

Seesaws Day Nursery and Nursery School

Inspection report for early years provision

Unique reference number	228931
Inspection date	20/05/2011
Inspector	Sally Smith
Setting address	30 Walmley Ash Road, Sutton Coldfield, West Midlands, B76 1JA
Telephone number	0121 351 7000
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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 is one of seven privately-owned day and out of school facilities and was opened in 2000. It operates from a detached house in Sutton Coldfield. The accommodation is on two levels; the first floor providing facilities for the under twos and the ground floor for the two- to five-year-olds. All children share access to a secure enclosed garden.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6.15pm. Children attend for a variety of sessions. A maximum of 65 children may attend the nursery at any one time. There are currently 112 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities.

There are 16 members of staff who work with the children. Of these, 12 hold a recognised early years qualification. The remaining staff are working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff generally have a sound knowledge and understanding of the Early Years Foundation Stage. Positive relationships are established with parents, carers and other professionals so that children's individual needs are met. Policies and procedures are in place although not all are consistently implemented by staff. In addition, not all necessary consents are obtained from parents to further secure children's safety. Systems to evaluate the provision are ongoing and reflect areas for further development so that outcomes for all children are improved. Staff and parents contribute to this process.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 09/06/2011

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

- develop planning further so that it provides different learning opportunities for individual children and use assessment to plan the next steps in a child's developmental progress
- improve staff's awareness of the health and safety policies and procedures; with particular regard to hygiene requirements
- improve further the information and guidance given to the deputy manager in relation to their role and responsibilities
- review the organisation of the daily routine to meet the individual needs of the children and improve systems so that interaction systematically helps children make connections in their learning
- improve further the storage of confidential information so that records are only accessible to those who have a right or professional need to see them.

The effectiveness of leadership and management of the early years provision

Staff are suitably trained and know what action to take in the event of allegations of child abuse. They are clear in their responsibility to protect children from harm and whom to contact with any concerns. Robust recruitment procedures ensure staff who work with the children are safe and suitable to do so. Written risk assessments and daily checks ensure hazards are identified and minimised. Staff help children learn to keep themselves safe. For example, they remind children not to use knives for eating from as they might cut themselves. Fire drills are regularly practised and an accurate attendance record is maintained. All areas of the nursery are clean and tidy, however, hygiene procedures are not implemented consistently in order to minimise cross infection. For example, disposable aprons are not always worn by staff when changing children's nappies. Staff wear protective gloves when serving food, but hygiene is compromised as they also perform other tasks whilst wearing these.

Generally, the setting is suitably organised so children have a range of age-appropriate experiences and staff are deployed efficiently to ensure children are safe and well cared for. However, the deployment of resources and the organisation of some sessions do not meet all children's needs or enable them to be involved and become active, independent learners. Although staff take on specific roles within the nursery, on occasions, they are not clear of their responsibilities particularly in the absence of the manager. Most of the required documentation is in place and policies and procedures are appropriately shared with parents. However, information is not sought as to whom has legal or parental responsibility for children which is a requirement. In addition, some records are not stored appropriately to maintain confidentiality.

The setting works well with parents to ensure children's individual needs are met. Children are allocated a key person who takes time to get to know their key children and families well. Staff liaise with other agencies and professionals to support children well and draw up individual play plans or educational programmes. All staff show a sound knowledge of how these are implemented to ensure consistency for children. Parents and carers are kept well informed about their children's achievements, well-being and development.

The management team demonstrate a commitment to ongoing improvement. The nursery is in the process of completing a Quality Assurance scheme. As part of this process they are beginning to evaluate their practice. They are currently collating the views of parents and staff to contribute towards this process. They have identified some of the areas for future development and this continues to be an ongoing process. There is a commitment to professional development for staff, enabling them to improve their knowledge and skills.

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

Staff generally have a sound understanding of the Early Years Foundation Stage curriculum. However, activities are not always organised effectively to enable all children to participate, and optimal learning opportunities are disrupted for some children through routine aspects of the day. As a result, there are some missed opportunities for promoting children's knowledge and understanding. Staff at times engage with children well but not all are confident in their ability to extend children's learning through appropriate questioning. Observations are undertaken by staff and they assess children's progress using the 'Development matters' prompts. However, this information is not effectively used to reflect personalised learning for children within the Early Years Foundation Stage. Next steps are not always appropriate or specific for individual children. However, planning of activities very much focuses on children's interests and staff go to considerable lengths to obtain this information from parents and carers. Staff recognise that children's learning does not end when they finish their weekly sessions at nursery. Therefore, observation sheets are sent home so that parents can record any special events, achievements or particular areas of interest. In addition, staff talk to children at the end of each focused activity and ask for their reflection and feedback so that this can be fed into planning for the forthcoming week. The setting has developed the indoor environment to enable children to self-select from a range of resources and also offer free flow between rooms. Excellent use is made of all the available space, including large hallways and landings.

Children are secure in the setting and most are beginning to display a strong sense of belonging. They are happy and settled and generally display confidence and self-esteem. Staff work closely with parents to build good relationships so that they feel reassured when leaving their children. Information is regularly shared and diaries are sent home. Babies settle well with their key persons and good systems are in place to find out about their individual needs and routines. Babies enjoy stimulating activities, such as exploring treasure baskets, providing self-discovery experiences and developing their senses. Older children are beginning to form positive relationships and seek out their friends. At times children are happy playing independently, but are equally content when engaged in collaborative play. Children's behaviour is good and they learn to negotiate and take turns. For example, when playing outside, staff remind children that 'in a minute we will swap so that the other children can ride the bikes'.

Children enjoy a range of activities to promote their physical development. Outside

specialists and professionals visit the nursery to hone children's individual skills in a variety of sports. This includes football and running as well as encouraging children to play outdoor games. Children develop control and coordination as well as responding to instruction. For example, when playing the 'traffic light' game, children learn to run when the light is green, walk when on amber and stop at red. Children enjoy using the garden in all weathers to tend to their plants, ride various wheeled toys or generally run around. Children make bird cake to attract birds to the garden and observe them through binoculars. On occasions they go on bug hunts and use magnifying glasses to scrutinise the insects they find. Children are fascinated as they observe worms in their wormery, watching as they burrow and make tunnels in the soil. Through observations, staff have noted that some children are more withdrawn than others so a drama group attends the nursery. They work with small groups of children, singing, dancing and using role play to develop their confidence, so much so that children are happy to perform in front of others. This is a very positive experience for the participants in promoting their self-esteem.

Children enjoy a range of freshly-prepared meals and snacks to include plenty of fruit and vegetables. They have regular access to fresh drinking water, each having their own cup which they can help themselves to at any time. However, the organisation of lunch in pre-school lacks organisation and does not always meet the individual needs of the children. For example, children are seated for exceptionally long periods whilst waiting for their food, resulting in some children becoming fractious, irritable and upset. Children queue one-by-one, however, this often results in children clamouring round the table in eagerness to get their meal. Whilst they are encouraged to serve themselves, by the time the last child has got their meal, the food is cold, and the first group of children are awaiting their dessert. One child voices his dissatisfaction by saying 'I don't like waiting'. Staff are not always effectively deployed to tend to all children's needs. For example, a child drops his fork on the floor and, despite informing a member of staff who is engaged in other tasks, a replacement fork is not produced. As a result, the child picks his fork up off the floor and continues to eat.

Children generally make satisfactory progress in communicating, literacy, numeracy, and are beginning to develop skills relating to information and communication technology. They have access to a computer and become confident in manoeuvring and clicking the mouse to operate simple programmes. They show a good understanding of the society in which they live and the wider world, which is promoted through a range of resources, visual displays and the participation in various festivals and celebrations. Children with learning difficulties and/or disabilities are well integrated into the setting. All children learn from an early age to value diversity and staff demonstrate a positive attitude towards equal opportunities. Overall, most children generally secure the skills they require in order to progress in their learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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