009
- keep a record of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB disclosures obtained and 07/09/2009

the date on which they were obtained. (suitable people).

## **The leadership and management of the early years provision**

Systems for monitoring and self-assessment are presently being developed, even though a written self-evaluation has not yet been completed. Senior staff are beginning to identify main priorities to bring about improvements for the children and their families. However, this is not yet fully implemented.

Staff have some experience of working with the support of local advisors and other professionals in order to provide effective inclusive care for children with learning difficulties and/or disabilities. Links with other providers are in the early stages of being established in order to provide consistency for all children. Inclusive practice is suitably promoted so that all children have their welfare needs met and achieve as well as they can. Resources meet the needs of children at their different stages of development.

The percentage of qualified staff exceeds minimum requirements and staff demonstrate a commitment to improving their knowledge and skills by attending training. Their knowledge of how children learn is satisfactory. Staff obtain details about children and their care in order to help them meet their specific individual needs. For example, information about their dietary needs, their likes and dislikes and any comforters that may be used.

Partnerships with parents are developing well. The staff have a very friendly approach and are skilful at putting new parents to the setting at ease. Parents state that they are kept informed about their children's development through daily communication with staff and that they know that assessment records are available to them at all times. The setting welcome any comments, compliments and suggestions parents wish to make by providing them with the resources to do so. Activity plans are displayed along with useful information, such as 'what to do if you are concerned about swine flu'. All of the necessary policies and procedures have been drawn up and systems are in place to ensure that parents have easy access to them.

Children are generally safe because staff assess and limit risks on a daily basis and risk assessments have been drawn up. However, at times some potential hazards are overlooked. For example, a few electrical sockets are left exposed to children. As a result, children's safety may be compromised.

Systems generally ensure that children's welfare is satisfactorily protected. Staff members are aware of local safeguarding children procedures and some staff have attended child protection training. Records relating to the children's individual needs are generally well maintained. However, records relating to the vetting procedure of staff are not satisfactorily robust.

## **The quality and standards of the early years provision**

Children are provided with sufficient opportunities to help them to make progress across all areas of learning and development. The planning is flexible and provides some fun experiences, however, does not effectively consider children's individual next steps. This is because systems to observe, assess and track children's learning are in their infancy. Consequently, children are not making as much progress as they could.

Children are beginning to develop in their communication and language skills. Some of the children in the pre-school are confident and articulate and vocally express themselves well. Mealtimes are sociable occasions where they participate in meaningful conversations with staff about food they like to eat. They also share their own experiences within a large group, for example, 'when they went on a day trip and had an ice-cream'.

Children's personal, social and emotional development is being suitably enhanced. Generally they behave well and are beginning to learn to share and take turns. They are praised by staff who celebrate their achievements. For example, staff clap and say 'clever' to a toddler who manages to pour water from a tea pot whilst playing in the water tray. Older children are praised for using their manners and being kind to one another. This helps the children to feel good about themselves and learn what is expected of them. Many children play cooperatively and have made good relationships with staff and other children. Some children like to be reassured by staff and often approach them for a cuddle.

Children are learning to be fit and healthy. They have regular access to the outdoor area and fresh air. Opportunities to develop their physical skills are being developed as they use age-appropriate large physical play equipment. For example, a climbing frame. They also learn about 'being hydrated' and the benefit of water on our bodies. Healthy eating is promoted and most of the meals provided incorporate fresh produce and meet the children's likes and dislikes. Overall, they are also generally nutritionally balanced.

Staff create a suitably safe and welcoming environment where children are learning how to keep themselves safe, for example, through reminders of how to use large equipment safely and the reason why they should not stand on chairs.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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