

Inspection of Seesaws Day Nursery

1 Riley Crescent, Wolverhampton, West Midlands WV3 7DR

Inspection date: 6 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery and settle in quickly to play with their friends. Staff greet children on arrival with warmth. They are kind and nurturing towards them. This helps children to feel safe and secure in their care.

Children have fun and enjoy a range of exciting activities and experiences that are planned for them or are available for them to choose from. Babies experience and feel the differences in the textures when they play with dough and cereals. They learn new words for their actions, such as 'poke', 'press' and 'squeeze'. They learn words for the sounds the cereals make when they crush them with toy animals as staff say 'crunch, crunch'. Older children use their imagination in the garden. For example, they follow a member of staff as they act out and follow the actions of scenes from a familiar story.

Children behave well. Older children are quick to tell staff what they know about positive behaviour. They respond well to reminders from staff. Children learn about how their behaviour can affect other people. Children are keen to be involved in activities and show positive attitudes to learning. They gain the skills and understanding they need to prepare them for their next stages in learning and the eventual move on to school.

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

- The nursery curriculum has clear intentions for what children need to learn and the order in which they need to learn. Staff gather information from parents at the start, to find out what children know and can do. This information helps them to decide what children need to learn next to build on this learning.
- Staff model language and communication with babies well. They ask simple, clear questions and give babies time to respond. Children smile, babble and use words in response. Babies enjoy listening to stories and following the actions of familiar songs, wiggling their fingers to represent stars.
- Generally, older children become confident talkers. They become animated as they speak during an activity with staff. For example, they use eloquent language and well-formed sentences to tell a story together from their imagination. Staff draw what children say at each stage to form a clear illustration. However, there is scope to develop further methods for children who need additional support and are not yet verbal to communicate their needs and wants with peers and staff.
- Children develop increasing independence. For example, babies and toddlers feed themselves competently. Older children manage their own personal care needs, dress themselves and routinely tidy away after lunch. All children confidently access toys and resources that interest them. This is because the

environments are well arranged to meet these needs and adjusted as children's needs change.

- Staff promote physical development and health well in this nursery. Children practise their large-muscle skills and coordination in a range of ways. They use swings and slides, run in larger spaces and practise their use of a range of wheeled toys. Children learn about what helps to keep them healthy. For example, they practise brushing their teeth, learn about foods that are good for them and talk about what happens to their bodies after exercise.
- The manager is clearly passionate about the nursery and the work they do to provide children with a broad range of experiences. Staff say that they receive strong support from management in the form of training and consistent guidance, which helps them to continually enhance their practice and the provision for children.
- Effective arrangements for when children transition between rooms in the nursery mean that learning is seamless for children. Staff meet with parents and new key persons to provide updated information, which enables staff to provide well for each child's needs.
- Parents speak very highly of the manager and staff. They comment specifically on the support they and their children receive. Parents say that their children are happy and have close relationships with key staff. They value the information they receive about their children's learning progress and the support to continue this learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have a secure understanding of their duty to ensure that children are protected effectively from harm. They know the signs and symptoms that indicate a child may be at risk of abuse. All staff know the local procedures to follow to report concerns about a child's welfare, including matters where there are concerns about the conduct of a colleague. Staff know how to escalate their concerns if necessary. Recruitment procedures are robust. This includes the background checks that are carried out to ensure the ongoing suitability of staff working in the nursery. Staff make routine checks in the environment to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- build further on methods to enable children who are in need of additional support to develop their communication skills with others so that they make the most progress they are capable of.

Setting details

Unique reference number	224859
Local authority	Wolverhampton
Inspection number	10291962
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 at time of inspection	0 to 4
Total number of places	53
Number of children on roll	83
Name of registered person	Seesaws Day Nurseries Ltd
Registered person unique reference number	RP903815
Telephone number	01902 341 676
Date of previous inspection	3 April 2018

Information about this early years setting

Seesaws Day Nursery registered in 1998 and is one of five settings run by the same provider. The nursery is open from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery employs 11 members of staff. Of these, eight hold early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the managers and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of staff's suitability.

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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