

Seesaws Day Nursery

635 Chester Road, Wylde Green, Sutton Coldfield, West Midlands, B73 5HY



Inspection date 17 August 2016
Previous inspection date 29 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. The well-qualified practitioner team has a strong knowledge of how children learn and develop. Practitioners know the children well and make regular and precise assessments of their learning. This ensures children continue to move forward in their learning and develop all the skills they need for their move on to school.
- Children's health, well-being and physical development are promoted effectively. There are very good opportunities for children to play in the stimulating outdoor play space. Children manage their personal care needs and enjoy healthy snacks and a freshly cooked, nutritious lunchtime meal.
- Partnerships with parents, local schools, agencies and other providers work well and make a strong contribution to meeting children's needs. Parents speak very positively about the nursery. They say their children are progressing very well and that they develop confidence and good language skills.
- Leadership and management of the nursery are good. A well-established programme of professional development helps practitioners to improve their knowledge, understanding and practice. Self-evaluation plays a key part in the drive for continuous improvement. Practitioners, parents and children contribute to the self-evaluation process.

It is not yet outstanding because:

- Practitioners do not involve parents as fully as possible in assessing the starting points for children's learning. They do not find out everything that parents know about what their children understand and can do when they first join the nursery.
- Practitioners do not always support parents well enough to share information about what children are achieving at home on an ongoing basis, in order to help inform the assessments of children's progress over time.

What the setting needs to do to improve further

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

- involve parents more fully in the initial assessment of the starting points for children's learning
- support parents more effectively to share information about what their children are achieving at home, to help inform the ongoing assessment of children's progress.

Inspection activities

- The inspector had a tour of the nursery and outdoor areas with the senior deputy manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the manager, senior deputy manager and general manager.
- The inspector carried out a joint observation with the senior deputy manager.
- The inspector looked at a sample of policies, children's learning and development records and the planning documentation. She also looked at the nursery's self-evaluation document.
- The inspector checked evidence of the suitability and qualifications of practitioners.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and practitioners are clear about their role in keeping children safe and protecting their welfare. They demonstrate a good knowledge of the procedures to follow in the event of a concern about a child in their care. Recruitment and vetting procedures are robust to help ensure all adults who have contact with children are suitable. Practitioners work successfully as a team. They are deployed well and the required adult-to-child ratios are monitored each day to ensure requirements are met. This ensures children's needs are met and they are kept safe. All the required documents are in place to meet legal requirements. They accurately reflect details of any accidents, existing injuries and incidents involving children. The management team ensures the quality of teaching and learning is closely monitored. Children's progress is checked closely to identify any gaps in learning and to make sure they receive any support they need.

Quality of teaching, learning and assessment is good

Children enjoy their time at this welcoming and supportive nursery. Practitioners make the most of opportunities to promote children's learning through play, discussions and group activities. Older children are encouraged use their thinking skills as they try to predict what will happen when they add water to jelly crystals. They confidently share their skills, including the use of numbers, size, shape recognition and counting. Practitioners respond well to the needs of the youngest children in the nursery. They model language effectively and help them develop their language skills. They use picture cards and objects to help children learn new words. Younger children enjoy interactive story sessions. They use props to follow their favourite story as they try to find the bear in the wood. Children thrive in the outdoor play space. They build dens and particularly like to play in the sand. Children are creative as they fill and empty containers to make 'soup' in the mud kitchen. Children keenly express their views about what they like doing at nursery. They like building boats with bricks, riding on bikes in the garden and drawing.

Personal development, behaviour and welfare are good

Good attention is given to children's personal, social and emotional development. This is supported by an effective key-person system that ensures children's individual needs are met and that they receive consistent support. Children show they feel safe in the nursery. They are confident and self-assured. Practitioners are good role models, speaking warmly and respectfully to children. This creates a positive environment for children to play and learn in.

Outcomes for children are good

All children develop the underpinning skills and confidence they need for their future success and for starting school. They develop good social skills and learn about the needs of others and the wider community. Children talk about their friends while playing and use good manners, share and take turns. Children develop good technology skills and learn to control the mouse while playing educational games on the computer.

Setting details

Unique reference number	229057
Local authority	Birmingham
Inspection number	1067321
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	60
Number of children on roll	76
Name of registered person	Seesaws Day Nurseries Ltd
Registered person unique reference number	RP903815
Date of previous inspection	29 April 2013
Telephone number	0121 384 5494

Seesaws Day Nursery was registered in 1994. It is one of six settings owned by the provider. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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