

Seesaws Day Nursery

635 Chester Road, Wylde Green, Sutton Coldfield, West Midlands, B73 5HY

Inspection date	29/04/2013
Previous inspection date	12/08/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff use a wide range of interesting and challenging activities to promote children's learning. As a result, they are eager to learn and make good progress from their starting points.
- Children form strong attachment with staff and, as a result, they feel secure and are well behaved. They are confident in their interaction with staff and peers. Consequently, children learn to have regard for others, for example, they willingly share resources.
- Staff and managers have a well-developed understanding of protecting children and the successful partnership with parents and other professionals ensure that children receive the support they need.

It is not yet outstanding because

- The monitoring of the quality of teaching is not sufficiently rigorous to identify where less experienced staff need support and guidance to ensure children's learning is always effectively promoted.
- Some aspects of partnership working are not fully robust as the nursery has yet to build effective communication links with all the different settings that children attend.

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 spoke with the manager, deputy manager, staff and children.
- The inspector sampled a selection of documents including children's records and policies.
- The inspector spoke with parents and looked at feedback records completed by parents.
- The inspector carried out a joint observation of indoor and outdoor activities with the deputy manager.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Seesaws Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted premises in the Wylde Green area of Birmingham. It is one of five nurseries owned by the provider. The nursery serves the local area and parents who commute from Birmingham. It is accessible to all children. It operates from seven rooms and there is a fully enclosed area available for outside play.

The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7am to 6.30pm. Children attend for a variety of sessions. There are currently 97 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- improve the methods for reviewing and monitoring practice so that weaknesses are quickly identified, action is taken to address these and any required training can be sought
- strengthen partnership working by ensuring there are robust communication links with all the settings that children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Staff promote children's learning and development effectively through a wide variety of activities. On a daily basis, staff ask children what they would like to do and follow their lead to plan and deliver activities. For instance, as pre-school children express an interest in planets, staff then plan activities accordingly. They use books with many pictures of planets to stimulate children's imagination and then extend learning with practical play.

For example, staff encourage children to create their own planets based on their understanding. As a result, children create colourful planets from paper plates decorated with glitter, crepe paper and a selection of other materials. These expressive designs clearly demonstrate children's understanding of the world.

Staff allow time for children to explore their surrounding through imaginative play. For instance, children aged under two years sit in a large cardboard box pretending that this is a boat and then change it into a swimming pool. While lying on their stomachs they pretend to swim with much movement of arms and legs and enjoy the interaction with peers. Consequently, children's large muscle skills are developing through enjoyable play. The staff's high expectations of all children are reflected in the challenge they include in learning experiences. For example, a large tray of vegetables including butternut squash and carrots is used to make links with children's enjoyment of fruits. As staff name vegetables, children aged between 15 and 24 months try to repeat the words. As a result, their listening skills are well promoted and children's vocabulary is beginning to develop as they make attempts to pronounce new words, such as 'aubergine'.

A broad range of good quality resources is available in all rooms for children to access as they wish. Staff sit with children and encourage them to name colours as they dip brushes into paint pots. Staff give clear guidance, demonstrating how to achieve broad strokes and this encourages children to develop their skills in using one-handed tools. Children select from resources frequently to develop play according to their preferences. For instance, in pre-school room children choose their favourite books after lunch and sit quietly to focus on what they see and some pretend to read. This means they try out resources at their own pace and engage in active learning.

During the settling-in period, the staff encourage parents to provide sufficient information about children's preferences and what they can do. Staff use the information to indicate the stage of children's development and to plan for learning. They regularly observe children's skills and make accurate assessments of their progress. Consequently, staff have a clear understanding of how to support children's further learning. The progress check at two is completed for all children between the age of two and three years. Therefore, staff are well informed about the areas in which children need additional support to ensure they make good progress.

Staff invite parents to access learning journals and frequently share information about children's progress. They continue with activities started in the home, for example, reading and listening, and this effectively maintain the shared understanding of how children are developing. The staff support children who speak English as an additional language through a variety of activities. For instance, they provide one-to-one support to promote listening skills and as they encourage children to repeat words correctly, resulting in good progress. Children who start in the nursery with less developed language skills join in activities, such as, singing, story time and focussed conversation. These activities support them effectively in making consistent progress from their starting points. More able children in the pre-school room write captions to describe fruit and vegetables. They write recognisable letter which are easily read, for instance, 'oranges taste sweet'. This means that children have highly developed writing skills that they use these effectively to express their understanding of the world. Staff compile a folder with photographs of the schools

children are likely to attend. They use these at specific times to raise children's awareness of what to expect. Consequently, children are well prepared for the next stage in their learning and their transition to school.

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

Staff help children to settle quickly when they start in the nursery and, as a result, they form strong attachments. The key person arrangement works well as staff communicate daily with parents to ensure children's needs are met. For instance, the staff ensure that they implement routines, such as, rocking babies to sleep. All children, except for babies, have a well-developed understanding of attending to their own personal hygiene. They quickly respond when it is time to wash hands before meals and most, apart from the younger children, wash their hands independently. As a result, their self-help skills are developing well. Children have opportunities for daily outside play and this helps them to learn about the effects of exercise on their bodies. During these physical play activities children, including those aged two to three years learn to take risks as they mount steps to the climbing frame under close supervision. Meal times are social occasions when children sit in groups and talk to peers and staff. Pre-school children demonstrate clear awareness of eating healthily, explaining that they eat all their dinner because it makes you strong. They vigorously blow on hot food and provide appropriate reasons for doing so, for instance, 'to cool it'. This means that children have a good understanding of keeping themselves safe.

The ratios of adults to children are maintained in all care rooms and the deployment of the staff ensures children are kept safe. Controlled access to the nursery and the use of monitoring equipment effectively maintain a secure environment for all children. Staff make time to talk and listen to children, resulting in their sense of belonging and confidence. The arrangements for moving children to new base rooms are managed skilfully. For instance, a phased introduction and settling-in period help children to feel comfortable as they make new friends and form new attachments with other staff. Consequently, children experience a smooth transition within the nursery.

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

The managers have a good understanding of the learning and development requirements of the Early Years Foundation Stage and monitor the educational programme and assessments effectively. However, the monitoring of the quality of teaching is not sufficiently rigorous to identify where less experienced staff need additional guidance to promote children's learning competently. The managers and staff are well informed about safeguarding matters and this protects children in their care. Rigorous recruitment and induction procedures ensure that all staff are suitable to work with children and for that reason they are safe. The management team are keen to build on the professional development of all staff. For example, regular supervision sessions are used to manage

performance and an ongoing training programme successfully enhances staff's skills and knowledge. As a result, they consistently increase their understanding of how to promote children's care and learning.

Regular team meetings, questionnaires for parents and consultations with children feed into the self-evaluation of the nursery. The management and staff are committed to improving the nursery and they have made some imaginative changes since the last inspection. For instance, staff in the pre-school room have developed materials to extend their partnership with parents and local schools. There are plans for further improvements, such as, the development of a sensory room to enrich the learning of all children. The strong partnership with parents is based on constant communication. Parents are kept informed about planned activities to promote children's learning and events in the nursery. They receive regular feedback about their children's progress and are encouraged to contribute resources to complement the experiences planned for the children. The managers and staff work equally well with external professionals who provide guidance to support children's learning appropriately. Although the managers have made contact with other early years providers these partnerships are not fully in place. As a result, there is a lack of shared understanding of children's individual needs and progress. Overall, the management team and staff provide a welcoming environment in which children make consistently good progress from their starting points.

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	229057
Local authority	Birmingham
Inspection number	910436
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	97
Name of provider	Seesaws Day Nurseries Ltd
Date of previous inspection	12/08/2011
Telephone number	0121 384 5494

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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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