

# Seesaws Day Nursery

1 Riley Crescent, WOLVERHAMPTON, West Midlands, WV3 7DR

## Inspection date

18/04/2013

Previous inspection date

13/01/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

- Children benefit from a satisfactory range of activities and experiences to help them make reasonable progress in their learning and development.
- Children form secure emotional attachments with their assigned key person and their personal, social and emotional development is fostered well to help children increase their confidence.
- Staff ensure children are kept safe and their health and welfare promoted well. Children are provided with freshly prepared meals and snacks which are healthy, balanced and nutritious.

### It is not yet good because

- Staff do not consistently recognise children's progress and use the information gathered to plan experiences to further extend children's learning, in particular, in their communication and language, mathematics and understanding of the world.
- The range and use of available resources does not consistently provide all children with a rich and varied environment to further support their learning and development.
- The leadership team do not consistently use well-focused improvement plans and do not always monitor practice in the rooms to further improve the quality of activities and learning experiences to further raise children's achievement.

## 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 observed activities in the playrooms and outdoors.
- The inspector held a meeting and carried out a joint observation with the manager of the setting.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation documents and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

## Inspector

Parm Sansoyer

## **Full Report**

### **Information about the setting**

Seesaws Day Nursery opened in 1998 and operates from six rooms in a converted house. The setting is in a residential area of Wolverhampton, West Midlands. It is open each weekday from 7am to 6pm, all year round.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 87 children on roll, of whom 82 are in the early years age group and five are aged five to eight years. The setting is in receipt of funding for the provision of early years education for children aged two-, three- and four years old. The setting supports children with English as an additional language and special educational needs and/or disabilities.

There are 12 members of staff. Of these, seven hold a qualification at level 3 in early years, three hold a qualification at level two in early years and are working towards a level 3 qualification and two are unqualified and working towards a level 2 qualification. The setting receives support from the local authority.

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

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

- extend the children's communication and language by ensuring activities have a clear learning intention, such as introducing new vocabulary, ideas and concepts
- improve the programme for mathematics and understanding of the world by providing more adult-led activities and a broader range of experiences to further extend the older and more able children's learning.

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

- increase the range of resources and use of available resources throughout the setting to provide a more rich and varied environment to further support children's learning and development
- monitor more closely the quality of teaching and learning, and the effectiveness of the assessment and tracking processes in order to fully support individual children's learning and development
- develop further the role of the leadership team to ensure well-focused improvement plans are in place to secure further improvement.

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

Positive relationships are established with parents and carers at the point of their child's induction and they contribute to the initial developmental assessment. Consequently, all children, including those with English as an additional language and special educational needs and/or disabilities are valued and supported well to help them settle. Parents and carers receive daily verbal or written feedback about their child depending on their age and benefit from six monthly parents' evenings to discuss their child's progress. Strategies, such as taking home the soft toy 'Travelling Ted' and the pet rabbit, which are often returned with photos and a written account, help involve parents and carers in their children's learning.

Overall, the programme of activities, experiences and opportunities help children make satisfactory progress from their starting points. However, teaching and learning is variable as on occasions it lacks challenge. For example, the educational programmes for mathematics and understanding of the world do not incorporate enough adult-led activities or challenging resources. This means older children do not always benefit from

sufficient challenge or support in their learning. Learning outcomes relating to children's progress in relation to their starting points are satisfactory. Staff know the children well as they make regular observations of what children do, like and enjoy and, therefore, plan for their interests. However, all staff do not consistently use information about children's progress to provide rich experiences, in particular, to further extend the more able children.

Children's communication and language is developing. Staff using singing, musical instruments and music to capture children interest and to encourage them to increase their language. The more experienced staff caring for babies engage them well by using a lively voice to attract their attention and encouraging playfulness. However, staff interaction with children is variable. For example, throughout the setting all staff do not consistently place enough emphasis on increasing children's language skills by introducing new vocabulary, ideas and concepts during activities. All children show a fondness for books and enjoy books as staff encourage them to share them individually and in groups. Mounted chalk boards and writing areas are made available in many of the rooms, which increases opportunities for children to freely make marks.

Children under two years benefit from a separate outdoor area from the older children. Therefore, children are able to explore their environment at their own pace safely. Older children have use of a challenging range of fixed structures to climb and use a suitable range of resources to increase their physical skills. Indoors, babies are given the space to move, roll, sit and stretch in a safe area.

Older children to begin to count, sort, match and consider shape and size through using a varied range of construction toys, puzzles, games and the computer. However, staff do not successfully enough incorporate a mathematical component, such as weight, measures and capacity in role play, sand and water, to further extend children's mathematical learning. In addition, there are few objects, such as natural items, metal objects, torches and magnifying glasses to encourage children to use their senses, explore and investigate. Children enjoy building, constructing and problem solving as they use an appropriate range construction toys.

Staff provide a varied range of opportunities for children to explore a variety of painting techniques and use their senses to explore resources, such as cooked pasta, jelly, rice and mousse. Staff provide a varied range of opportunities for children to play imaginatively with resources, such as cars, garages, farm and play people. Children begin to learn about their natural environment as they dig, hunt for insects and plant flowers and vegetables, such as broccoli, lettuce and tomatoes.

Children attending the before and after school club are based in the pre-school room and have use of a satisfactory range of resources and play materials including the outdoor play area.

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

Clear routines in the baby room and the positive relationships with staff help them gain a real sense of belonging. Babies form close attachments with familiar staff and they feel safe and have a sense of trust. There is an appropriate key person system in place which means staff know the children's likes and dislikes and their care needs are met well. Children are well behaved and respond well to gentle reminders and direction from staff to keep themselves safe. For example, when reminded not to run for their safety. Children move freely and safely in their environment because staff take positive steps to ensure hazards are kept to a minimum.

Supporting the children's personal, social and emotional development is a clear priority for the staff. For example, new children to the setting are supported very well to help them settle, staff are attentive warm and caring and responsive to their needs. Children are cared for in rooms according to their age and ability and confidently explore their environment and when new experiences are offered they are keen to explore them. Overall, throughout the setting the range and use of resources is satisfactory. However, the mobile babies have few items, such as rockers, walkers and tunnels to encourage them to crawl, stand and walk.

Children benefit from a four week menu, which is well balanced and nutritious. Children enjoy their meals and snacks and older children increase their self-help skills as they serve their food at lunch and help themselves to their snack. There are effective hygiene practices in place to prevent the spread of infection when changing nappies and first aid requirements are met. All children benefit from being outdoors in the fresh air at regular opportunities throughout the day. Children begin to learn about the value of eating well and the importance of exercise on their bodies.

Children are supported well when they transfer to another room within the setting due to the sharing of information and the individually tailored settling-in process. There are appropriate systems in place to share information with other settings and to support transition to school and these links continue to strengthen.

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

Since the last inspection a new manager and a senior and junior deputy have been recruited and there have been a number of staff changes. This has resulted in the management team and staff adjusting and becoming familiar with their roles and responsibilities. The senior leadership team consists of the director of the company and the other registered individuals, who provide an appropriate level of direction and challenge to the setting. The manager has focused well on the areas identified for improvement at the last inspection. For example, action taken in relation to maintaining an accurate record of attendance ensures children's safety. In addition, other improvements have resulted in increased opportunities for children to develop their self-help skills and improved communication with other settings to support transition.

The manager has placed a clear emphasis on monitoring and meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation

Stage. Consequently, all the required records, policies and procedures are in place to help secure the children's safety and welfare. However, monitoring closely the quality of teaching and learning, and the effectiveness of the assessment and tracking processes is not rigorous enough, in order to fully support individual children's learning and development.

The setting's self-evaluation clearly identifies accurately some of the areas for improvement, such as resources, increasing opportunities for mathematics and understanding of the world. However, from this analysis of areas for further improvement leaders have not created well-focused improvement plans with dates and timescales to bring about improvement more quickly. Staff benefit from regular staff meetings and staff supervision and appraisals have recently been introduced. The manager acknowledges the system is not well-embedded, but can already see the benefits in helping her identify staff that require additional support and coaching to raise their skills.

All staff are appropriately qualified in child protection issues and clearly understand their roles and responsibilities in relation to this. There are robust systems in place to ensure staff are suitably vetted and inducted in relation to health and safety issues, safeguarding and child protection. Effective written risk assessments and daily checks of the environment help secure children's safety.

Partnerships with parents and carers, other settings and agencies continue to develop to support children's education, care and welfare. Parents and carers are kept appropriately informed about the setting, policies and the educational programme. For example, the detailed prospectus, notice boards, regular newsletters and parents' meetings keep them appropriately up to date.

### **The Childcare Register**

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

<b>Unique reference number</b>	224859
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	909972
<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>	53
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Seesaws Day Nurseries Ltd
<b>Date of previous inspection</b>	13/01/2011
<b>Telephone number</b>	01902 341 676

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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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