

Seesaw Nursery 2

1 Eastbourne Road, Trowbridge, Wiltshire, BA14 7HW

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| Inspection date | 03/06/2014 |
| Previous inspection date | 03/12/2013 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 4 |
| 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

- The management team has implemented good actions since the last inspection to improve outcomes for children through their effective systems of reflection, self-evaluation and monitoring the quality of teaching.
- Staff encourage children's independence and a 'can do' attitude, which prepares them well for their next stage of learning and school.
- Staff provide a language rich environment and culture of listening, so children become confident communicators.
- The good key-person system and partnerships with parents ensure children form secure attachments and babies feel secure to explore the environment.

It is not yet outstanding because

- Staff do not always enable children to independently use the resources they provide in adult-led activities so that children can initiate their own ideas.
- Staff do not fully promote children's mathematical development in all activities, such as selecting matching items from a group of resources.

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 all rooms and the outdoors.
- The inspector talked to parents, staff and children present at the inspection and took account of the nursery's self-evaluation and own surveys.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

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 playrooms on two floors with 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. It is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 67 children on roll in the early years age range. The nursery provides after school and holiday care for school children aged up to eight years. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. There are 10 members of staff employed including the owner. The manager holds a childcare qualification at foundation degree level. Four staff are qualified to level 3 in child care and one holds a qualification at level 2. Four staff are working towards a childcare qualification.

What the setting needs to do to improve further

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

- increase staff awareness of giving children time to play independently with resources used in adult-led activities so children can find their own way of using them

- extend children's mathematical development further, for example by supporting them in selecting a number of items from a group.

Inspection judgements

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

Staff have implemented a good system to plan topics from children's interests. Their new system ensures they focus on every child. They seek parents' observations and provide activities to enjoy at home. For example, they provide story sacks or a teddy with a diary to record his adventures. Parents also help their children to find items at home beginning with a certain letter sound to bring in and share at circle time. Staff now make good observations of children's achievements and use an effective system to identify their next steps in learning. Through focusing on children's interests, they motivate children to be excited and have a positive attitude to learning. Consequently, all children make good progress in their learning and development.

Staff provide good support for children's key areas of development, preparing them well for their next stage of learning and school. Children are confident communicators because staff use language in all activities, describing what children are doing, asking questions and giving children time to respond. Staff engage older children in conversations that interest them. They support younger children well in understanding about taking turns in a conversation by playing with telephones, for example. They encourage babies to babble and toddlers to use their words. Staff link words to actions so that babies and young children understand the meaning and begin to use the words themselves. For example, children explore a handbag full of everyday items, opening zips and buttons to find hair clips, keys, train tickets, lipstick and a mirror. Through their actions and words, they demonstrate their understanding of the purpose of these items. Staff have phrases in children's first language and some staff speak additional languages to support children learning English as an additional language.

Staff engage in children's games, following their lead to motivate their learning. For example, children use sand to pretend to bake a birthday cake. Staff ask them how old they are, how many birthdays they have already had and how old they will be next birthday, which promotes their mathematical development. Children use spades and spoons pretending to add ingredients. They play cooperatively extending their imagination and creativity as they pretend to wrap presents, blow up balloons and act out their ideas. Children learn about the natural world through stories and first hand experiences. They know about the life cycle of a caterpillar for example. Staff make good use of adult-led whole group activities to prepare children for more formal learning. For example, children confidently sound letters and suggest what might begin with them. Older children listen to instructions and find an item according to their ability. Staff challenge the more able children by giving them more instructions to remember, such as a colour, shape and number. However, staff do not give children sufficient time to play with resources they use in adult-led activities. This limits their ability to use them in their own way to find different ways of using the resources and develop their imagination. Children enjoy stories and staff engage them through using visual props. However, staff sort the items, commenting and finding the number they need, thus missing some teaching opportunities to extend children's mathematical development further.

Children develop good independence through managing age-appropriate tasks. For example, older children put on their shoes and coats and staff encourage them to help the younger ones. Older children find their name on arrival to register their attendance, which promotes their literacy development and sense of belonging as well. Staff encourage children to explore and develop new skills through self-discovery. For example, babies press buttons and turn a battery-operated toy off. Staff talk through what they did and ask 'what do you need to do now?' babies then press the same button to turn it on. They are delighted with their achievement and do it again without instruction. Babies demonstrate that they enjoy their learning, bouncing on their bottom, smiling and clapping their hands in excitement. Staff support children's critical thinking throughout the nursery, encouraging them to predict, solve problems and find different ways of completing a task. For example, they work together to manoeuvre a large parachute. Staff ask them if leaves are heavier or lighter than balls and which will be easier to shake off the parachute. Children make their predictions and then find out if they are correct.

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

Children arrive happy and settle quickly because they have good relationships with staff. This builds their confidence and has a positive impact on their well-being. The good key-person system ensures children have a special adult who understands their individual needs well. This is because staff work closely with parents to provide a consistent approach to children's routines. Staff effectively support new children so they soon make friends and enjoy their time at the nursery. Parents comment on their children gaining confidence since being at the nursery. They suggest that the new system of focusing on children's interests also helps children feel special and individual. Children understand the routines and staffs expectations, such as helping to tidy up. Staff sensitively encourage children to describe their feelings. They support children well in acknowledging why they may feel angry or upset and look for ways to resolve it. As a result, children behave well. Children gain a good positive awareness of people's differences and through staff providing a good role model as they learn to value each other's contributions. Staff prepare children well for their move to the next room by providing regular visits. Once children are ready to move they have opportunities to return to their previous room, which helps them to feel emotionally secure. Teachers from local schools visit the nursery to support children in preparing for school. Staff have positive discussions with children and ensure they have the necessary skills to enable them to be ready for formal learning.

Children gain a good awareness of a safe and healthy lifestyle through their daily routines. On arrival and after being outside, children spontaneously remove their shoes to play indoors. Staff wear gloves and aprons to change nappies and to wipe the noses of babies, which protects children's health and prevents cross contamination. Children wash their hands before eating and after using the toilet. They use liquid soap and paper towels, gaining a good understanding of the importance of hygiene. Staff promote children's awareness of healthy eating through providing healthy snacks, freshly cooked nutritional meals and regular drinks of water, for example. Children have daily opportunities to be outdoors, which extend their awareness of safely managing age-appropriate risks, as well as the importance of exercise. For example, children walk down the steps to the lower garden holding onto the rail and under staff supervision. They regularly practise the emergency evacuation procedures and learn about 'people who help us' so they have a good understanding of staying safe.

Children downstairs have regular opportunities to free flow between all the rooms and the upper garden. This enables them to use a good range of resources both indoors and outside, which are mainly at low level for them to initiate their own learning. Children have 'choice' books and boards so that they can indicate what they would like from the less accessible items. Staff support children in using resources for different purposes, such as sliding down a soft ramp and then using cars to do the same. Staff regularly change the role-play area to enable children to act out their learning, such as visiting the vets or a Chinese restaurant. The storage shed outside enables children to use resources outdoors to promote all areas of their development. For example, they use chalk on the ground and pencils on paper to practise their early writing skills. Children demonstrate control and coordination as they propel themselves around on bicycles and steer to avoid obstacles.

They enjoy using a good range of tools and equipment in the mud kitchen. Staff deploy themselves effectively to extend children's learning and ensure all children engage in purposeful play.

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

The management team now has a good understanding of their responsibilities in meeting all the requirements of the Early Years Foundation Stage. They have reviewed their policies and procedures, including risk assessments to ensure they are now sufficiently robust. As a result, they now take appropriate action to minimise risks to children. For example, the premises are now secure and prevent strangers from unauthorised access. There are now window restrictors in the kitchen, staff securely strap babies into highchairs and staff ensure the oven is not hot to ensure children remain safe. The new management structure means the nursery now meets the staffing requirements, including having a deputy to take charge in the manager's absence. They now deploy staff well to safeguard children and to meet their individual needs. The owner has attended training in safer recruitment so that procedures and checks on staff help to ensure that she employs suitable personnel. All staff receive training in safeguarding children and as a result have a good awareness of child protection procedures. The manager ensures all documentation is in place and staff use it appropriately to protect and promote children's welfare. Staff use a more extensive system now for gaining information on children's starting points, which enables them to plan more effectively. The manager has an appropriate system to monitor children's development overall. She ensures staff keep records up to date and they carry out the required progress check for two-year-old children. This ensures they identify any gaps in children's learning and seek appropriate professional guidance.

Staff keep parents central to their children's learning and care. They recognise the extensive knowledge parents have of their own children and regularly share information. Parents meet with their child's key person to discuss children's progress. Parents contribute to the development records and where necessary any additional support. Staff work well with outside agencies and other providers children also attend. The special educational needs coordinator supports all staff in understanding children's individual educational plans. She has a good awareness of children's key targets and provides one-to-one or small-group work to help them reach their full potential.

The owner and manager make regular observations of staff to monitor the quality of teaching and provide knowledgeable support and guidance. They encourage staff to observe each other, which provides good opportunities for them to learn from each other and identify where they can improve. Staff comment positively on how useful they find this exercise for them to reflect on their own development and share best practice. The manager has placed guidance as prompts in the outdoor area so that staff know how to use the resources to promote all areas of development and challenge the more able children. The management actively seeks parents' and children's feedback. They use questionnaires, comment books, face to face discussions and record the children's voice, for example. As a result, they are looking at the best time to have their parent meetings

and to show parents how children learn through the Early Years Foundation Stage. Through good self-evaluation, the management demonstrates a strong drive for continuous improvement. They accurately identify their strengths and implement a successful action plan to continue to improve outcomes for children.

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

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| Unique reference number | 145824 |
| Local authority | Wiltshire |
| Inspection number | 963140 |
| 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 | 67 |
| Name of provider | Catherine Bryant |
| Date of previous inspection | 03/12/2013 |
| 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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