

Inspection of Seesaw Nursery Ltd

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

Inspection date:

8 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is not promoted. The premises are poorly maintained. Leaders fail to ensure that there are sufficient handwashing facilities. In addition, the quality of teaching is not good enough. Leaders do not ensure that staff regularly assess and plan for the individual learning needs of children. As a result, the oldest children in the baby room are not stimulated and challenged enough. They quickly become bored, throw toys and their behaviour deteriorates. Staff fail to manage the unwanted behaviour. Consequently, some children are at risk of getting hurt.

The curriculum is poorly implemented and staff interactions do not inspire children's learning. This results in children lacking engagement in activities. They are not provided with the opportunities to build on what they already know and can do. Despite this, some staff share close bonds with children. Children happily enter the nursery and separate with ease from their carers. Staff make suitable use of songs and stories to generally promote children's early language skills. Young children show a love for books, and they happily sit on staff laps to share a story. Children are excited about their move on to school and staff sing special songs to them. This makes children feel special and celebrates their achievements. Older children enjoy the responsibility of helping with jobs, such as setting the table for lunch. This helps to build their confidence and self-esteem.

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

- Leaders fail to assess the risks associated with not having a working boiler system and have not taken rapid action to get it fixed. Soap is not always available because dispensers in the pre-school toilets are not regularly checked. Therefore, staff and children cannot effectively wash their hands. This does not promote the good health of children and staff.
- The provider has recently encountered significant staffing changes. This has resulted in the manager needing to work directly in the rooms with children. Therefore, the manager struggles to fulfil her role of monitoring the quality of teaching. She is not supporting staff well enough to implement an ambitious curriculum that helps children to build on their prior skills.
- Assessment of children's progress and planning for what children need to learn next does not occur. This means that staff do not know how to best support and scaffold children's learning. Consequently, children are not making the progress of which they are capable.
- Behaviour management is variable. Some children are generally keen to learn and independently choose different resources to play with. However, there are occasions where children wander alone and have little interaction with staff. The curriculum does not stimulate and inspire all children. Some children become bored and throw things. Staff do not fully explain the impact of the unwanted

behaviour. As a result, the behaviour continues, and other children nearby are at risk of getting hurt. In addition, some children show very little respect to staff. They do not listen to their instructions and staff do not provide consistent messages to help improve children's behaviour.

- The key-person system is ineffective. Children do not have a consistent key person due to staffing issues. This means that not all staff know children well enough to ensure that their individual needs are met.
- Communication with parents is poor. Parents spoken to do not know who their child's key person is. This has an effect on the sharing of vital information. Parents do not know what their child's next steps are or what they are working towards. As a result, they are not provided with the information needed to support their child's ongoing learning at home.
- Staff meet the intimate care needs of children with dignity and respect. They make effective use of nappy changing times to chat and sing to children. This is helping children to develop their language as they join in and babble back.
- Staff swiftly respond to accidents that occur. If a child falls and bumps their head, staff quickly reassure them and administer first aid. They record the relevant details and staff phone children's parents. They share concussion information. This thorough process helps to keep children safe from any potential side effects from a head injury.
- Children gain some understanding of living a healthy lifestyle. They enjoy balanced and nutritious meals that are freshly prepared on site. Mealtimes are sociable. Staff model table manners and regularly praise children. Children demonstrate a secure understanding of healthy and unhealthy food. They have access to fresh drinking water. Children enjoy daily fresh air and outdoor play. They are building their physical skills in the well-resourced garden.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not assured because leaders do not carry out effective risk assessments to ensure that all aspects of the premises are in a functional state of repair. The boiler is broken and there is limited access to hot water. This puts children at risk of cross-contamination of germs and does not promote their good health. That said, staff are confident of the process for reporting their concerns about children should they need to make referrals themselves. There are robust recruitment procedures, and leaders regularly monitor the ongoing suitability of staff.

What does the setting need to do to improve?

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

	Due date
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implement effective risk assessments to identify aspects of the environment that may need to be checked and to remove or minimise those risks	04/10/2023
ensure the premises are fit for purpose and in a good state of repair to help promote the good health of children	04/10/2023
implement an effective key-person system to ensure that every child's care is tailored to meet their individual needs	04/10/2023
strengthen information sharing with parents to ensure they are kept updated and support them with their children's learning at home	04/10/2023
ensure staff fully explain the impact of unwanted behaviour so that children gain a secure understanding of how to behave well	04/10/2023
monitor staff practice to ensure that they implement a clear and well-sequenced curriculum to help all children make consistently good progress	04/10/2023
ensure staff complete regular assessments of progress and use what they know about the child to effectively plan for their learning.	04/10/2023

Setting details

Unique reference number	EY375632
Local authority	Warwickshire
Inspection number	10309758
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	62
Number of children on roll	41
Name of registered person	Seesaw Nursery Limited
Registered person unique reference number	RP902743
Telephone number	02476 643340
Date of previous inspection	12 February 2020

Information about this early years setting

Seesaw Nursery Ltd registered in 2009. The nursery employs 11 members of childcare staff. Of these, 10 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 to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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