



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 228931

DfES Number: 583619

INSPECTION DETAILS

Inspection Date 23/04/2003
Inspector Name Janet Ann Keeling

SETTING DETAILS

Day Care Type Full Day Care
Setting Name See Saws Day Nursery and Nursery School
Setting Address 30 Walmley Ash Road
Sutton Coldfield
West Midlands
B76 1JA

REGISTERED PROVIDER DETAILS

Name See Saws Nurseries 2827634

ORGANISATION DETAILS

Name See Saws Nurseries
Address 30 Walmley Ash Road
Sutton Coldfield
West Midlands
B76 1JA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Seesaws Day Nursery opened in 2000. It operates from a large detached house situated on the outskirts of Sutton Coldfield to the north of the city of Birmingham. The accommodation is on two levels, the first floor providing facilities for the under two's and the ground floor for the two to five year olds. There is access to a large garden at the rear of the house which is fully enclosed and to the front of the building is a car park. The group serves the local and surrounding areas.

There are currently 65 children on roll from birth to five years. This includes a number of grant funded three and four year old children. Children attend for a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language.

The group opens Monday to Friday for 52 weeks a year, excluding public holidays. Sessions are from 07:30hrs until 18:00hrs.

Two thirds of the staff hold suitable early years qualifications, the other staff are working towards a recognised early years qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Seesaws Day Nursery provides a happy and welcoming environment where the children are making generally good progress towards the early learning goals in mathematical development. In the other five areas of learning the children are making very good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a good understanding of the foundation stage curriculum, stepping stones and the early learning goals. Staff plan a wide range of interesting and stimulating activities which promote children's learning and development. However, the planning for mathematical development and challenges set for more able children are limited. Staff provide excellent role models and have high expectations for good behaviour, they intervene appropriately to support children who learn less quickly. Assessments are completed and used to inform future planning they demonstrate that children are progressing well towards the early learning goals in all six areas of learning.

Leadership and management is very good. Staff work effectively as a team and are clear about their roles and responsibilities. Managers are fully committed to improve the quality of the educational programme. Effective systems are in place to monitor and evaluate the quality of teaching and planning and also, to identify and address any training needs.

The partnership with parents is very good. The nursery provides good quality information about its organisation, policies and procedures and the educational programme. Parents and carers are made to feel welcome through personal contact, staff are always available to discuss children's progress or any concerns on an individual basis. Parents are able to view their children's development files at any time. Parents find staff approachable and friendly. Regular meetings, newsletters and notice boards keep parents fully informed about activities, routines and nursery events.

What is being done well?

- Staff provide a welcoming and stimulating environment where children are confident, sociable and have developed positive relationships with both their peer group and adults.
- Children are developing very good communication skills, they have many good opportunities to develop listening, speaking, early reading and writing skills.
- Staff use effective methods to encourage good behaviour, children are aware of the boundaries and respond positively to praise and encouragement.
- Staff work well together to provide interesting and worthwhile activities which enable children to make progress and build on knowledge and skills already

acquired.

- Strong leadership provides effective support for all staff who are committed to improving the quality of the educational programme and the quality of teaching.
- The partnership with parents and carers is very good and is effective in supporting children's individual learning needs.

What needs to be improved?

- the challenges provided for more able three and four year old children in planned activities
- the opportunities for children to practice and consolidate their understanding and learning of subtraction.

What has improved since the last inspection?

Not applicable, as this is the first Inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate very well to each other, adults and visitors. They are confident, enthusiastic and eager to learn. Children's behaviour is very good and they are learning to share, take turns and show consideration for each other. Children are encouraged to make decisions about their own learning and play, and to take care of their personal needs. Children are learning about different cultures and beliefs. Children talk confidently within large and small groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate effectively, are confident, fluent speakers and engage easily in conversations with their peers and adults. Children are beginning to understand that print carries meaning. Most children can identify their own names in print and are able to use a variety of mediums to form the letters in their first names. Children enjoy using a wide range of story and reference books, they listen and respond appropriately at story time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers as part of their everyday routine. Most children can count up to ten and beyond, more able children are recognising numbers and writing them accurately. Children are developing an understanding of addition but have limited challenges to develop their skills in subtraction. Children learn about shape, size and weight through practical activities and are familiar with number songs and rhymes. Children can sort, match, compare and solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and are developing an understanding of living things and how they grow, they talk about and record their observations and question why things happen. Children talk about the weather and features of their environment. Children frequently talk about past and present events in their own lives and learn about the lives of others. Children are beginning to understand about other cultures through well planned activities, good resources and celebrations.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are learning to handle a range of tools and equipment, including developing skills for rolling, mixing and moulding as well as spreading, pouring and cutting. Children develop control, co-ordination and an awareness of space as they use wheeled toys, small resources and move to music. Children acquire an awareness of others as they move to music and enjoy singing games. Children are developing an awareness of personal hygiene through effective daily routines and discussion.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore sound effectively through singing games, music, dance, rhymes and percussion. Children respond to their senses through activities involving painting, stories, cooking, tasting foods and using play dough. They develop their imagination during 'small world', construction, painting and role-play activities. Children make two and three dimensional creations and experiment with different media and techniques.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide planned activities that are suitable and appropriate to the learning needs of all the children, particularly the more able members in the group.
- Develop practical activities for all children to practice and consolidate their mathematical learning and understanding of subtraction.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.