

Seesaws Day Nursery

1 Avenue Road, Erdington, Birmingham, West Midlands, B23 6UY

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| Inspection date | 18/04/2013 |
| Previous inspection date | 05/01/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children are confident and enthusiastic learners. They make good progress as they are supported throughout their learning by skilled and dedicated staff.
- Staff are well supported through regular supervision and monitoring of their progress. They are provided with training that is chosen to match their developmental needs and enables them to effectively support children's individual needs.
- Children who have an identified need make good progress in all aspects of their development as a full range of support is made available, both from the nursery and additional agencies.
- Children make friends easily, which enables them to enjoy their play and develop strong social skills. This provides them with good skills as they move on to full-time school.

It is not yet outstanding because

- There is further capacity to provide babies and younger children with furniture and low-level equipment so they can support themselves as they learn to walk by pulling themselves up to standing height.
- There is further scope to rearrange mealtime seating so this allows young children to have their feet firmly on the floor or foot rest to help children's stability and their upper body control while they are eating.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 conducted a joint observation with the manager of the nursery of children's activities and staff-child interaction.
- The inspector looked at documentation including children's records and assessment records.
- The inspector observed a range of children's activities and learning experiences.
- The inspector held a meeting with the manager and area manager of the nursery.
- The inspector spoke to several parents during the inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

Seesaws Day Nursery was registered in 1994. It is one of five nurseries run by See-Saws Day Nursery Limited and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Erdington, Birmingham. 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 15 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, two hold level 2, and one has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 77 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- rearrange mealtime seating so this allows young children to have their feet firmly on the floor or foot rest, to aid children's stability and their upper body control
- provide babies with low-level equipment so that they can pull themselves up to a standing position and support their emerging walking skills.

Inspection judgements

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

Children make good progress as there are a broad range of activities that sustain their interests and follow their play preferences. Staff are secure in their understanding of the Early Years Foundation Stage Framework and use this to plan learning experiences that meet children's individual needs. Planning is linked closely to children's individual ways of learning and is informed by their assessments. The two-year progress check is completed by the nursery for children aged between two and three years. This is passed on to parents and identifies children's strengths and any areas where the child's progress is less than expected. Regular parents evenings and discussions when parents collect their child keep them up to date regarding their child's progress. This support helps parents continue with their child's learning when they return home. Parents complete a 'teddy bear's diary'

to record their child's activities when they return home with the nursery teddy bear. This enables children to successfully discuss significant aspects of their lives, such as holidays and birthday parties, and share these during discussions.

Staff support children in all aspects of their learning very well. Babies who are becoming aware of their surroundings are stimulated by staff who maintain eye contact and model early words for them. They are attentive to their needs and listen carefully to children's responses. Through this, children are happy and their individual needs are well met. Babies respond eagerly to the attention staff give them by giggling and smiling. Younger babies are learning how to sit up and explore their environment by reaching out for toys. Staff respond promptly and ensure toys are accessible and provide children with consistent stimulation.

Older pre-school children relish in the friendships they have made with their peers. They readily include each other in their imagined play opportunities and discover the benefits of working as a team. Two children work together in the water tray as they pretend to cook pancakes. They each pass each other equipment and make believe ingredients, explaining to each other what they are doing. This promotes their communication skills as they are confident in talking to each other and staff. Children use tools successfully to pour water into smaller containers and mould sand into shapes in the sand tray. Staff are good at observing children's activities and chose the right moment to include themselves in children's play so they provide optimum support for their learning. Children enjoy using the touch screen computer where they learn how to count and recognise groups of numbers. This activity is very well supported by staff, who enhance children's understanding by asking what they see and explaining the purpose of the game.

Children learn how to use larger scale building equipment to make complex towers and shapes. Here staff support their play by asking children how many more blocks they need and by using language that describes position, size and shape. Staff are skilled in finding additional challenge for children that makes sure their learning is continuous and stimulating. Interesting resources and toys are well chosen and encourage children to be curious about their environment. For example, children enjoy creative play in the home corner where they use props and dressing up clothes to create imaginary scenarios. This provides them with good preparation for their move into full-time school. They learn to make up their own stories and become confident in sharing their ideas with each other. Children who speak English as an additional language are well supported as staff find ways of successfully communicating with children and ensure they are fully included.

Children who have special educational needs and/or disabilities make good progress. Staff work closely with parents and outside agencies to ensure that the support for each child's learning is carefully measured and links closely to their current stage of development. Children behave well, take turns in activities and show consideration for others in their group. They are aware of the rules and enjoy the routines. They enjoy taking responsibility as they help to tidy away toys at the end of the session. This provides children with a positive sense of belonging that helps them make a successful transfer into full-time school.

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

Children settle well into the nursery as staff are warm and sensitive and ensure children feel safe and secure in their care. Good relationships are in place between the children and staff. Children readily seek out their favourite member of staff if they are tired or need reassurance. Younger children enjoy sitting on the knee of a member of staff as they have a story read to them. Babies enjoy being cuddled and held securely when they are tired or as they are settling down to sleep. Staff ensure that children who need a sleep during the day are well rested and are able to sleep in peaceful surroundings. Gradual settling-in sessions and regular exchanges of information with parents make sure that there is continuity of care. For example, staff complete a daily diary for the younger children, and parents have access to their child's assessment record where they can add their own record of their child's progress. Staff meet with parents before their child starts at the nursery, and the child's key person compiles a record of their child's likes, dislikes and abilities. Parents are also closely consulted when they are ready to move into another room in the nursery. Staff and parents ensure this happens when the time is right and that children enjoy the experience. Children and their key person have well-managed visits to the child's new room at different times of the day so that they can experience their new surroundings gradually.

Children behave well and thoroughly enjoy the friendships they have formed with others. This enables them to experience greater enjoyment from their play. They are skilled at including others in problem-solving activities and as they create imagined scenarios. Children are learning to be kind to one another and will often help each other solve a puzzle or get a piece of equipment that they can share. This ensures they are well prepared for their transfer to full-time school. Staff supervise children's activities well and ensure they are supported as they explore their environment. There is a wide range of toys and equipment that children use to further extend their play. In the baby room, however, there is more scope to provide furniture that can be used to support younger children as they start to walk.

Children enjoy using the outdoor area where they climb and explore larger spaces. This contributes well towards a healthy lifestyle as they extend their physical skills. They shop for ingredients locally when there is a cooking session, which helps them appreciate aspects of the wider world. Children enjoy varied meals and snacks that include fresh fruit and vegetables. They enjoy sitting with their friends as they chat about their play activities and discuss which food they prefer. Older children are developing their independence as they set the table and serve themselves from larger serving bowls. Younger children are learning how to feed themselves using spoons and fingers. There is further potential, however, to provide seating that enables younger children to place their feet on the floor while they are sitting during mealtimes to aid their stability and upper body control. Emergency evacuation drills of the premises are well organised to ensure children are included. There are good arrangements in place to ensure younger children who are cared for on the first floor exit the building promptly.

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

Strong leadership and effective management ensure that there is an accurate monitoring of activities and learning experiences provided for all children. Children make good progress as activities focus on what children need to move them onto the next stage in their learning. The recruitment of staff ensures they are suitable for their role, and effective procedures are in place to ensure their ongoing suitability. They are well supported in their professional development through regular supervision and observations of their practice and interaction with children. This ensures that their performance is managed effectively and they are provided with support to enhance specific areas of their practice. Regular training is offered, both externally and by in-house assessors. This supports new staff and those who are completing their apprenticeships through the advice and support that are readily available.

There are clear plans in place to drive forward improvements and further developments. The nursery consults with parents, children, staff and local authority consultants to ensure all improvements made to the setting enhance learning opportunities for all children. Regular staff meetings are used to discuss proposed changes and to drive forward quality. Staff understand their responsibilities within the Statutory Framework for the Early Years Foundation Stage. They share the commitment of management in driving forward improvements. For example, the nursery is currently improving the outdoor play area to create further opportunities for children to explore their environment.

Children are well safeguarded as staff are aware of their responsibilities. They all understand the policies and know when to contact the relevant agencies if they have concerns regarding a child's welfare. Managers have attended designated person training and most of the staff have attended statutory training provided by the local authority. Staff work closely with outside agencies in supporting children who have special educational needs and/or disabilities. This enables staff to accurately plan for children who have an identified need to ensure they make the best possible progress. Good relationships are in place with parents, who receive regular updates regarding their child's development. Their opinions are actively considered when measuring the effectiveness of the nursery and in putting together plans for further improvement. Good efforts are in place to support children who are moving into full-time school. Staff network with other providers and make contact with local schools to consolidate the most effective ways of providing continuity for children.

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 action. 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 | 228984 |
| Local authority | Birmingham |
| Inspection number | 909960 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 48 |
| Number of children on roll | 77 |
| Name of provider | Seesaws Day Nurseries Ltd |
| Date of previous inspection | 05/01/2011 |
| Telephone number | 0121 350 6521 |

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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, which are usually the childminder's 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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Piccadilly Gate
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