

# Inspection of Seesaw Nursery Ltd

Seesaw Nursery, King Street, BEDWORTH, Warwickshire CV12 8JD

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Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at the nursery. They are happy, confident and emotionally secure in this welcoming environment. Children show high levels of motivation and concentration as they choose from the wide range of stimulating activities on offer. Young babies enjoy exploring textures as they investigate paint using their whole body. They scoop and squish the paint through their fingers. Afterwards, they enjoy sitting in warm water to get clean, watching themselves in the mirror, pouring water and splashing with their legs. Older children learn about the shape and sound of letters. They use play dough to mould and roll into the letter shapes of their name. Children behave well. Staff support children to understand their emotions, which helps them to feel safe and secure. They continually praise and encourage children during activities. This raises children's confidence and self-esteem. Children enjoy being outdoors. They use their physical skills as they climb on the large apparatus and carefully cross the wooden bridge to slide down. Children enjoy mark making with water and paintbrushes as they are given 'painting' tasks by staff. They use real vegetables in the playhouse kitchen to create delicious soup and serve it to each other. While the outdoor space is a fabulous area for children to expel energy and practise their developing physical skills, for younger children who are not yet fully mobile, it is less enticing.

## **What does the early years setting do well and what does it need to do better?**

- All children make good progress from their various starting points. They develop skills to equip them in their next stage of learning and eventual move on to school. Staff talk confidently about children's current levels of development. They regularly observe children at play and complete assessments of children's learning and development. Leaders make very good use of additional funding to help to narrow gaps in learning.
- Staff support children to develop their fine motor skills and they plan group activities that children enjoy, such as baking shortbread biscuits. However, staff do not consistently think carefully enough about how they can meet all children's abilities and keep them engaged. As a result, not all children maintain their focus on the task.
- Parents and carers speak extremely positively about the nursery and comment that staff keep them updated with their children's progress. They say their children are happy and enjoy coming to the nursery, and that they appreciate the support they receive and feel that staff genuinely care about them, as well as their children.
- Leaders and staff work hard to ensure strong links are forged with carers and external agencies. Staff attend meetings and provide additional progress reports for children with special educational needs and/or disabilities. This secures a consistent approach to ensure children's individual needs are met.

- Children are learning about good hygiene practices. They wash their hands after messy play and before eating. Staff encourage children to recognise their own self-care needs, such as getting a tissue to wipe their nose. Children's independence and self-care skills are promoted through a variety of activities. Older children put their own coats and shoes on to go and play outside. Young babies are encouraged to feed themselves. Staff enthusiastically tell them to 'dig' using their spoons to get to the very bottom of the yoghurt pot.
- The manager supports staff to develop professionally with effective supervision sessions. She undertakes video observations of staff. They watch them together to help evaluate their work practice and identify areas for future improvement. Staff say they feel supported and valued. They have access to training courses that help them to remain professionally up to date. As a result, the quality of teaching is good.
- Children are learning about differences and similarities between themselves and others. Leaders and staff ensure the setting is fully inclusive. Children take part in learning about other cultures and celebrating festivals, such as Chinese New Year. British values are embedded throughout. Children are taught to respect each other, take turns and share in every activity. Staff are good role models.
- The provider is part of a cluster of nurseries involved with the 'Bedworth Bottle Swap' initiative. Parents and children bring their bottles to swap for open-top or lidded cups. There is a strong focus on oral health and preventing tooth decay in young children. Information is shared with parents to help to promote children's oral health. Children are learning about how to keep themselves healthy and safe. They are allowed to manage their own risks outdoors as they freely explore the environment, climb and use their core muscle strength to walk across balancing beams.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have robust knowledge and understanding of their responsibilities to keep children safe from harm. They know the procedures to follow if they are concerned about a child in their care and what to do should there be an allegation made against a member of staff. Leaders and staff complete regular training to ensure their safeguarding knowledge remains up to date. Robust recruitment procedures ensure staff are suitable to work with children. Staff complete regular risk assessments to ensure any risks are identified and removed.

## What does the setting need to do to improve?

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

- enhance further the outdoor area to provide more suitable challenge and sensory interest for the younger children

- use what is known about children's abilities, to plan group activities more precisely to maintain all children's engagement consistently.

## Setting details

<b>Unique reference number</b>	EY375632
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10074128
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Seesaw Nursery Limited
<b>Registered person unique reference number</b>	RP902743
<b>Telephone number</b>	02476 643340
<b>Date of previous inspection</b>	19 January 2016

## Information about this early years setting

Seesaw Nursery Ltd registered in 2009. The nursery employs 14 members of childcare staff. Of these, 13 hold early years qualifications at level 2 or above. The manager holds a qualification at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Johanna Holt

## Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a tour of the premises with the provider and the manager. They talked about how the provider organises the nursery and the play and learning experiences they provide for children.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents and took account of their views.

We carried out this inspection 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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