

See - Saw Day Nursery

Inspection report for early years provision

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Inspector ISP Inspection

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

See-Saw Day Nursery, Boston was registered in 2010 and is privately owned and managed. It is one of five settings run by the registered provider. It operates from a purpose built setting on an industrial estate on the outskirts of Boston, Lincolnshire. Children have access to enclosed outdoor play areas. The nursery opens each weekday from 7am until 6pm for 51 weeks of the year. Access into and out of the nursery is at ground level and there are disabled toilet facilities.

The nursery is registered on the Early Years Register. A maximum of 99 children may attend the nursery at any one time. There are currently 95 children from birth to under five on roll, some in part-time places. This provision is also registered by Ofsted on the compulsory part of the Childcare Register. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 31 members of staff, 28 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3 and three teachers who have qualified teacher status (including the provider who is also an early years professional). Two members of staff are working towards an early years degree and three are working towards an early years qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of children are met extremely well by staff because they recognise and value the uniqueness of each child in their care very well. Children make good progress in their learning and development and outcomes for children are overall good with some outstanding elements. Effective arrangements are in place to safeguard children and to secure their safety and well-being. The nursery has outstanding capacity for further improvement. Effective leadership and management, good team work and excellent links with parents ensure all children are happy, included and well cared for.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers anything with which a child may come into contact
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The setting has good quality safeguarding policies and procedures enabling staff to identify any child at risk of harm and liaise with the appropriate agencies. Staff and managers are vigilant and carry out daily risk assessments on their environment, but not all aspects of the nursery's assessments cover everything a child comes into contact with. However, staff's vigilance and regular monitoring of their environment keeps children safe, while allowing them to take calculated risks to build their confidence, abilities and skills. Robust recruitment procedures are in place and checks are carried out on all staff to make sure that there are no reasons why they should not be employed to work with children. Regular inductions, training and appraisals support staff in continuing their professional development.

Partnerships are rewarding and highly regarded by the parents, staff and managers. There is a very strong commitment to working with parents. They confidently liaise with the setting, exchange ideas and share important information with key staff. "All About Me" sheets offer parents ways to record important information about their children and verbal exchanges keep parents up-to-date with their children's daily achievements. Information is up-dated regularly to reflect children's changing needs. "Ask Me About" white boards help parents gather ideas for extending children's learning at home. Managers are pro-active in involving parents in the running of the setting through an open door policy, suggestion boxes and questionnaires. Parent evenings are organised and parents view a large selection of well presented photographs, children's work and profiles. Staff liaise with other agencies and have systems in place that quickly trigger support for children who may need additional help. Staff set up meetings with parents about school choices and happily support them in this important decision.

Leaders and managers are exceptionally skilled and successful in inspiring staff in sustaining ambitious targets. Morale throughout the team is high and staff are rewarded for exceptional work and commitment to the setting. Action plans are set and monitored and staff have a strong involvement in any decision making. Planning for change and development is devised through rigorous analysis, tracking and monitoring processes. Staff are constantly assessing the action plan and tackling key areas and building on already very strong aspects of the setting. For example, the outside area is being developed into a forest school.

The setting actively promotes inclusion and ensures families have equal access and opportunities to nursery activities. Staff talk about their key children with enthusiasm and warmth and demonstrate a good understanding of their uniqueness. Observation and monitoring records show how staff support children who have different skills and abilities. Children go on outings and talk about different festivals happening in their community. They visit the local town and learn about diversity and the society they live in. However, children who speak English as an additional language have fewer resources and tools to support use of their home language through play. The setting are aware of this and taking appropriate action.

Furniture, equipment and resources are well organised. Staff support children's learning in a homely environment with low level baskets managed by children independently. Children are clearly thriving and having great fun at the setting. This is the result of good quality management and deployment of staff and equipment. The setting has a sustainability ethos and supports the use of natural resources and locally sourced food.

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

A calm, welcoming environment helps children to feel settled and secure. Photographs of children having fun are displayed all around the setting. Children's art work is displayed for everyone to see, helping children feel valued and proud of what they do. Staff have a good awareness of quality and promote children's learning, development and welfare through good knowledge, understanding and implementation of the Early Years Foundation Stage framework. Staff are skilled in promoting enthusiasm for learning and children thrive in the interesting and stimulating environment. Children develop a positive sense of themselves, feel safe, respect their peers and environment. Children are interested in their surroundings and become engrossed in their chosen activity. Children work as a team, enjoying and rewarding each other for their efforts. For example, a group of pre-school children carry a plank around the garden. They negotiate a suitable place to balance it, and choose between a stepping stone and a mound. They encourage each other to place it correctly, take turns to walk down the steep slope and then line up for another go. Children's independence is fully supported and children are gaining a sense of their own personal needs throughout the whole nursery. When young children and toddlers come in wet from their puddle jumping, they confidently take off their clothes and start to put on the dry ones. Babies and children engage in play, babbling and talking to their peers and staff confidently. Children are developing listening skills, in large and small groups. For example, older children sit in the garden for an achievement assembly. They listen to staff and respond appropriately with claps valuing their peers as they get rewarded. Children use props, mark-making materials and books to make meaning of the world around them in real life situations and preparing for reading and writing. All children use resources and explore communication, language and literacy through age appropriate activities. These include finger marks in the sand, listening intently to commands on the computer and following instructions confidently. Staff spend time talking and challenging children through questions and offering time to think about their answers. Children have access to books and words displayed around the setting. All children are encouraged, through a broad range of activities, to problem solve individually and in groups. They practise and consolidate what they learn. Children are given immense opportunities to make sense of the world we live in. They learn about real life, handle real objects, such as pots and pans in the home corner and real food such as spaghetti, eating and handling it with interest. They also have contact with animals, such as the hamsters and rabbits. Children confidently experiment with the resources and tools, such as computers, printers, cameras and photocopiers. They know confidently how things work and follow instruction without being phased by

technology.

Staff undertake regular observations and have discussions with parents that enable them to have a good sense of where children are in their learning. This is used to organise individual planning, taking into consideration children's interests and stage of development. Planning is organised weekly with some small and large group work where individual targets are set for children's learning. As a result children progress very well.

Children have outstanding opportunities to develop their health and well-being and promote physical development. Garden play, outings, physical play and dance allows children to develop their emotional, social and spiritual well-being. Fresh air, exercise and outside play enables children to grow and develop, investigate and explore. Children play in a clean, safe environment free from infection and germs. Good quality hygiene procedures help children understand about their own health and well-being. Warm appropriate clothing and footwear, that children access independently, helps them understand about their own bodies. Children have appropriate food and nutrition including locally sourced and freshly prepared food. All children's medical and dietary requirements are known by staff. Staff are first aid trained and are able to deal with accidents appropriately. Sleep routines and naps ensure babies and young children have time to recharge their batteries. Their emotional well-being is supported very well through feeling safe and secure, feeling valued and being praised. Having help from staff when they need it but also achieving challenging tasks independently and being praised for their efforts. Children display an awareness of their own safety. Children use the local community and travel by coach and train to visit different places; they visit the local town, the seaside and churches for services. Through these experiences children learn about road safety and strangers and keep themselves safe.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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