

Seesaw Nursery 1

12 Wingfield Road, Trowbridge, Wiltshire, BA14 9EB

Inspection date

06/01/2015

Previous inspection date

03/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 have a good understanding of how children learn and demonstrate effective teaching strategies. As a result, children make good progress in their learning and development from their initial starting points.
- Staff give high regard to developing children's communication and language skills; many opportunities are available to develop these skills through good staff interaction.
- Good partnerships with parents are evident and help to ensure children's individual care needs are met.
- The management team and staff have a strong commitment to continual development. This helps to enable them to bring about change to improve the outcomes for children.

It is not yet outstanding because

- Staff do not always maximise opportunities to promote younger and more able children's understanding of numbers and counting during daily activities.
- Children have fewer opportunities to develop their independence and self-help skills during meal times in contrast to other times of the day.

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 the playrooms and outdoor play areas.
- The inspector held discussions with the management team and spoke with the staff and children at appropriate times during the inspection.
The inspector looked at the children's learning records, planning documentation,
- evidence of suitability of staff working within the nursery, a selection of policies and procedures, and a range of other documentation.
- The inspector undertook a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Julie Swann

Full report

Information about the setting

Seesaw Nursery 1 is one of two privately owned nurseries in Trowbridge. The nursery operates from a Victorian house. The nursery uses the basement, ground and first floors with access to rear and front gardens for children's play. Children are cared for in small groups; pre-school, toddlers and after-school children each have their own play areas with some playtime together when numbers are low. The nursery is open from 8am to 6 pm Monday to Friday for 50 weeks of the year. There are 85 children on roll. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for two, three and four year olds. Staff support children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 10 members of staff working directly with the children, nine of whom have an appropriate early years qualification at levels 3 to 8. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen children's mathematical skills, for example, by encouraging younger and more able children to count and use mathematical terms during every day routines and activities
- increase children's independence, for example, by encouraging their self-help skills at snack times and to begin to clear away after they have finished their meal.

Inspection judgements

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

Teaching is good. Staff have a secure understanding of the learning and development requirements and how to engage and capture children's attention. Staff observe children regularly to identify children's interests and next steps in development; and assessments are completed to show children's learning and progress. This means that staff can accurately evaluate children's progress by reviewing what they can do and then use this information to plan specifically for the needs of each individual child. As a result, children make good progress in their learning and development. Parents have many opportunities to contribute to their children's learning profile and help key staff complete the required progress check at age two. This helps to ensure parents are effectively included in their children's development, to provide a consistent approach to learning in the nursery and at home.

Staff place a strong emphasis on the children communicating and developing their language skills. Staff support and encourage children to share and talk about what they are doing and to communicate their own ideas. For example, younger children became engrossed in the pouring and mixing of different colours of paint, with staff on hand to extend their learning through skilled questioning and conversation. Older children collected apples and made pretend apple pies in the outdoor mud kitchen, whilst staff provided optimal challenges through their good use of open-ended questions. Consequently, children learn to think and talk about what they are doing, and this helps them to consolidate their own learning. Children have ready access to a wide selection of books and puppets. For example, staff used visual 'caterpillar' puppets and props effectively to add interest and meaning during group story time. This enables children to re-tell stories and sequence events, further developing their communication, language and literacy skills. Children have many opportunities to use a range of implements in a variety of messy play activities and practise their writing skills, both indoors and in the outdoor environment. Consequently, children acquire the skills needed for the next stage in their learning.

Children enjoy a wide selection of natural and sensory materials, which promotes their curiosity and interest in the world around them. For example, children informed each other that 'ovens' can be hot and enjoyed recreating meals, whilst using child size real pans, cutlery and tea sets. This supports children fully in learning about life skills. Children thoroughly enjoy outdoor play. Younger children blow bubbles in the outdoor tepee, use sit-and-ride toys, climbing resources, and practise their balancing skills. Older children accessed water and sand play outdoors and used larger equipment to make obstacle courses. This helps to promote and enhance children's physical development. Staff use various games and activities that encourage children to count and sequence numbers and recognise different shapes. For example, older children show high levels of concentration and perseverance as they took part in number games, puzzles and small-world play, where they work alongside their friends to solve problems and complete tasks. However, staff missed opportunities for younger and more able children to focus more precisely on number recognition, and counting during daily activities. As a result, younger children's mathematical development is not always maximised.

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

A well-established and effective key person system operates throughout the nursery. Parents share what they know about their child on entry through a detailed All about me document. This includes details, such as children's routines, likes and dislikes. The manager designates each child a key person before children attend. This helps the key person's to settle their new key child in and enable children to develop a strong sense of belonging. Staff photographs and the key person list are clearly displayed, which enhances the settling-in process. This helps to ensure staff supports children's emotional well-being and helps children form secure attachments with their key person.

Children behave very well because staff are effective role models. For example, during activities staff positively acknowledged children for good listening, which reinforced

desirable behaviour. In addition, staff model how to take turns when speaking and listening, with explanations so that children understand the feelings of others. This helps children to develop the key skills needed for the next steps in their learning and to prepare them for their move within the setting and for their move to school.

Staff support children to lead their own play, which builds their confidence and enhances their learning opportunities. Children of all ages have a good understanding of the importance of independently washing their hands before having meals and after going to the toilet. Children learn about a healthy lifestyle. Staff provide them with a broad range of nutritious meals and snacks, all prepared on the premises. During this time, children sat together in groups and talked with staff and their peers, which teaches them how to behave in social situations. However, opportunities for younger and more able children to further their independence by assisting staff to set the table, butter their own bread, pour their own drinks and help to clear away at the end of their meal is not consistently encouraged. Therefore, younger and more able children do not develop their independence and self-care skills to the maximum potential.

Staff encourage children to have lots of fresh air with access throughout the day to the well-resourced outdoor area. This helps to ensure that children benefit from a good level of physical development. Staff promote children's understanding of safety and risk by explaining how to use the resources and equipment appropriately. Children learn to walk indoors and to sit down when using scissors and they remind each other. This positive approach fosters children's good understanding of keeping safe.

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

The management team and staff have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements. Staff fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns. Safeguarding procedures are robust. For example, all staff have attended safeguarding and first aid training to ensure that they understand how to keep children safe from harm. The provider has robust recruitment procedures and trial periods. These together with supervision and appraisal systems help to ensure that staff are, and remain suitable for their roles and have the opportunity to develop their skills and knowledge. The management team regularly monitors risk and reviews all accident, incident and medication records. This effectively maintains the safety and well-being of children.

The senior manager and the nursery manager monitor children's development, teaching and planning effectively. They meet with staff regularly to discuss their performance and professional development. The management team then identifies areas for improvement in staff performance and organise training courses. This contributes to improving practice and outcomes for the children. Staff, parents, children and other partners all contribute to the nursery's self-evaluation plan. The plan identifies areas to improve and relevant timescales to meet any targets set. This approach effectively supports continuous

improvement for the staff and the quality of the provision for children.

Staff have established effective strategies and work closely with other professionals and early year's settings, to ensure children are fully supported and good information is shared. For example, staff invite reception class teachers into the nursery to meet children before they move onto the next stage in their learning. Staff have a good relationship with parents and they speak very highly of the nursery and the staff team. This ongoing support enhances continuity of care and maximises learning opportunities for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	145823
Local authority	Wiltshire
Inspection number	841710
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	85
Name of provider	Catherine Bryant
Date of previous inspection	03/08/2009
Telephone number	01225 767006

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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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