

Seesaws Day Nursery

53 Merridale Road, WOLVERHAMPTON, West Midlands, WV3 9SE

Inspection date 07/04/2014
Previous inspection date 14/04/2009

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

- Teaching is good because all practitioners fully understand how to promote children's learning and have high expectations for their achievements and, as a result, children's progress is good given their starting points and capabilities.
- Partnerships with parents and carers are effective because there is very good two-way communication ensuring all parties are well informed and work together to meet the children's needs and interests. There are effective partnerships with other professionals and providers to ensure children are well prepared for their transition to school.
- Effective management procedures, such as regular supervision monitoring, enhances staff performance. Safeguarding children is a priority within the provision. The self-evaluation process includes all stakeholders and improvements bring about effective changes that benefit the children.
- Children and their key persons are forming close attachments. Children are well behaved because key persons acknowledge good behaviour through praise and are positive role models for the children.

It is not yet outstanding because

- There is scope to support children's learning about the world around them through a range of outings to places of interest.
- There is scope to improve babies' comfort during meal times to further develop their hand-to-eye coordination.

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 scrutinised a range of documents: attendance registers for children, staff and visitors; risk assessments; self-evaluation records and the provider's

- improvement plan; staff suitability and qualifications; the complaints policy and log book; menus provided by the cook and a range of policies and procedures, which support the service provided.

The inspector conducted a joint observation with the manager, held meetings at

- various times throughout the visit with the manager and held discussions with various staff caring for the children. The inspector also held discussions with nursery cook.

The inspector observed activities in the indoor play area and checked all outdoor

- play areas used by the children. The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Seesaws Day Nursery is one of five nurseries run by Seesaws Day Nurseries Limited. It was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from an extended house, providing five rooms on two levels, in the Wolverhampton area of the West Midlands. It serves the local area and has strong links with the local schools. The nursery is accessible to all children and there is an enclosed area available for outdoor play. It opens Monday to Friday, from 7am until 6pm, each week day, for 52 weeks of the year. There are currently 84 children attending who are within the early years age range. The nursery also provides before and after school sessions during term times. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, five hold qualifications at level 2 and two are unqualified and working towards a recognised childcare qualification. The owner of the nursery holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- involve children in learning which takes them into the local community, such as walking to the shops, library and places of worship

- improve meal time seating for babies to aid stability and upper trunk control and to support hand-to-mouth coordination by ensuring they can sit with their feet on the floor or a stable footrest.

Inspection judgements

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

The teaching throughout the nursery is highly effective, thereby ensuring all children's learning and development is well supported. All aspects of the children's learning are promoted because the management and staff are committed to providing an interesting and accessible environment that helps children's progress towards the early learning goals. The manager and staff show enthusiasm and have an in-depth understanding of the learning and development requirements of the Early Years Foundation Stage. The staff have high expectations of the children they care for. As a result, children make good progress given their starting points. All staff ensure that the teaching strategies used enhance children's physical and communication skills alongside their personal, social and emotional development. For example, the staff support older children's language and

communication through the use of open questions that encourage children to think critically as they play. Older children also enjoy learning through information and communication technology as they enjoy free access to the computer and become skilled in using the keyboard and mouse to explore a variety of programmes. This also fosters their school readiness. Older children are supported to use their imagination during circle time where they sit for some time, listen to stories and add comments. For example, children make comments, such as 'I saw a pink sky when the sun came out' and 'I saw a shooting star'. Children enjoy the company of their peers and show they are very well settled as they call out to their friends, 'I can see you' and giggle while having fun with one another. Older children's imagination is further supported as they use the dark den tent, look on in awe at the fibre optic lights and talk about planets in the solar system.

Toddlers enjoy joining in with their peers and the staff as they sing rhymes and songs and enjoy story time. The staff working with the toddlers support them with their choices as they follow their lead. Children are encouraged to explore and find lots of interesting activities around them, such as water and pasta play and exploring scrap paper and cardboard in the tough-tray. This helps the toddlers find out about the world around them and supports their independence through self-choice. Toddlers become engrossed as they explore other media, such as paints and play dough, and they are beginning to learn about taking turns and sharing resources. This helps to build their confidence and self-esteem. Babies are also supported by the staff to explore media as they use fruits to make prints on paper. Babies also enjoy moulding and squeezing dough and use manageable tools to build on their physical skills. During such times children are supported by the staff who praise their efforts to 'have a go' and provide a running commentary so children begin to understand the language that supports manipulative movements. All children are provided with daily opportunities to be outdoors. They run or toddle about in the fresh air and use a range of equipment, such as seesaws and tricycles and play ball games with their peers and the staff. Children also enjoy having fun in the garden mud kitchen. This further builds on their physical development over time and helps to support their understanding of the world around them. However, children are not yet effectively encouraged to visit places of interest, such as the shops, the library or places of worship. As a result, children's understanding of the world around them in relation to their local community is not yet fully supported.

The staff effectively ensure children's needs and interests are identified and met because they observe children as they play and plan for the next steps in their learning. Children's progress is tracked to ensure that there are no gaps in their learning and development. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their progress check at age two. The management and staff implement a range of strategies to support positive partnerships with parents. For instance, parents share what they know about their child so that they and the key person can work together to ensure consistency and continuity in children's learning and routines. As a result of this good two-way communication, children's care, learning and developmental progression is supported well.

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

Parents and their children are provided with a welcoming environment by the management and staff. The emotional well-being of children is fostered well because the key person systems are strong. All staff spend quality time interacting with the children they care for. This enhances close attachments and builds children's feelings of self-worth and sense of belonging. Staff use a range of positive strategies to manage and promote children's behaviour. This includes meaningful praise and encouragement as children play and enabling them to manage conflict resolution appropriate to their stage of development. Toddlers can be seen selecting their own happy stickers provided by staff after they show good skills in sitting and listening. Strategies used by staff to support children's transitions are good. For example, parents and their child meet with their new key person before children move onto their next base room. The communication between the nursery, other settings and school ensures that everyone is working together. As a result, children become ready for the next phase in their learning and school.

Older children self-serve their meals and pour their own drinks at meal times, thereby enhancing their skills in independence and furthering their readiness for school. Children's healthy lifestyles are fostered well because they play in the fresh air each day and they eat nutritionally well-balanced meals provided by the on-site cook. Appropriate tables and chairs are provided for toddlers and older children during their meal times. However, at times, some babies are sat in high chairs that do not support them to effectively sit comfortably. As a result, children's physical development, such as strengthening their back and torso to ensure their hand-to-mouth coordination is fostered, is not always effectively supported. All staff and the cook are fully aware of any allergies, religious requirements and parent and child preferences and needs with regard to food. There is a policy in place that ensures staff and the cook follow these procedures closely to ensure children's safety and well-being at all times. The staff support children's own learning about personal safety as they include all children in the fire evacuation procedures of the nursery. Staff further support children's awareness of keeping themselves safe as they talk to the children about road safety. Also, visitors including the police, fire services and road safety officers come in to the nursery to talk to the children about keeping themselves safe in everyday situations.

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

Senior staff, such as the manager, nursery deputies, the safeguarding and behaviour management officers all work closely with the staff team. Everyone working in the nursery has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance, the staff vigilantly undertake risk assessments in all indoor and outdoor areas used by the children. Access to the premises is robustly monitored. This includes staff checking who is at the secured entrance gate before letting anybody in. There is then a keypad system in place which is on the main door of the nursery. Any visitors to the nursery are escorted to the manager's office once their identity is fully checked and they sign in. This helps to keep the children and the staff safe. Robust policies and procedures are followed to ensure children are cared for in a safe and caring

environment. Staff attend safeguarding training and are fully aware of the possible signs of abuse and what to do and who to contact should there be any concerns. A comprehensive whistleblowing policy is used by the staff to report any concerns about anyone working at or visiting the nursery. All staff have attended first aid training, which further ensures children's safety and well-being. The recruitment procedures of the nursery are robust and include ongoing checks of the suitability of all staff to work with children. The management and staff know the procedures to follow to make sure Ofsted is informed of any significant events that may affect the care of the children attending and they follow these vigilantly. Any complaints are dealt with professionally and the management ensures parents are informed of any investigative outcomes. The complaints policy and procedure and log book is freely accessible to all parents. This and up-to-date records help to make sure children are kept safe.

The strategies in place for monitoring the teaching and learning programmes within the nursery are good. This ensures children's learning and development is fostered well. For instance, senior staff observe practice and provide individual feedback to staff through supervision so that practice continues to improve over time. Yearly appraisals are also conducted with all staff. This ensures there are no weaknesses in staff conduct and that all children on roll benefit from attending the nursery on an ongoing basis. Staff are well qualified and attend ongoing training to further enhance their already good awareness of how children learn through good levels of engagement. The continuing, targeted programme for the professional development of all staff ensures high levels of staff knowledge and understanding over time. The self-evaluation processes in place are good and include input from the provider, senior management, all staff and the parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis. This includes training. For example, staff have attended Totem Pole training which includes attending a 'model nursery'. Here they bring ideas back to improve outcomes for children across various areas of learning and development. In particular, the staff learn about the importance of implementing the characteristics of effective learners which further ensures good outcomes for children's learning and development. Staff also attended Penny Tassoni training. Following this training the staff gained a deeper understanding of how to effectively support two-year-olds within the provision. This includes encouraging younger children to be more independent, such as encouraging them to put their own shoes and coats on and feed themselves at lunchtimes. This also supports younger children's next phase in their learning and eventually school. Other staff have attended training in supporting children's physical development. As a result, greater opportunities were provided by the staff to enhance children's physical development by encouraging them to undertake outdoor and indoor obstacle courses suited to their stage of development. The older children also now have a climbing wall which, supervised by the staff, challenges and extends their physical skills and development very well. As a further result of staff training, the staff invite regular visits from a dance and drama teacher which encourages children to listen to music, dance about and use their imagination.

Partnerships with parents and other providers and professionals are effective. As a result, everyone works closely with the individual child to ensure their needs are met. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. Parents are encouraged to have a home visit prior to

their child attending which effectively helps the key person to identify children's likes and dislikes so that children are able to settle well when they arrive at the nursery. This also helps to form strong relationships with parents from the start. Parents speak highly about the nursery and the staff who care for their children as they identify the high levels of care and attention their children receive.

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	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	EY289872
Local authority	Wolverhampton
Inspection number	961715
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	84
Name of provider	Seesaws Day Nurseries Ltd
Date of previous inspection	14/04/2009
Telephone number	01902 656 185

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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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