

# See-Saws Day Nursery

Inspection report for early years provision

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**Unique reference number** 228984  
**Inspection date** 16/06/2010  
**Inspector** Adelaide Griffith

**Setting address** 1 Avenue Road, Erdington, Birmingham, West Midlands,  
B23 6UY

**Telephone number** 0121 350 6521

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

See-Saws Day Nursery is one of five nurseries run by See-Saws Day Nursery Limited. It was registered in 1996 and is situated in a residential area in Birmingham. The nursery operates from five rooms. The nursery is open each weekday from 7.00am to 6.00pm including bank holidays. It is closed on Christmas day and Boxing day. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 48 children may attend the nursery at any one time. There are currently 61 children aged from six months to under five years on roll. The nursery is able to support children who speak English an additional language. It is also able to support children with special educational needs and/or disabilities. The nursery is registered on compulsory and voluntary parts of the Childcare Register.

The nursery employs 15 members of staff. Of these, 11 hold appropriate early years qualifications to at least NVQ at Level 2 and four are working towards a qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making consistent progress in their learning and development. Staff have a well developed understanding of safeguarding and, on the whole, children's good health is promoted. The process of self-evaluation results in effective changes for children. There is a strong capacity to maintain continuous improvements for the benefit of all children. The well established partnership with parents and other agencies contribute to children's individual care and learning. The setting works fully with other early years providers to support children's learning and development.

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

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

- review hygiene procedures to ensure that hand washing facilities are accessible to children at all times
- develop further children's independence through daily routine activities.

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

The management have created an enabling environment in which staff fill several roles. They are confident about their areas of responsibility and this contributes effectively to the protection of children. A wide range of policies and procedures is in place to safeguard children. For example, risk assessments are carried out for

the premises and for outings. Robust recruitment procedures ensure that adults are suitable to work with children and this is enhanced through frequent training.

The management review the provision consistently and staff contribute to this self-evaluation process. For instance, changes made to the documentation support staff in maintaining records of progress. The management is also responsive to suggestions from parents and have adapted the shed to ensure that pushchairs are stored appropriately. Staff evaluate their practice on a daily basis and children are asked to express their opinions about the activities. The management is proactive and are in the process of addressing reorganisation of the outside play. They envisage a far reaching impact of providing additional opportunities for children to learn more creatively. There is a commitment to maintaining continuous improvement, such as, addressing the recommendations from the last inspection effectively.

The management and staff work well with parents to support children's care and learning. Parents express a high degree of satisfaction with the nursery. Several have used the nursery for successive children over a number of years. Parents are invited to contribute ideas for planning and daily communication is shared about activities and children's progress. Communication is also maintained through newsletters and a parents' evening is held regularly. There is a collaborative partnership with other agencies who support staff in meeting children's needs effectively. Information is shared consistently with other early years providers and exchange visits ensure that the transition into school works seamlessly for children.

Children's individual needs are addressed as agreed with parents and as identified through observations. A wide range of activities is implemented to help children learn about other cultures and disability. Resources are organised to ensure that children can access these without help or with minimal assistance. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

## **The quality and standards of the early years provision and outcomes for children**

Children are making considerable progress in their learning and development because staff have a well developed understanding of the Early Years Foundation Stage. Children learn in stress-free atmosphere due to the staff's ability to promote their development through some enjoyable activities. For example, staff and children join in with watering the garden where a patch is set aside for growing vegetables and flowers. Children are effectively learning about sustainability and staff explain the difference between vegetables that can be cooked and those used for salads. Children scream with delight and have fun as they become wet in the spray whilst attempting to control the flow of water from the hose. Adults capture the momentary occurrence of a rainbow in the spray to focus children's concentration. Children have opportunities to continue with activities that they also pursue indoors. For instance, chalk boards are set up outside to practise mark making skills. Staff make use of naturally occurring situations to provide different contexts for activities. To illustrate, on a sunny afternoon all join in with a picnic as

snack is served outside.

Children are learning holistically. Their understanding of keeping safe is developing due to real life situations when they walk to local shops. They take note of the flow of traffic and are learning to use the pedestrian crossing correctly. This awareness is reflected in the creative displays of their work which show their understanding of the process. For instance, they have painted traffic lights and the crossing. New experiences, such as, boarding a bus adds to the concept of activities in the community. Babies have sufficient space to move around and this promotes their large muscle skills well. They lie on rugs, roll from one side to the other, and crawl or hold on to push along toys. The babies' self-image is promoted positively as they look at their reflection in low-mirrors. Displays of family photographs provide a sense of security while they are settling-in. The calm atmosphere in the baby room promotes children's well-being fully.

Adults talk and listen to children constantly. Children are asked to choose activities for the day's session and resources are selected accordingly. Children are free to move from one activity table to another. They maintain concentration whilst playing with malleable materials. Children are encouraged to identify numbers, letters and shapes which they create in the play dough. Children's small muscle skills are growing through the use of rolling pins during this activity. Some children recognise primary and secondary colours and all, including babies, access books freely. Children are gaining an understanding of healthy eating due to the provision of freshly cooked, balanced meals. Their dietary requirements are addressed rigorously and water is freely available at all times. Children's independence is generally promoted as they help themselves to fresh fruit at snack time. However, self-help skills are not always encouraged through other activities. This means that practice is not sufficiently consistent to maintain children's skills. Children demonstrate an understanding of maintaining personal hygiene. They explain that hands must be washed to make them clean. Although facilities to encourage hand washing are, on the whole, accessible children's attempts to develop independence are hindered because in some places towels are not within reach. Children's good health is promoted due to wide range of procedures including those that protect against infection. Namely, the premises are maintained in a clean condition throughout.

Staff are keen to promote children's development through the planning of a broad variety of activities. These are included as a result of observations which indicate where children's individual needs lie. Staff address these competently and progress records reflect children's achievements. Challenges are included appropriately for more able children who are learning to write their names. Children's critical thinking is promoted through questions such as 'where can we see rainbows?' Following some discussion they are encouraged to make links with the rainbow in their room. This is used for displaying individual rewards and this promotes their self-esteem significantly. Likewise, they are praised frequently for effort or achievement. Children are well behaved and they are learning to treat others with respect due to reminders to share resources and to take turns. The stimulating activities and interesting resources promote children's skills for the future effectively as they progress towards the early learning goals.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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