

Seesaws Day Nursery

Inspection report for early years provision

Unique reference number 229057
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Inspector Carol Johnson

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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 six childcare settings run by Seesaws Day Nursery Ltd. The setting was registered in 1994 and operates from two floors of a detached house situated in a residential area of Sutton Coldfield. There is no lift access to the first floor of the building and there is a small step at the front entrance. However, there is a portable ramp for ease of access. The nursery serves the local and surrounding areas and is open each weekday from 7.30am to 6.30pm, all year round. Children have access to fully enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is registered to care for a maximum of 60 children at any one time and there are currently 78 children on roll in the early years age range. Children attend for a variety of sessions.

There are 16 members of staff who work with the children and these include three staff members who provide contingency cover. Staff hold appropriate early years qualifications. The nursery also employs a cook, cleaner, maintenance staff and several administrative members of staff. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff create an inclusive environment where individuals are respected and valued. Children make good progress in relation to their starting points and take part in a wide variety of experiences that help them to learn and develop. On the whole, the organisation of the nursery is effective and good partnerships are in place with parents and other professionals. Systems to evaluate and improve practice are secure and the nursery demonstrates a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop systems further for observation and assessment and improve methods for recording observations and assessments to create records that are clear and accessible to everybody who needs to see them.
- review the organisation of mealtimes to support the development of children's independence skills and to ensure that routines do not have a negative impact on their learning and development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff demonstrate a thorough knowledge of child protection policies and procedures and are vigilant with regards to safety and security. Robust recruitment and vetting procedures ensure that all adults working at the setting are suitable to do so. A range of clearly written and recently reviewed policies support staff practice and help to inform parents.

Leadership and management of the nursery is strong. The management team meet on a regular basis and are a visible presence in the nursery. Staff work well together as a team and morale is high. Reflective practice is ongoing at all levels and takes place in a variety of ways. For example, staff evaluate their planning, continually review the way they set up the environment and questionnaires are sent out to parents to gain their views on the service provided. Recommendations raised at the setting's last inspection have been suitably addressed and have resulted in improved outcomes for children.

The nursery environment is warm and welcoming. Displays of children's work and age-appropriate resources help to create a child-friendly environment. Children enjoy equal access to a vast array of toys and resources and have plenty of space to play and rest. Outdoor space is creatively and attractively presented and it is regularly accessed by all the children. There are areas where the children have planted flowers and vegetables and there is space for them to run around and use wheeled toys.

Inclusive practice is evident throughout the nursery and staff work hard to ensure that children's individual needs are known and met. Regular two-way communication is maintained between staff and parents and this helps to ensure consistency of care. Parents receive plenty of good quality information about the nursery and their children. For example, they receive regular newsletters and can view the array of information attractively displayed on notice boards throughout the nursery. There are no children currently attending who speak English as an additional language or that have any special educational needs and/or disabilities but staff are very aware of the need to work closely with parents and other professionals as necessary.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff thoughtfully plan experiences based on their individual needs and interests. Staff observe children on a regular basis and use what they see and know to help assess each child's progress and plan for the next steps in their learning. Individual learning and

development records are maintained for each child and these are used to build up a picture of their progress and time at the nursery. However, children's learning potential is somewhat reduced because systems for both carrying out and recording planning, observations and assessments are still being developed.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting is threaded through most activities and there are lots of quality resources that help children match, sort and recognise shapes. Children explore and investigate through sand and water and engage in a range of creative experiences. They enjoy easy access to various resources that teach them about technology and how it is used. Children benefit from a word and number rich environment and there are lots of examples of children's emergent writing displayed around the nursery. The nursery has a hamster and a rabbit and through caring for these animals children are learning about nature and the need to be caring and considerate. However, children's independence is somewhat hindered because there are limited opportunities at lunch time for older children to serve their own food. Also, on the day of inspection the organisation of the lunchtime period was not effective. Older children spent some considerable time sitting at tables waiting for their meals to arrive and some became bored and restless and started to display negative behaviour.

Children are provided with a variety of experiences that excite and interest them and an atmosphere that is warm and welcoming. Children are at ease with staff and this demonstrates how they feel safe and secure in the nursery. They happily go to them for comfort, reassurance and support. They demonstrate an understanding of safety through their words and actions and know and respect the nursery rules and boundaries. For example, they know not to run inside and are careful and considerate when playing with toys and equipment outside. Children are learning about the wider world in meaningful ways. Resources throughout the nursery reflect diversity and a range of religious and cultural festivals are covered through planned activities. Various outside professionals are invited into the nursery to enhance children's learning and harness their talents and these include a drama teacher, the 'Music Man' and a sports coach.

Children adopt healthy practices and show that they are developing a secure understanding of how to live a healthy life-style. They wash their hands regularly, eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Meals and snacks include healthy options and drinks are readily available. Children have grown a variety of produce and are learning about where some food comes from and what plants need to grow and thrive. Children are learning to behave appropriately because staff provide them with positive role models and actively encourage good manners and respect for others.

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: Met

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