

# Seesaws Day Nursery

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



<b>Inspection date</b>	30 November 2018
Previous inspection date	17 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider has not ensured that all rugs and the carpet in some rooms are maintained in a clean condition.
- Staff do not include good levels of challenge in activities to help children make good progress. They do not engage all children effectively enough to meet their individual learning needs.
- Staff do not organise mealtimes well enough to support two-year-old children effectively.
- The monitoring of staff's practice, including the quality of teaching, is not robust. Managers have not provided the level of support staff need to maintain good standards of teaching throughout the nursery.

### It has the following strengths

- The provider implements effective procedures to manage any incidents of sickness or illnesses in the nursery. She seeks guidance from external organisations and ensures staff take appropriate action to prevent the spread of infection.
- The provider maintains good communication with parents through various methods. Parents have opportunities to share information daily and they receive prompt information about events or changes in the nursery, electronically.
- Children behave well. They follow guidance from staff consistently. They take turns at sharing resources. Children are self-assured and they interact confidently with staff and other children.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the premises are suitable and fit for purpose so that floor coverings, including carpets and rugs, are maintained in a clean condition to provide a suitable environment for children	04/01/2019
plan and provide challenging learning opportunities for children and ensure all children have worthwhile experiences that meet their individual learning needs.	04/01/2019

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

- review the organisation of mealtimes to provide more effective support for two-year-old children
- strengthen the monitoring of practice to raise the quality of teaching to a good level.

### Inspection activities

- The inspection was carried out as a result of a risk assessment, following information we received about this provision.
- The inspector had a tour of the premises and discussed risk assessments with the management team.
- The inspector looked at samples of policies, procedures and documents required for the smooth running of the nursery.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the senior deputy manager.
- The inspector held meetings with the management team and discussed the implementation of procedures in the nursery, and also the self-evaluation process. The inspector spoke with staff, parents and children and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider ensures staff check the environment on a daily basis. However, not all rooms are maintained in a suitably clean condition so they are fit for purpose. The provider has taken effective steps to implement the sickness procedures. She has followed public health guidance and also applied exclusion periods to minimise the spread of infection within the nursery. Parents receive copies of policies and procedures, and the provider keeps them informed of practices, changes and events within the nursery. Parents comment positively on the information they receive about their children's learning and care. Consistent performance management is in place to ensure staff fulfil their roles to work with children. Staff benefit from regular supervision meetings and they have opportunities to attend training. However, managers have not ensured that staff use their increased knowledge to enhance their skills, to enable them to promote children's learning well. The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities. They know what to do to report any concerns they might have about a child in their care.

### Quality of teaching, learning and assessment requires improvement

Staff do not provide children with good levels of challenge to help them make the best possible progress. Staff do not listen intently to what children have to say and, therefore, do not consistently follow their interests. Staff plan appropriately, according to the observations they make while children play. However, they do not consistently help children to achieve the next steps in their learning. Staff have not developed the skills to adapt activities well enough to children's individual stage of development so that they are fully engaged. Staff make accurate assessments of children's development. They make referrals in good time to ensure children with additional needs receive appropriate support from external professionals. As a result, the gaps in their learning are beginning to close.

### Personal development, behaviour and welfare require improvement

Staff do not organise mealtimes well enough in one of the toddler rooms so that children benefit from a calm environment while they eat. In spite of this, children demonstrate that they have a clear understanding of the daily routine. They select books and occupy themselves after lunch. Children enjoy nutritious meals and play out in the fresh air daily. Babies sleep according to their individual routines and they enjoy lots of cuddles with staff. This promotes babies' emotional well-being.

### Outcomes for children require improvement

Weaknesses in teaching mean that not all children make good enough progress. However, children in receipt of additional funding make typical progress in their development. All children receive support to develop their speaking skills and children in the baby room are beginning to communicate by using sign language. Toddlers explore a range of fragrances while they play and older children have opportunities to play with malleable materials. Children skilfully attend to their hygiene needs and wash their hands before eating. Children develop the basic skills in preparation for moving on to school.

## Setting details

<b>Unique reference number</b>	229057
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10085457
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Seesaws Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP903815
<b>Date of previous inspection</b>	17 August 2016
<b>Telephone number</b>	0121 384 5494

Seesaws Day Nursery registered in 1994 and employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at levels 2, 3 or 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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