

See Saw Day Nursery

See Saw Day Nursery, Lancaster Way, Braintree, Essex, CM7 5UL

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| Inspection date | 07/08/2013 |
| Previous inspection date | 19/11/2008 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is satisfactory

- Children develop suitable attachments and relationships with staff, which helps them to feel secure and content.
- Children with special educational needs and/or disabilities and those, who speak English as an additional language are fully included in the nursery. As a result, all children are making suitable progress given their capabilities and starting points.
- The partnership with parents is well promoted as staff are skilled in sharing what they know about the children's development and in gathering information from parents to inform future activity plans.
- Leadership and management is strong and there is a robust commitment and drive for change. This means that there are realistic plans to improve the quality of care and learning for children.

It is not yet good because

- Children's active exploration and natural curiosity is not consistently fostered by the staff, which on occasion limits their play and learning opportunities.
- Children use some technological resources, however, they are limited. This means that children are not developing a secure understanding of the purpose and function of operational toys.
- Children's use of books and their enjoyment of stories are not fully integrated with daily routines and activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery both indoor and outdoor spaces.
- The inspector spoke with the manager, deputy, staff and children at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account of the views of parents spoken to on the day.

Inspector

Lisa Paisley

Full Report

Information about the setting

See Saw Day Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is part of the children's centre and operates from a purpose-built building in Braintree, Essex. The nursery is run by 4 Children. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 67 children attending, who are in the early years age group. The nursery 47 provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children, who are learning English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff knowledge and understanding of the different ways that children learn, in order to foster the characteristics of effective learning to better support their learning and development.

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

- extend children's understanding of technology and how things work, for example, by improving the range of toys and resources available
- integrate books and stories within the nursery routine to enable children to develop an appreciation of books and to encourage them to understand how stories are structured.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff ensure the educational programmes have sufficient depth and breadth across the seven areas of learning. They make short observations of the children at play on a regular basis. The information gathered from observations is mostly used to reference the learning taking place and to plan activities to help children make progress. In addition, the children's interest are captured as older and more able children's comments and views are incorporated in topic work. Staff generally support children's learning in a purposeful manner as they capture their interests, however, this is not consistent across the staff team. Therefore active exploration and children's natural curiosity is not consistently promoted within the nursery.

Each child has their own learning journal record and these documents include observations, linking to the developmental milestones and identified next steps. For new children attending the setting, staff obtain information from parents and use this to complete initial assessments. This means that children's progress and development is being tracked and monitored from when they first start at the nursery. Staff working with the younger children complete the progress check at age two, which are shared with parents, so that next steps in children's learning can be discussed. Parents are invited into parents' evenings and to view their child's learning journal. This contributes to the close partnership with parents and ensures children make continuous progress.

Children are self-assured in the nursery as they make attachments with other children and the staff. They are also confident in expressing their views and seeking staff's attention, for example, by clearly stating the toys they want to play with. Children's communication and language skills are generally supported by staff talking and listening to them and using short narratives during their play to talk about what they are doing. For example, while tipping and pouring soil and mud into the play cement mixer and buckets, staff talk to them about what is happening. Staff also encouraged children to build their own obstacle course and they listen to the instructions and make choices about whether to jump in the hoop or skip over the hoop.

The younger children are suitably supported in their play and learning. As staff provide children with a range of activities that they are interested in, for example, the play slide, balls, stories and water play are very popular. The outdoor play area provides an exciting area for the children to use, they particularly enjoy the digging area and riding scooters and tricycles. Staff instantly recognise and praise children's individual achievements, for example, when one child starts to pedal the bike correctly, staff congratulate them. This means that children's achievements are re-affirmed by staff. Children have access to books and stories. They enjoy traditional fairy tales and on occasions extend stories into role play, the story of 'The Three Little Pigs' is much enjoyed and acted out. However, stories are not a regular part of the daily routines and activities, which means that children are not developing a love of books as well as they could be.

Children have ongoing opportunities to learn about the natural world, growth and decay.

For example, they enjoy learning about the robin's home in the shed, the nest and eggs and then finally seeing the chicks leave the nest. There are some resources to support their awareness of technology, however, they are limited. This means that children are not having enough opportunities to learn about different technical functions or their purpose.

Children with special educational needs and/or disabilities are soundly supported. The staff form partnerships with other professionals involved and there is one-to-one support for children if this is required to help them achieve as much as they can in the nursery. This helps to ensure that all children are fully included within the nursery and they are making progress. The use of visual aids helps children, who speak English as an additional language to understand what is required of them and as such are able to participate in the activities provided.

The contribution of the early years provision to the well-being of children

Children form close relationships with staff as the key person system is embedded well in the nursery. A buddy system is in place to ensure children's care needs are met when their key person is on holiday or absent. There are warm comforting interactions between staff and children. Staff working with younger children take particular care when interacting, for example, they pick up babies appropriately and respond with cuddles and reassurance when they are upset. All children are individually greeted as they come in, helping them to feel valued. Staff have daily discussions with parents about their child's care and well-being and there is a communication book that is routinely shared between home and the nursery. This means that staff know how to meet children's individual care needs.

Children behave well and are encouraged to share and take turns by the staff. Good use is made by staff of turn taking games when they play outside and children enjoy rolling balls and hoops to their friends while learning to negotiate. Children are encouraged to think about their day, by placing a star on the good, bad or okay day symbols, to show how they have felt during the day. This helps staff support children's emotional well-being in the nursery. Children choose freely whether to play inside or outside in the garden and each area is adequately resourced. Babies have their own garden to play in, this means that they can explore the natural environment safely. The nursery environment is decorated with a combination of children's artwork, photographs and displays, making it an attractive place to be.

Children's health and safety is suitability promoted within the nursery. Children have a range of healthy snacks and meals. During the spring and summer, children are able to grow fruit and vegetables and these are incorporated into their snacks. Children also enjoy making fruit 'smoothies', cutting soft fruit and watching how the fruits are blended together. Older children can independently access wash hands basin and they know when to wash their hands during the day, for example, after playing in the garden and before the midday meal. Children actively explore the garden area with care because the staff remind them of the safety rules. Staff also put out a range of climbing equipment to encourage children to take safe and appropriate risks.

Routines and activities support children's independence and preparations for school, as

they know how to interact in group games and during social situations, such as mealtimes. The themed school week helps children prepare for the next stage in their learning. Children take part a planned physical exercise session and they also line up for the midday meal. Arrangements are also made for the local teachers to visit the nursery. All of which help children's smooth transition to school.

The effectiveness of the leadership and management of the early years provision

The current nursery manager has recently been appointed to the post and in the short time since her appointment, there have been a number of positive changes to staff practice and the nursery provision. Therefore, the manager is starting to secure and embed improvements. The manager has effectively dealt with staff changes by ensuring that all children continue to have a named key person and that continuity of care is maintained. There are strong and robust vetting, recruitment and induction procedures for all new staff and they are subject to a probationary period. This ensures that staff are suitable to work with children. Supervision arrangements are in place and the manager deals with any underperformance effectively. There are also regular observations of staff made by the manager to ensure quality is maintained.

The inspection took place following concerns about the high numbers of staff leaving the nursery, the supervision of children, care for children with special educational needs and/or disabilities and safety of nursery equipment and the environment that resulted in an incident in the garden. The inspection found that the newly appointed manager has been working to develop the quality of the staff team. There are systems in place to maintain the staff to child ratios at all time to ensure that children are well supervised. Children with special educational needs/and or disabilities are well cared for and their individual needs are known by staff, who work with parents and outside agencies to ensure their needs are met. In addition, risk assessments are robust, having been updated recently in light of an incident in the garden and access to the kitchen is limited by a safety gate across the doorway.

The manager has a good understanding of her role and responsibility to meet the safeguarding and welfare and the learning and development requirements of the Statuary framework for the Early Years Foundation Stage. All required policies and procedures are in place, including relevant staff information, risk assessments and complaint records. The manager and all staff have a good understanding of their role in safeguarding children and all have completed safeguarding training and as a result, they know procedures to follow in the event of a concern about a child. The safeguarding policy includes a written statement regarding the use of mobile telephones and cameras. As a result, children are well protected. Self-evaluation is in place, it is clear, concise and reflective. There are significant targets for change, for example, improving the garden area and reinstating the parents' forum. The manager works well with parents and takes on board their views when planning improvements for the nursery. This shows the manager's ability to drive change to improve children's care, play and learning.

There are good relationships with parents, who compliment the nursery on meeting their

child's needs. Parents say their 'child's confidence in socialising with other children has improved' and parents talk to the staff or manager with regards to any concerns they might have about the nursery or their child. Good relationships have been developed with other professional agencies in meeting the needs of children and families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

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.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY371919 |
| Local authority | Essex |
| Inspection number | 927849 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 67 |
| Name of provider | 4 Children |
| Date of previous inspection | 19/11/2008 |
| Telephone number | 01376 555 266 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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