

Seesaw Nursery 2

1 Eastbourne Road, Trowbridge, Wiltshire, BA14 7HW

Inspection date

03/12/2013

Previous inspection date

17/06/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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The quality and standards of the early years provision

This provision is inadequate

- Risk assessments are not sufficiently robust to ensure all possible steps are taken to promote children's safety.
- The nursery premises have not been made sufficiently secure to prevent unauthorised persons entering.
- The manager is not suitably qualified and the arrangements for a deputy to cover the manager's absence do not meet the requirements of the Statutory Framework for the Early Years Foundation Stage.
- Systems of using the information shared with parents on their child's developmental starting points are not fully established.
- Staff are not always effectively deployed to consistently support all children's involvement in play activities.
- Children's spontaneous ideas in play and independent access to some resources are not fully supported.

It has the following strengths

- Staff are caring and friendly, which helps children settle easily.
- Staff are positive role models and effectively promote children's understanding of right and wrong and children behave well.

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 children's play indoors and outdoors.
- The inspector had discussions with management, staff and children.
- The inspector sampled documentation including the operational policies and procedures.
- The inspector took into account the views of parents spoken to at the visit.
- The inspector completed a joint observation with the owner/manager.

Inspector

Mary Daniel

Full report

Information about the setting

Seesaw Nursery 2 registered in 1993. It is one of two privately owned nurseries and operates from an end-of-terrace house situated in Trowbridge, Wiltshire. Children have use of five play rooms and associated sleep and bathroom facilities. There is a garden available for outdoor play at the back of the premises, which is on two levels. The lower level is accessed via four steps.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 8am to 6pm all year round, apart from bank holidays and a week at both Easter and Christmas. The nursery provides after school and holiday care for school children aged up to eight years. It provides for children learning English as an additional language. The nursery is in receipt of funding to provide free early education for children aged two, three and four-years. There are currently 78 children on roll of whom 70 are in the early years age range. There are 10 members of staff employed including the overall owner/manager. Of these, five are qualified to level 3 in child care.

What the setting needs to do to improve further

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

- improve security systems to fully prevent the unsupervised access of unauthorised persons entering the garden or nursery building, with particular regard to the rear entrance
- improve the risk assessment systems to help identify safety issues within the environment and take necessary action to minimise or remove risk
- improve staff deployment so that every child's learning needs are sufficiently supported and provided with appropriately challenging play experiences
- ensure the manager of the nursery holds a full and relevant level 3 qualification and there is a named deputy who is capable and suitably qualified to take charge in the manager's absence

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

- develop further the use of information gathered from parents on their child's developmental starting points, to fully support the initial planning of activities
- review the organisation and accessibility of play resources to fully support children's independence and spontaneous ideas in play.

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

Staff have a satisfactory understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They plan a range of meaningful activities that promote children's interests and overall, engage them in play. Staff observe children's play and identify what they need to do next to make further progress. For instance, pre-school children are observed completing simple puzzles easily so staff plan to provide more complex puzzles to build on their achievements. This helps children build on their existing skills and make steady progress in their learning.

Babies enjoy their group song times and smile as they recognise familiar nursery rhymes. Staff use props related to the songs, which effectively helps to attract babies attention. For instance, they smile as they see staff use the soft animal toys to reinforce the animal noises they make with a song about a farm. This actively encourages children's early understanding and communication. Staff interact well with the babies, which helps them

to gain confidence and they are eager to explore the play area. For example, they show excitement as they see the box of musical instruments. Babies bang the drums with their hands and smile at the noises they make. They start to make connections with their actions. For instance, as they tip a rain maker upside down realising it will then make a noise. This effectively helps babies start to understand how things work and encourages them to experiment with sound in different ways. Toddlers sit quietly to listen to a story about Christmas. They begin to copy the signs a staff member uses as she rocks her arms to reflect a baby. However, although staff use related songs to encourage children's participation, there are no pictures with this story. This does not effectively engage the involvement of all the younger children.

Pre-school children playing outside remember when they drew around a member of staff lying on the playground and ask to do this again. Staff find a pot of colourful chalks and skilfully use this opportunity to encourage children's mark making abilities. This leads to several children joining the willing staff member and lying down so their friends can draw round them too. Staff effectively ask questions to help children think about the shapes they draw. For example, as they discuss who has larger or smaller hands and chalk carefully around them to define the shape of their friend's fingers. Staff help children to count five fingers on the hand shapes saying 'one, two...' and children continue by saying 'three, four and five'. This helps children start to count and recognise the sequence of numbers. Consequently, staff actively promote children's communication, literacy and early understanding of simple mathematical concepts. In addition, children use the different coloured chalks with interest and examine the patterns and shapes their marks make on the playground surface. This effectively encourages children's awareness of colour and texture. Staff talk to children about the bean bags and balls they try to balance on their bats. They ask them why the balls roll off and the bean bags stay on. This helps children to start thinking critically and make connections with the shape and movement of resources. As a result, children begin to gain the necessary interest to develop their future skills. However, staff are not always effectively deployed to consistently involve children in sufficient or motivating play that fully supports their learning needs. For example, some children show as quite able in using bats and balls, but are not given support to extend their skills, such as by aiming at a given target. In addition, some less confident children sit in a ride on car or stand for some time in the outside play area with little involvement in play. At times, this has an impact on how children enjoy their play and are sufficiently challenged to continue to make progress in some aspects of their learning.

Parents state their children are happy and feel they are well nurtured and cared for at the nursery. They say the staff are very friendly and always greet them warmly on arrival so every child feels included and valued. Parents are actively encouraged to be involved in their child's learning. For example, they share in the completion of the progress check for two-year-old children. Staff gather information from parents on their child's care routines and interests, which helps to settle them in well. They also discuss children's developmental abilities as they start. However, this information is not effectively used within the initial planning of activities. This does not fully support children with play experiences that will securely build on their existing skills on entry.

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

Sufficient consideration has not been given to some aspects of keeping children safe. For example, clear emergency evacuation procedures are in place, but at times fire exits, such as the front entrance hallway, are not kept sufficiently free of obstructions. Children's coats and bags are sometimes left across the floor in the hallway, which has an impact on their access in an emergency. In addition, the premises are not fully secured to effectively prevent intruders from entering. This has a negative impact on children's safety and well-being.

Children are welcomed and valued. They respond positively to the friendly approach given by staff and go easily to them for cuddles and enjoy their gentle humour. Staff get to know children's care routines well. For instance, staff recognise when babies and toddlers are tired after lunch and settle them easily for a rest. Babies are cuddled as they have their bottles and given time to wake properly after their sleep. This means children are comfortable and content as their needs are generally well met. Staff explain to children why it is safer for them to use the ride on cars away from the climbing frame in the garden. They make sure children know to hold onto the rail when going up and down the garden steps and explain why they need to walk carefully here. This helps children to start identifying ways to keep themselves safe from harm. Staff provide a variety of activities that will promote children's understanding of healthy foods. For example, children make a colourful display of different fruit and vegetable pictures and discuss which they like best. Staff provide opportunities for children to grow tomatoes, carrots or courgettes. This actively encourages their understanding and enjoyment of healthy eating. Staff provide children with small jugs that are easy to hold so that they learn to pour their own drinks at mealtimes. This actively promotes children's hand eye-coordination and independence skills. Staff develop this further as they encourage children to find their shoes and coats and put these on themselves to go out to play. Consequently, children are supported well in becoming increasingly independent. Staff talk with children calmly and set positive examples for them. They explain why some behaviour may be harmful and maintain appropriate boundaries to help children feel secure. Staff encourage children to use good manners and be kind to their friends. As a result, they behave very well and start to develop skills that will prepare them for their move to school.

Staff talk with children about the importance of washing their hands and help them develop suitable routines. Children are encouraged to put their hands over their mouths when coughing. Individual bedding is provided for babies' cots and activity tables are regularly wiped. This effectively helps to prevent the spread of infection. Children are cared for in comfortable, inviting play rooms, which are generally well-organised to meet their needs. For instance, babies sleep comfortably in a quiet room upstairs next to their play room. Staff make regular checks on them sleeping. Toddlers snuggle cosily under sleeping bags on their sleep mats for their rest and staff stay close by, which helps children feel relaxed and settled. Children have regular access to a garden play area on two levels. This provides opportunities for them to exercise while having fun. For example, pre-school children develop a game about rockets with their friends outside. They confidently climb up the steps of the climbing frame, call out 'three, two, one' and then push themselves down the slide. Staff support toddlers well by holding their hands as they

walk along the balancing beams. They praise them for their efforts. As a result, children begin to gain confidence in their skills and successfully attempt to do this alone.

Overall, there is a suitable variety of toys and resources, which promote children's learning. Toddlers enjoy playing with chunky piece inset puzzles and pre-school children like to make their models using bright, colourful bricks. Babies explore treasure baskets containing objects such as sponges, brushes and flannels. This effectively encourages children's interest in play. However, children's access to a wide range of resources to support their independent choices is sometimes limited. At times, toddlers want to play with the outside sandpit, but they are told it is too wet. This means children's spontaneous ideas are not always fully supported. Staff create a 'muddy kitchen' area in the garden for children to explore natural resources, such as mud, water, leaves and twigs. However, this has not been in use for some time as staff continue to review the organisation of this resource. They plan to use it again in the spring and are considering providing all in one suits for children to use to prevent their clothes getting dirty. However, this currently has an impact on the range of opportunities available for children to develop their imagination and explore textures and colours in their outside role play. Staff often take babies out in their pushchairs. For instance, they go to a nearby park or into town to see the Christmas decorations. This enables them to become familiar with their community and benefit from being in the fresh air. Staff ask parents for photographs of people important to children and create a family wall display. This provides a positive discussion prompt and helps children to learn about the lives of others as they talk about their family life.

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

This inspection has identified breaches in the requirements of the Statutory framework for the Early Years Foundation Stage and the Childcare Register that have an impact on children's safety and well-being. Therefore, the provider is required to take further action in order to improve.

The inspection was brought forward following concerns raised to Ofsted. These concerns related to babies' care, safety and supervision at lunchtimes in the kitchen and in particular that babies were seated too close to the open window and within reach of a hot cooker hob. The cooker hob is hot during lunch time and is not guarded or covered. Staff complete risk assessments and have identified the cooker hob as a possible risk. There is a reliance of staff remembering to position highchairs away from the cooker and supervising children while in the kitchen. No other safety measures are taken to minimise the risk the cooker presents. This inspection also noted that babies are sat in their highchairs for mealtimes, by an open sash window, but this is only open a few inches. Staff are observant of babies and the window could only be opened further by an adult. However, babies are not always fully secured in their highchairs; this has a negative impact on their safety. No evidence was found to indicate babies were left unsupervised sitting in their highchairs or crying in their cots. This inspection also identified that the nursery premises are not sufficiently secured to prevent unauthorised persons entering. The two gates leading into the nursery from the road have bolts and hooks fitted to

prevent children's unsupervised access from the premises, but these gates are easily opened by adults from the outside. This means unauthorised persons can walk into the nursery and garden play areas. This compromises children's safety and well-being. In addition, the current manager, although experienced in childcare, does not have the required qualifications for this role. The concerns raised with Ofsted also related to the supervision offered for the out of school children, their accommodation and the deployment, ratios and qualifications of staff in charge. In particular, noting children's use of a summer house, indicating that this is small and without heating or lighting, and that children are not suitably supervised as they play outside in the dark. This inspection found the out of school children do have use of a summer house, which is quite small, but it does have some lighting and heating provided. The older children do play out in the garden until dusk if they wish too, but there is outside lighting available. In addition, the out of school children have use of rooms within the nursery. This means that overall sufficient and suitable space is available for the provision. Management is aware of correct staff ratios and sufficient qualified staff are employed. Staff are deployed appropriately to support the out of school children's needs. However, the nursery does not meet requirements relating to qualifications for the manager who would also be responsible for the out of school club. There is also confusion about management roles and as a result there is not always a named deputy present to take charge in the absence of the manager.

Staff demonstrate a sound awareness of child protection issues. The nursery safeguarding coordinator has completed appropriate training and is clear on procedures to follow should a concern arise. There is a clear safeguarding policy in place, which is shared with all staff to help them understand their responsibilities. This contributes to helping to protect children's welfare. Generally, the nursery is satisfactorily organised.

Management implement clear recruitment procedures and complete appropriate checks and references to assess the suitability of staff. This is continued through supervision and appraisal meetings and peer observations are also being introduced. This shows a positive approach to evaluating practice and making improvements. Staff are encouraged to complete regular training, such as first aid and safeguarding. This helps to promote children's welfare. Staff monitor their observations of children's play and assess the effectiveness of activities through their planning meetings. This helps them to identify some areas of learning that could be further promoted. Consequently, a sound balance of activities is provided to support children's overall development. Management have a positive approach to developing the provision and recognise there are areas for improvement. Since the last inspection the outside play area has been developed to help provide further learning opportunities. For instance, staff have created outdoor resource boxes, to support children's investigation and mark making interests in the garden area. This helps to provide a balance of purposeful activities outside, although at times the overall choice available is limited. For example, the muddy kitchen area is not always in use.

Parents state they feel well-informed and involved in their child's development. They value their regular discussions with staff and know they can share in and contribute to their child's learning journal. This promotes continuity in supporting children's development. Some parents attend nursery meetings, which help to keep them informed on how their

children learn through their play. Staff liaise with other professionals involved in children's care. For example, they have formed links with other settings children attend. They are developing ways of sharing information with these settings to provide consistency in children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the manager has a qualification at a minimum of level 3 in a relevant area of work (compulsory part of the Childcare Register)
- ensure no one can enter the premises without the knowledge of a person caring for children on the premises (compulsory part of the Childcare Register)
- ensure all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- ensure no one can enter the premises without the knowledge of a person caring for children on the premises (voluntary part of the Childcare Register)
- ensure all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	145824
Local authority	Wiltshire
Inspection number	945138
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	78
Name of provider	Catherine Bryant
Date of previous inspection	17/06/2009
Telephone number	01225 776049

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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
Store St
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M1 2WD

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