

Seesaws Day Nursery

53 Merridale Road, Wolverhampton, West Midlands WV3 9SE



Inspection date	21 March 2019
Previous inspection date	1 August 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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

- Leaders do not ensure that managers and staff receive the coaching and training they need to be fully effective in supporting all children's learning.
- Children with special educational needs and/or disabilities (SEND) do not always receive all of the support they need to consistently make as much progress as they can.
- There is not enough focus on supporting children who are learning to speak English as an additional language. Therefore, some children in this group do not receive all of the support they need to make good progress in their speaking skills.

It has the following strengths

- Staff place a high priority on supporting children's well-being. All staff are kind, calm and sensitive in their approach to children. They create a harmonious environment where children settle well and learn to play happily together.
- Staff keep parents up to date with their children's learning. Parents receive ongoing information about events and activities and how they can support learning at home.
- Staff in pre-school work effectively with local schools to help prepare children for their move to school.
- Children are increasingly independent. They learn to serve themselves at dinner time and change their clothes for physical activity sessions.
- Staff provide high levels of supervision and implement the robust policies and procedures in place to promote children's health and safety effectively.

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 staff receive all of the coaching and training they need to be fully effective in supporting all children's learning	26/04/2019
ensure staff have a good understanding of and regard to the 'Special Educational Needs and Disability (SEND) Code of Practice', particularly in relation to exchanging information with other professionals and ensuring children are fully supported to take part in activities	26/04/2019
improve the support given to children who are learning to speak English as an additional language.	26/04/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke with staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the senior management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and took account of their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. There are robust recruitment procedures in place and staff confirm their suitability to work with children on a daily basis. Leaders have been thorough in ensuring managers and staff have a strong knowledge of all safeguarding policies and procedures. This includes robust investigation of complaints so that any weaknesses in practice are identified and addressed. Daily safety checks are conducted to make sure children are safe as they play. Leaders are less effective in making sure that the quality of teaching is consistently good for all groups of children. Information is not shared effectively with other professionals so that children with SEND receive the support they may need. Additional support is not always provided for children who may need further help to learn to speak a good standard of English.

Quality of teaching, learning and assessment requires improvement

Teaching is not consistently good. At times, staff do not make all of the necessary adjustments needed so that all children have the best opportunity to be fully involved in activities. That said, staff accurately assess children's progress and identify well-targeted next steps in learning. In many instances, staff provide activities that are well matched to children's abilities. For example, pre-school children are challenged to use their increasing knowledge of initial letter sounds. They take part in discussions to plan and review their learning. Staff who work with babies focus strongly on helping children to become mobile and explore their environment. Staff help all children to follow their interests and learn how to use the wide range of resources available to them. Children enjoy being creative as they use paint and glitter to design their own pictures. They play imaginatively in the outdoor mud kitchen.

Personal development, behaviour and welfare require improvement

At times, some groups of children do not receive all the support they need to become the most successful and motivated learners. That said, staff are effective in helping all children to learn to behave well from an early age. Staff successfully help children to learn to be kind and considerate to each other. Children are encouraged to make decisions about their activities and staff respond well to children's preferences to play and learn outdoors. Children find out about the natural world as they grow vegetables in the garden, and the wider world as they learn about people who help us, such as the police. All children have opportunities to become physically active and to rest and sleep as they need. Children are provided with nutritious meals and snacks, and any individual dietary requirements are met in partnership with parents. Pre-school children learn about healthy foods and dental care.

Outcomes for children require improvement

Some children are not as well prepared for their next stage in learning and for school as they could be. In other instances, children are very well prepared. Pre-school children show good levels of self-control as they sit, listen and follow instructions during activities. They count items correctly and make simple subtractions and additions. Younger funded children become active and motivated learners who enjoy exploring and experimenting.

Setting details

Unique reference number	EY289872
Local authority	Wolverhampton
Inspection number	10094416
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	69
Number of children on roll	74
Name of registered person	Seesaws Day Nurseries Ltd
Registered person unique reference number	RP903815
Date of previous inspection	1 August 2017
Telephone number	01902 656 185

Seesaws Day Nursery registered in 2004. It is one of five nurseries run by Seesaws Day Nurseries Limited. It opens Monday to Friday from 7am until 6pm, for 52 weeks of the year. The nursery provides funded early education for two-, three- and four-year-olds. The nursery employs 16 members of childcare staff. Staff hold an appropriate early years qualification at level 2 to 5.

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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