

# Seesaws Day Nursery and Nursery School

30 Walmley Ash Road, Sutton Coldfield, West Midlands, B76 1JA

<b>Inspection date</b>	14/02/2013
Previous inspection date	20/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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

- Staff work well with outside agencies and provided care that is specific to children's individual needs.
- Staff have a suitable understanding of the Early Years Foundation Stage Framework, therefore, children's care and learning needs are met sufficiently.
- Children are happy and content as staff create a warm and welcoming environment.
- Children behave well and form friendships with others as staff are positive role models.

### It is not yet good because

- Self-evaluation does not include the views of staff, and so lacks rigour.
- The required progress check at age two is not in place, so any areas where children may need further support are not effectively identified.
- Some aspects of partnership working are not fully robust as staff have yet to build effective communication links with all the different settings that children attend.
- The nappy changing surfaces are not maintained in a suitably hygienic condition and present the potential for cross-infection.

## 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 looked at children's learning journeys, planning documentation and a selection of policies, procedures and children's records.
- The inspector spoke with managers, staff and children and parents at appropriate times throughout the inspection.
- The inspector looked at all areas used by the children and observed interaction between staff and children indoors and outside.
- The inspector held meetings with the managers of the nursery.

## Inspector

Susan Rogers

## Full Report

### Information about the setting

Seesaws Day Nursery and Nursery School was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven privately owned settings and operates from a detached house in Sutton Coldfield. There is accommodation on two levels and children share access to a secure enclosed garden. The nursery serves the local area and is accessible to all children. There is a fully

enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and three hold level 2. This includes one member of staff with Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 139 children on roll in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- provide parents and carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected
- provide suitable hygienic changing facilities for changing any children who are in nappies.

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

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress
- devise and implement more thorough self-evaluation which includes the views of staff and strengthens the links between identified priorities and plans for improvement.

### **Inspection judgements**

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

Children make satisfactory progress in their learning and development as they are supported by dedicated staff who provide appropriate activities. Staff have a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage and adapt activities and planning to meet the needs of individual children, including those with special educational needs and/or disabilities. Children are content and happy in their play as they explore their environment. They discover activities that engage them

and sustain their interest. Staff observe children as they play and learn, identify their needs and plan activities they know children enjoy. Links with parents are established as they share details of their child's daily activities as they are collected. Children's individual assessment records are also shared with their parents as these are accessible in children's key groups. Daily diaries keep parents further informed as these detail their child's individual care routines.

Children's needs are understood by staff as they gradually settle into the nursery and are assigned a key person. Parent consultation sessions enable parents and staff to discuss their child's progress and plan for their individual progression. Staff provide activities that enable children to make suitable progress. They support children by including themselves in their play and asking questions that extend their communication skills. Small world figures are used to encourage children's comprehension of positional language, develop their confidence and help them gain storytelling skills. Children enjoy developing their creative ideas as they devise their own imagined scenarios and explain to others what they are doing. They grow towards independence during their daily play. They put on dressing up clothes and help to put on their coats before playing outdoors. Mealtimes are a social occasion for all of the children as they sit with their friends and serve themselves food. Babies and younger children are also encouraged to feed themselves by using their own spoon and eating finger foods.

Children learn how to group small toys together identifying their shapes and colours and use number during their daily routines. Staff adapt activities so these meet children's individual needs and children of all ages make satisfactory progress. Children enjoy listening to stories and contributing with their own ideas. For example, staff ask questions during story time about the ingredients that you put into a cake. Children use their knowledge and experience and suggest strawberries and sugar. Children are beginning to form friendships with each other and include each other in their play activities, which prepares them for their move to school. They enjoy using the outdoor areas in as they ride wheeled toys and explore playhouses. This gives them opportunities to use larger outdoor space and benefit from the fresh air.

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

Children settle and are content in the nursery because they form appropriate relationships with staff. A key worker is assigned to the care of each child and contributes towards the close relationships that make sure children feel safe and secure. Children move between rooms when staff and parents decide they are ready. This enables them to form bonds with the staff that care for them. Children are supported during this time through sessions in their new room that allow them to feel safe and secure as they gradually settle in. However, the transfer arrangements for children who attend other early years settings, such as nursery schools, are less well managed. Although staff exchange information regarding children's daily care routines when they collect children from nursery school, they do not exchange information regarding the progress they have made, which hinders continuity in children's learning and development.

Children behave appropriately and consider the needs of others as they play and share

their toys and activities. They develop an understanding of acceptable behaviour as staff are suitable role models and are caring and considerate towards the children in their care. Explanations are provided to children as they explore their environment so they play safely and develop an understanding of how to manage their own risks. Through this children learn how to manage risk and respond safely. Children's individual needs are considered when promoting their independence so they learn to take responsibility for their own personal hygiene. For example, older children visit the toilet unaccompanied. Both younger and older children are encouraged to tidy away their toys after their play activities, which promotes their self-esteem. The premises are cleaned regularly by designated cleaning staff. However, the surfaces of the nappy changing areas are in a poor state of repair and absorbent to moisture, which means they are not hygienic, and this compromises children's health.

Children gain an understanding of the need for a healthy diet as they enjoy nutritious and well-prepared food and snacks that include fresh fruit and vegetables. The meals served ensure their different dietary and medical needs are always accommodated, protecting their well-being. Older children learn to serve themselves at meal times and younger children are encouraged to feed themselves with appropriate help. This helps children enjoy their food and results in mealtimes that are pleasant. The patio area of the rear garden is used during the winter months to ensure the older children can go outdoors and use wheeled toys and explore. Visits to the local park and to a nearby elderly person's home encourages children to learn about the wider world and how to respond safely to the outdoors.

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

Staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. Therefore, children's care and learning needs are sufficiently met. Most of the welfare requirements are met, but standards of hygiene in the nappy changing areas are not good enough. Planning and assessment of children's individual needs identifies children's progress in their learning and development. There is a programme of activities, experiences and opportunities that help children make progress towards the early learning goals. However, the setting is not fully aware of the requirement to complete a short summary of children's progress when they are two years of age and, as a result, these are not being completed. This means that the requirement is not met.

Staff have a suitable understanding of safeguarding issues and are aware of what would cause concern regarding a child's care. Managers have the relevant contact numbers readily accessible so they are able to make share their concerns if needed. There is an appropriate risk assessment in place and staff are vigilant of children's activities so they remain safe as they play.

The nursery seeks the opinions of parents through questionnaires, parents evenings and discussions as their child is collected. Through this, the nursery puts in place plans for improvement that include the recent addition of a sensory room which is accessed from the garden area. However, the views and opinions of staff are not being included in

evaluation and, consequently, action plans for further improvement lack direction and purpose.

Staff have access to training that meets statutory requirements and supports the care of children who have specified needs or medical requirements. For example, several staff have first aid certificates and have completed food hygiene qualifications. There is a designated member of staff in place to support staff who are working towards childcare qualifications. All staff are supported as their progress is monitored through appraisals so that weaker areas of practice are generally targeted.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	228931
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	818356
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	139
<b>Name of provider</b>	Seesaws Day Nurseries Ltd
<b>Date of previous inspection</b>	20/05/2011
<b>Telephone number</b>	0121 351 7000

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

