

Seesaws Day Nursery

Inspection report for early years provision

Unique reference number	224859
Inspection date	13/01/2011
Inspector	Linda Tomkins
Setting address	1 Riley Crescent, Wolverhampton, West Midlands, WV3 7DR
Telephone number	01902 341 676
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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

Seesaws Day Nursery opened in 1998 and operates from six rooms in a converted house. The nursery is in a residential area of Wolverhampton, West Midlands. It is open each weekday from 7.30am to 6.15pm all year round.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 53 children may attend the nursery at any one time. There are currently 75 children aged from nine months to eight years on roll, some in part time places. The nursery provides funding for early education. The nursery currently supports children with learning difficulties and/or disabilities.

There are 12 members of staff. Of these, 10 hold early years qualifications to level 2 and/or 3. Two are working towards a level 2 qualification and three are working towards a level 3 qualification. The nursery receives support from a teacher/mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a range of varied activities that challenge and stimulate their interest. This is an inclusive nursery, where each child is recognised as unique and staff ensure that their individual needs are met. There is a good working partnership with parents and the majority of the welfare requirements are met. This helps the nursery to monitor the care and education of children.

What steps need to be taken to improve provision further?

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

- ensure the daily record of children attending the setting in the toddler room is accurately maintained.
- 27/01/2011

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

- communicate information with all settings that children attend to secure continuity of experience for the child
- review mealtimes to enable children to further develop their personal independence by laying tables, serving their own food and pouring drinks.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The nursery has effective procedures to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures are in place. Risk assessments have been completed to ensure children are always in a safe and suitable environment.

The nursery has systems to ensure that all members of staff are qualified and that their continued suitability is monitored. Staff are proactive in attending training to increase their knowledge and skills, for example, they attend courses in safeguarding children and first aid. Daily visual checks are undertaken on all parts of the premises that the children come into contact with. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs. However, the daily record of attendance for children in the toddler room is not accurately maintained. This has the potential to affect the safety of children in an emergency situation.

The partnership with parents is well-developed, they take part in activities and provide resources. Parents are aware of the activities their children are provided with as they receive newsletters, daily diaries and information from key workers. Parents have open access to their children's 'Learning Journey' development folders and parent and management meetings help parents to be involved in the operation of the nursery. During the inspection, two parents approached the inspector and said, 'he is so happy and so well looked after' and 'I can't have enough praise for the staff'.

The nursery has procedures for identifying any additional help required for the children to ensure that each child benefits from appropriate support for development and benefits from a positive experience. A settling-in and initial interview procedure means that children feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The manager of the nursery has not fully developed systems to form partnerships with local school nurseries that some children attend to avoid duplication of activities because the school nurseries also deliver the Early Years Foundation Stage.

The management has made good progress to the further development of the nursery. They have completed all the recommendations made at previous inspections. The staff team are currently completing the self-evaluation form and future plans include finalising a review of all policies and procedures and ensuring that all staff continue to update their skills and experiences.

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

All children are fully included within the nursery because children are able to access a good range of activities and equipment. Children cooperate with each other sharing resources as they play together with the role play resources and water tray. They choose a variety of writing materials and creative resources to make autumn collages and write recognisable marks on paper.

Children can self-select resources as they are stored at low level and clearly labelled. Their technology skills are developing well as they are introduced to keyboards, computers and battery operated toys. The nursery has resources to enable the children to look at other cultures and minority groups. For example, they use wooden play figures and soft rag dolls representing various cultures. Staff skilfully engage with the children by talking to them and encouraging independence. Children are learning to manage their clothing, wash and dry their hands and help to tidy the toys away. However, older children are not encouraged to further progress their independence by helping to lay tables, serve food and help themselves to drinks.

Staff have records on each child's progress and preferred methods of learning and activity. They work with the parents and ensure they have access to their children's 'Learning Journey' folders. There is a formal method of monitoring and evaluating the activities provided for children to measure the effectiveness of staff practice and the children's progress in the Early Years Foundation Stage.

Children are learning about the natural world as they collect leaves and twigs to make autumn pictures and displays. Children extend their understanding of number and problem solving by counting and reasoning during daily routines. For example, children count how many pieces of fruit they have eaten and create stencil pictures with paint and number shapes. Children use paint brushes, pens and scissors with increasing control and enjoy their sensory play with water, sand and tissue.

Space within the nursery is well utilised so that children can choose their own activity, such as playing in the role play area and listening to a favourite story. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food and to put their hands over their mouths when coughing. Snack and mealtimes are sociable occasions with staff sitting with the children and chatting together.

Behaviour within the nursery is good children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. The confidence they gain through their time in the nursery ensures they are developing into active learners, prepared for the future and contribute to their literacy and communication skills.

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	2

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	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

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 27/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 27/01/2011