

Seesaws Day Nursery

1 Riley Crescent, Wolverhampton, West Midlands, WV3 7DR



Inspection date

3 April 2018

Previous inspection date

17 August 2015

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

- The manager's self-evaluation is accurate and incorporates the views of others, including parents. She uses parents' suggestions to enhance practice, such as strengthening the arrangements for when children move to the next age group room in the nursery.
- Monitoring of the progress of groups of children is effective and helps to reduce any differences in learning. For example, staff have identified ways to accelerate the progress of boys in aspects of their physical development. They are now providing further support to boys to help them become toilet trained quicker.
- Staff effectively observe children's learning, assess their progress and plan for their interests and next steps. Children are learning the skills they need for the next stage in their learning, including school.
- Children have strong bonds with staff. They seek physical comfort from their key persons when needed, such as when they wake up from sleeping.

It is not yet outstanding because:

- The new manager has not yet implemented planned changes to the supervision and evaluation of staff practice to help tackle any minor variations and build on the already good-quality teaching.
- Staff do not promote children's imaginative play to an outstanding level. In some rooms across the nursery, children cannot access role-play resources freely to lead their own play or there is a limited range of pretend play toys available.

What the setting needs to do to improve further

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

- strengthen the evaluation and monitoring of staff practice to help raise the overall quality to an outstanding level
- provide all children with enough opportunities and resources to build on their imaginative play experiences.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this had on children's learning. He completed a joint observation with the manager.
- The inspector spoke with parents and children during the inspection and took account of their views. He also viewed the written feedback from recent parent questionnaires.
- The inspector held a meeting the manager, who is also the designated safeguarding leader, the deputy manager and the provider. He discussed with them the complaints procedures, staff recruitment and supervision, and self-evaluation.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff about children's progress, behaviour management, care routines, safeguarding policies and the procedures for dealing with accidents.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers organise staffing effectively to maintain adult-to-child ratios. When children have accidents, staff make suitable records of these and notify parents. Managers monitor all accidents to help reduce the likelihood of them reoccurring. The designated safeguarding leader for the nursery has completed a wealth of child protection training. She disseminates this well to all staff to help maintain their in-depth knowledge of safeguarding procedures, including how to report concerns about children's welfare. The provider follows robust procedures to help ensure all staff are suitable and have relevant qualifications and experience to work with children.

Quality of teaching, learning and assessment is good

Staff effectively promote children's understanding of the world through their teaching. For example, they take children on outings to help them learn about their local community and teach them how to speak in different languages. Staff work closely with parents to involve them in their children's learning. They keep them informed about their children's progress and share ways to support this at home. Staff have strong working relationships with other professionals. This helps to support and close any gaps in learning for children who have special educational needs and/or disabilities. Staff teach younger children good communication and language skills. For example, they read stories to them and encourage them to make the sounds of animals that feature in the book. Staff in the pre-school room teach older children good literacy skills, such as recognising that text carries meaning.

Personal development, behaviour and welfare are good

Staff use their knowledge and skills gained from recent training on managing children's behaviour to promote good behaviour and challenge any unwanted behaviour effectively. Children learn how to share, take turns and understand the impact their actions have on others. Staff work closely with parents to use consistent strategies to promote children's positive behaviour between home and nursery. There is a good promotion of children's health and hygiene. Staff are attentive to all children's care needs, such as changing younger children's nappies regularly throughout the day. There are effective arrangements in place to help new children to settle quickly and older children to feel confident about their move to school.

Outcomes for children are good

All children make good progress in their learning. They have good levels of engagement in activities. Children are developing good physical skills, such as how to climb, slide and jump. They are confident communicators and quickly learn and use new vocabulary, such as 'squiggle'. Children make marks and sometimes give meaning to them, including making dots in paint with toothbrushes. They can follow instructions they are given as they become increasingly independent.

Setting details

Unique reference number	224859
Local authority	Wolverhampton
Inspection number	1133684
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	1 - 8
Total number of places	53
Number of children on roll	110
Name of registered person	Seesaws Day Nurseries Ltd
Registered person unique reference number	RP903815
Date of previous inspection	17 August 2015
Telephone number	01902 341 676

Seesaws Day Nursery registered in 1998. It is operated by Seesaws Day Nurseries Ltd and is one of six settings run by the same provider. The nursery opens from Monday to Friday, all year round from 7am to 6pm. There are currently 16 staff working directly with the children. Of these, one is qualified to level 6, 10 hold an early years qualification at level 3 and two hold an early years qualification at level 2. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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