

See-Saw Day Nursery

Seesaw Nursery, King Street, BEDWORTH, Warwickshire, CV12 8JD

Inspection date

23/10/2012

Previous inspection date

13/08/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Each child is assigned a key person who works with the family to help each child feel settled and secure in the provision.
- The nursery works hard to develop warm and caring relationships with all the parents.
- Effective recruitment and vetting procedures are in place to ensure children are cared for by appropriately qualified staff.

It is not yet good because

- Not all staff make accurate and precise assessments of children's progress and use these to plan for high quality learning.
- The learning environment, inside and outside, does not always provide sufficiently interesting and challenging experiences, particularly for the youngest children. Staff do not use the outdoor environment on a daily basis with all children.
- Staff do not consistently demonstrate that they understand the revisions to the Early Years Foundation Stage.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a number of children throughout the inspection.
- Children's lunchtime and snack time was observed in all of the rooms.
- The inspector discussed the nursery with parents.
- The manager and owner were interviewed by the inspector.
- A joint observation was carried out by the inspector and the manager.
- Planning and assessment procedures were reviewed by the inspector.
- Children's sleep routines were observed by the inspector.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

See-Saw Day Nursery was registered in 2009. It operates from four rooms within a single storey building in Bedworth, Warwickshire. There is a large enclosed area for outdoor play. The main entrance is at the front of the building where there is a ramp offering easy access to all users. The nursery serves the local and surrounding areas. It is open all year

round, except for Bank Holidays. Opening hours are Monday to Friday from 8am to 5.30pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 62 children at any one time. There are currently 75 children on roll, all of whom are within the early years age group. Children attend a variety of sessions on a full and part-time basis. The nursery employs 12 members of staff, eight of whom hold an appropriate early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the educational programme to ensure that when staff are working with the youngest children they focus strongly on the three prime areas which form the basis of successful learning; and link learning experiences to individual children's needs and interests
- improve opportunities for children to regularly access outdoor activities on a daily basis.

To further improve the quality of the early years provision the provider should:

- review and extend assessments of children's learning so that they are consistent across the nursery and use these to ensure planned activities support the development of all children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of the educational programme is satisfactory. Practice is generally sound but understanding of the Early Years Foundation Stage is variable between the staff. New planning systems are in place and cover the prime and specific areas, however, not all staff demonstrate confidence in their understanding of these. This sometimes leads to staff planning activities that are not always developmentally appropriate for some children. For example, younger children have few opportunities for physical play, learning outside and experiences such as paint and water play. This impacts on how staff can effectively support young children's learning in the areas of physical development, communication, language and social and emotional development. While outside play is fundamental to all children's development, they do not have regular access to outdoors to extend their learning experiences and enjoy being physically active. In addition, although practitioners

assess children's learning, it is not always consistently rigorous, and this occasionally results in learning experiences that are not fully matched to children's needs or interests.

The educational programme for the older children, however, offers some exciting opportunities to engage in learning. Children develop their physical skills through using large tweezers to pick up objects, ICT skills are supported through using a carefully chosen computer programme and their language skills are developing through discussions about Autumn during circle time. The staff ask questions on the seasons and the changes that are happening to the trees. This provides an opportunity for the children to draw on their own experiences and extend their learning about their local environment.

Parents are kept up to date with their child's progress through daily exchanges of information. Evidence of children's learning is kept in each child's learning journals. These are available to share with the parents as required. They are also invited twice yearly to parental consultations. This regular feedback helps parents to feel involved with their children's learning and development.

The contribution of the early years provision to the well-being of children

There is a well-established key person system in place. This ensures that children and parents are able to form close bonds with their key person. There is no limit to the amount of settling-in sessions that are provided when children first start at the setting, and this allows them to gradually get used to and become prepared for their new environment. Parents are particularly complimentary about this system. Care routines are well-established in all of the rooms. Children's nappies are changed in a thoughtful manner. Their key person sings to them as their nappy is changed. Children are soothed to sleep and are reassured when they are upset.

The learning environment for the older children provides opportunities for them to develop their independence. Resources are thoughtfully placed, so that children can independently decide what they would like to play with. There is a careful balance of adult-led and child-initiated play offered to the older children, although this is not always effected mirrored in the care rooms for younger children. Children behave well. Staff use good explanations to ensure children understand the reasons they must share or consider the feelings of their peers.

Children follow a well-embedded hand washing routine. Where direct access to the toilets is not available, children use anti-bacterial gel as part of learning about good hygiene. The staff regularly talk to children about keeping their hands clean, so that even the youngest children understand the importance of cleanliness. The nursery has a great outdoor environment, full of physical play equipment. However, this is not used to its full potential by ensuring that children have access the outdoors every day to support their physical development and extend all aspects of their learning.

The effectiveness of the leadership and management of the early years provision

Robust recruitment, vetting and induction procedures are adhered to, resulting in children being cared for by a suitable, qualified team. Performance management systems are in place, such as staff appraisals, and these are used to identify the future training needs of staff. The management team have given careful thought to their induction process of new staff. For example, all new staff members are provided with a mentor to ensure they settle into the nursery and understand its operational routines. The nursery is securely maintained and staff use appropriate risk assessments to ensure potential hazards are sufficiently minimised.

Those in charge of the setting are striving to provide a quality service. The owners and manager fully understand their responsibility to deliver the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. However, at times there has been a lack of effective monitoring, particularly in relation to the implementation of the educational programme. This has resulted in some weaknesses not being effectively identified and some staff failing to understand key concepts. A system of self-evaluation is in place, and all staff and parents are asked to contribute to this. As a result, there is a developing awareness of the setting's key strengths and areas for development.

Practitioners generally work well with parents, external agencies and other settings to meet the diverse needs of the children, so that most children who need it receive appropriate interventions and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY375632
Local authority	Warwickshire
Inspection number	821382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	75
Name of provider	Seesaw Nursery Limited
Date of previous inspection	13/08/2009
Telephone number	02476 643340

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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