

Seesaws Day Nursery and Nursery School

30 Walmley Ash Road, SUTTON COLDFIELD, West Midlands, B76 1JA

Inspection date	07/04/2014
Previous inspection date	14/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Staff engage children appropriately with activities that maintain their interests and resources that adequately support their learning.
- Children are well behaved and confident because staff competently promote their emotional well-being.
- The staff have a clear understanding of their safeguarding responsibilities to protect children in their care.
- Staff work well with external agencies to support children's learning and care.

It is not yet good because

- Some parents do not receive consistent information about the activities and meals provided for their children or the nursery's staffing arrangements. Therefore, they cannot work actively with the staff to promote children's learning and care.
- The partnerships with other providers is not sufficiently established to support children's individual learning.
- Some aspects of learning are not planned for effectively to fully support children's individual needs and the quality of teaching is variable.
- Staff do not always help toddlers learn about the benefits of healthy 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 checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke with the area manager, the nursery manager, staff and children.
- The inspector took account of the views of parents and looked at written feedback.
- The inspector carried out a joint observation with the manager.
- The inspector carried out observations in the care rooms and during outside play.
- The inspector looked at documentation, including children's records.
- The inspector had a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

Seesaws Day Nursery and Nursery School opened in 2000 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven provisions owned by the same provider. The nursery operates from a detached house in Sutton Coldfield, West Midlands. It serves the immediate locality and also the surrounding areas. It opens five days a week, from 7.30am until 6.15pm, all year round except for Christmas day and Boxing day. Children attend for a variety of sessions. Children are cared for in eight rooms and have access to an enclosed outdoor play area. There are currently 136 children on roll in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 30 staff working directly with the children. Of these, 18 hold appropriate early years qualifications at level 3. Two of the staff hold qualifications at level 6 and Qualified Teacher Status. The nursery 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:

- develop further the partnerships with parents and carers to fully inform them of those aspects of the provision that contribute to children's learning and care by: providing consistent up-to-date information about the Early Years Foundation Stage, including planned activities; the food and drink provided for children and staffing arrangements in the nursery during the early part of the day
- improve the quality of teaching and planning of activities by taking into account the individual learning needs of each child and ensuring these are met fully
- develop further the partnerships with other early years providers to ensure information is shared to provide the support children need to promote their individual learning fully.

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

- use routine activities, such as meal times, to help children aged between two and three years to learn about the benefits of healthy eating.

Inspection judgements

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

Staff deliver a wide range of suitable activities that promote children's learning by taking account of their interests. Staff have a reasonable understanding of activities children enjoy, such as sticking and gluing. They engage children aged under two appropriately during the activity and model how to stick small pieces of paper onto a template. Children's small muscle skills are developing appropriately by spreading glue and sticking paper. Staff talk to children throughout the activity and this helps them to follow instructions correctly. However, activities are not always appropriately planned to provide a worthwhile experience at all times. For example, staff organise a cutting and sticking activity but focus more on the process than helping children understand and experience sticking or sticky fingers. Therefore, children's learning is not always meaningful because the purpose of the activity, to learn about sticking, is not fully achieved. Staff use colourful resources to help children learn shapes, but the quantity used is not always appropriate for some children. They do not recognise basic shapes when asked to place items in the relevant box and some staff have not yet developed the skills to help children achieve this by varying the methods used to support children's individual learning. Other staff understand how to promote children's learning positively across all areas. They encourage pre-school children to choose songs which they then sing to the large group. All children join in confidently with songs, including those that promote their understanding of number. Staff make learning fun while they guide children in how to add and take away numbers, ensuring that they reinforce the learning of number skills. On completion of each verse staff allow time for children to work out the number of items left. Staff provide opportunities for children to talk about their home experiences by asking open-ended questions that promote children's thinking. The quality of teaching is variable across the nursery and therefore children make satisfactory rather than good progress from their starting points.

Staff obtain information from parents about what children can do when they start at the nursery. This means that they have a clear understanding of children's learning and development. Regular observations show what children do during play and staff use these to assess children's progress, including the progress check at age two. At parents' evening staff share information about children's progress and discuss with parents how to promote children's learning further. However, staff do not always provide information to parents about planned activities taking place on a daily basis, and this prevents some parents from being able to work with staff to develop a shared understanding about their child's learning. Staff discuss with parents how to support children with special educational needs and/or disabilities and work with them to follow the play plans devised by external professionals. They work closely with speech and language therapists to help children by implementing guidelines. For instance, they implement mouth exercises that help children's speech. Therefore, these children make steady progress in their speaking.

There is a clear focus on preparing children for school. Staff include phonics and number activities in the daily timetable and this lays a solid foundation for the skills needed at school. Staff regularly read stories about school, ensuring children gain an understanding

of what to expect when they start. Displays in all rooms reflect activities staff deliver to support children's learning, including painting. Scrapbooks are filled with photographs of children's experiences, such as making masks to celebrate festivals. The colourful environment is welcoming for children and resources provide sufficient challenge in all areas of children's play.

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

Staff greet children warmly on their arrival at the nursery and help them to settle in the care rooms. Staff cuddle babies and attend to children's requests promptly if they need help. Therefore, children feel secure and form strong bonds of attachment as they become familiar with the staff. This is in spite of some recent changes with regard to key persons in several rooms. The move from home to the nursery is managed competently because staff have discussions with parents about how they can meet children's needs. Individual routines for babies are available and amended regularly following discussions with parents. Therefore, care is clearly maintained to ensure a smooth transition for the children from home to the nursery. Parents receive advance information before children change base rooms and sufficient time is allowed before the move is permanent. Consequently, these settling-in arrangements contribute to a stress-free changeover within the nursery. However, parents do not always receive prompt information about new key persons. Consequently, there is some delay with sharing information with the key persons to maintain continuity in care appropriately. Staff prepare children for the move to school through the learning activities and the promotion of independence skills. This means that children grow confident in their abilities to take responsibility for their personal care and develop appropriate levels of self-esteem.

Throughout the nursery children grow confident as they gain skills across all areas of learning. For instance, children learn to communicate with staff and say when they wish to move on to other activities. Staff respond by allowing children to choose and this contributes largely to their sense of belonging and freedom in the nursery. Staff promote children's behaviour appropriately, encouraging them to take turns when using resources during group activities or free play. Children enjoy their freshly cooked meals daily and snacks are a combination of biscuits and fruit. Water is always within reach. Meal times are social occasions when staff sit with children in their key groups and maintain a flow of conversation. They name vegetables served as part of a balanced meal and talk about favourites. However, they do not talk about how the meals help children to be healthy. Therefore, children in the two-to-three age group do not gain a full understanding of the benefits of healthy eating. Staff help children to develop an awareness of healthy lifestyles through daily outside play. Children ride on bikes and learn to negotiate around others in the available space. They are developing their balance and large muscle skills appropriately through these activities. Children learn to take risks under supervision when they walk from school and gain an understanding of road safety. Consequently, children learn to keep themselves safe on the road. The welcoming environment and the availability of resources contribute positively to children's well-being. This means that children are happy in the nursery.

The effectiveness of the leadership and management of the early years

provision

This inspection was brought forward following concerns raised about the provider's ability to safeguard children. The inspection found that security to the premises is suitably maintained due to a controlled entry system and the door is always answered by a senior member of staff. These arrangements are supplemented with a notice asking parents to be vigilant and to refrain from allowing anyone into the building. On the whole, staff respond promptly to the buzzer to ensure parents do not wait for long periods before gaining entry. Outside security is maintained due to locked gates which prevent intruders from entering. Although the management team provide feedback about children's progress at parents' evening, daily information sharing is not always consistent. For example, the daily two-way flow of information does not ensure that all parents receive consistent feedback about the learning activities offered to their child. Some parents are uncertain about staffing arrangements in the nursery during the early phase of the morning when the deputies cover for the manager. Information provided for parents is not always up to date, for instance, in relation to the Early Years Foundation Stage. Parents do not always receive information in advance about the meals to be served to children. These gaps in communication mean that parents do not always receive important information about their child's care and early education. This is a breach of the requirements of the Early Years Foundation Stage. All children are assigned a key person, although recently there have been several changes due to staff leaving the nursery. The management team ensure staff are effectively deployed to supervise and support children during activities. For example, when pre-school children using the outside classroom need to go to the toilet, they are accompanied by a member of staff. Records required for the smooth running of the nursery are available and there is fairly secure storage of children's records when they leave the nursery. The management team ensure staff discuss safeguarding issues at team meetings to keep them informed about good practice. This includes using and communicating with parents on social media websites. The management team and staff have a sound understanding of their responsibilities to protect children. The designated persons for child protection have received appropriate training for their roles to support children, parents and staff. Safer recruitment procedures and an adequate induction programme ensure staff are suitable to work with children. This means children are kept safe.

The management team have an adequate understanding of the learning and development requirements. They regularly review the planning of activities and the assessments of children's progress to support their individual learning and development. The monitoring of all staff practice is evolving to identify how they can make further improvements in the quality of teaching. Team meetings provide opportunities for staff to contribute ideas to the running of the nursery. For instance, staff evaluate the environment and make changes which allow children to move around more freely. Parents express their views of the nursery by completing annual questionnaires which are mainly positive. Satisfactory progress has been made since the last inspection, particularly in relation to the nappy changing facilities and the outside play area. The management team have involved children in making decisions about equipment they wish to see in the outside space. As a result, a colourful caravan is now available to be used during children's imaginative play. There are plans to enrol all staff on safeguarding training to ensure this is up to date for

all. This means that children's safety is appropriately promoted.

The partnership with parents is satisfactory. Parents receive a colourful booklet with information about the nursery when children start. Regular newsletters include details of some changes in the nursery, for example, the change of the use of the sensory room which is now mainly used for pre-school learning activities. Currently, some children attending also attend other local nursery schools, although, the partnership arrangements with these other settings are not fully developed. The management team regularly send information to the schools, but this focuses on care needs and does not include details of children's learning and progress. This arrangement does not complement children's learning in both settings because a shared understanding of children's individual needs is not yet established. Staff work closely with external professionals, such as the area special educational needs coordinator, to support children's learning and care.

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	228931
Local authority	Birmingham
Inspection number	959666
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	136
Name of provider	Seesaws Day Nurseries Ltd
Date of previous inspection	14/02/2013
Telephone number	0121 351 7000

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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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