

# See Saw Day Nursery

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

<b>Inspection date</b>	09/12/2014
Previous inspection date	24/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
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 good

- Teaching is good as staff provide a broad range of motivating experiences, both indoors and outdoors, to help children make good progress from their starting points and to be ready for their next stage of learning.
- Children form warm, responsive relationships with their key persons, who know them well. Partnerships with parents are good and they comment that their children are very happy and are making good progress.
- Staff give good priority to keeping children safe and all managers and staff benefit from up-to-date child protection training to ensure safeguarding strategies are effective.
- Leadership and management are strong and there is very effective monitoring and evaluation of the provision. As a result, significant improvements have been made since the last inspection.

### It is not yet outstanding because

- On occasions, staff overly direct children's creative play, reducing their opportunities to explore, test and try out their own ideas.
- The opportunities for children to think critically and use expressive language are not always fully embraced.

## 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 in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and two representatives of the senior management team for 4 Children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to questionnaires organised by the nursery.

## Inspector

Patricia Champion

## Full report

### Information about the setting

See Saw Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a children's centre in Braintree, Essex and is one of a large chain of nurseries managed by 4 Children. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are enclosed areas available for outdoor play. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager holds a relevant degree. The nursery also employs a cook and an administrator. The nursery opens Monday to Friday all year round. Opening times are from 8am to 6pm. Children attend for a variety of sessions. There are currently 39 children on roll who are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- improve teaching, thereby raising achievement from good to outstanding, by enhancing opportunities for children to incorporate more of their own ideas during adult-led art and craft activities, and by encouraging all staff to consistently give children time to respond when asking open-ended questions, to fully promote children's critical thinking and expressive language skills.

## Inspection judgements

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

Children of all abilities and stages of development are supported well to acquire the skills and capacity to develop and learn effectively. This is because staff liaise with parents before children start to gather information about their starting points. Staff have a good understanding of how children learn and they ensure that planning successfully supports individual children in their development. Staff accurately assess levels of achievement across all areas of learning by making regular observations of children's progress and achievements. This enables them to identify the next steps in learning, which are then targeted effectively by the provision of relevant activities. Staff regularly summarise children's progress, and this information is shared with parents, who are involved in setting targets for children's development. The required progress check for children aged between two and three years is also efficiently completed in consultation with parents. Staff provide information to parents about planned activities in the 'to and fro' books, so that they can support children at home. This shared approach to learning ensures children's individual needs are met and they make good progress. Children with special educational needs and/or disabilities benefit from tailored support to meet their needs.

High levels of individual support, access to specialist resources, mobility aids and appropriate interventions enable them to join in and learn alongside their friends.

Since the last inspection, staff have developed their teaching skills and understand how to promote effective learning characteristics. Children's language and communication skills are mainly promoted well and staff support children who speak English as an additional language through sensitive interaction. Both individual discussions and group times allow children to engage in a range of conversations. Interaction is lively and encourages children to build on their vocabulary. For example, children learn new words as they enthusiastically build a repertoire of Christmas songs. In addition, children successfully learn and frequently use sign language to make requests known and to indicate their emotions. Often good quality questioning is used to extend children's communication and language skills. However, on occasions, staff are too quick to answer for the children rather than giving them time to process and formulate their own answers. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

Children successfully develop the skills they need for future learning, in readiness for starting school. Staff have developed an environment and resources which effectively supports the development of literacy and mathematical skills. For example, there are signs, letters and numbers displayed at children's height, which children talk about as they play. Children become familiar with their own and their friends' names. This is because they find their names at the table before sitting down for their meals. Staff praise children as they begin to write their names, and encourage them to sound out the letters. Consequently, children develop good literacy skills and are motivated to learn. Overall, there is an effective blend of adult-led activities and experiences that children choose for themselves. For example, children are motivated by staff to liberally use glue, glitter and sequins when making Christmas decorations. However, very occasionally staff over direct children's creativity and do not always give them the opportunity to make their own decisions and try out their own ideas. Nevertheless, children thoroughly enjoy the staff joining in with their play because of their fun, enthusiastic approach.

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

Children are confident, communicative and independent, showing that they are forming secure attachments with the staff. They are effectively supported when they start in the nursery because there is a successful key-person system. Flexible settling-in sessions ensure key persons quickly get to know children's likes, dislikes and familiar routines. Staff also know children well because of the ongoing sharing of information from parents and the detailed information provided when children transfer to the next room. In addition, regular visits are made to the new rooms prior to any changes and children are able to choose who their new key person will be. Consequently, individual needs are well met and children settle easily with the new carers in their new room. Prior to children transferring on to full-time education, staff ensure they are emotionally prepared through more structured activities and conversations about starting school. Staff contact the local primary schools and arrange for teachers to visit the nursery. Information is shared that the schools are aware of each child's needs and can promote continuity in children's care

and learning.

Staff are good role models and their guidance encourages children to behave well. Clear boundaries are set to remind children about appropriate ways to behave if they forget. Staff demonstrate effective routines and encourage participation in games which teach children to respect each other, to share the toys and to be kind to others. Children have good opportunities to develop their independence and self-help skills. This is because staff know the children well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when using the bathroom. Staff guide children as to reasons why they must have clean hands and keep their noses clean. Children help themselves to tissues and appropriately dispose of these after blowing their noses, showing their understanding of hygienic practice. The older children develop their independence skills at mealtimes, when they serve their own food and clear away their plates after lunch. The staff are knowledgeable about any special dietary requirements, and any allergies are catered for. Staff have completed food hygiene training so can prepare meals safely. In addition, the nursery kitchen has been inspected by an environmental health officer and awarded five stars for food hygiene.

The nursery is very well resourced and offers a stimulating place for children to play in and learn. Since the last inspection, there has been a drive to improve outdoor play. Children now relish the daily opportunities for outdoor play in an environment that provides a great wealth of learning opportunities. They can climb, balance and ride wheeled toys or investigate and explore when digging, hunting for bugs or using the mud kitchen. Children learn how to keep themselves safe through reminders to use equipment appropriately. For example, staff encourage children to hold out their arms when walking along rows of crates, so that they will not fall. Children also learn to assess risks for themselves and discuss whether play surfaces are slippery on frosty mornings. Regular fire drills are regularly carried out so that children and staff learn how to swiftly evacuate the premises in an emergency.

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

The manager and staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The nursery has a range of safeguarding policies and procedures to help ensure that children are always protected. Staff receive safeguarding and first-aid training to equip them for their roles. Consequently, children are protected from harm as staff put into practice their good understanding of how to recognise and act upon safeguarding issues. The effective deployment of staff ensures they are involved in children's activities and maintain effective supervision, both indoors and outside. Clear records are held to demonstrate the suitability of all adults working on the premises, which include comprehensive details of the checks undertaken and a copy of all staff qualifications. There are daily safety checks, analysis of accident records and risk assessment procedures in place so that potential incidents are minimised and children are kept safe. Since the last inspection by Ofsted, where the nursery received a number of actions to improve, the manager and staff have worked tirelessly to make significant improvements to the premises. As a result, it is now a safe,

healthy and stimulating environment for all children. Following the outbreaks of Legionella earlier this year, new water pumps and flushing equipment have been fitted. As a result, the warm water for hand washing is now safe for children and staff to use.

The nursery management has successfully created a culture of continuous improvement. Staff receive frequent one-to-one supervision meetings to help their professional development and to monitor their overall effectiveness. They use peer observations to share their best practice and to help improve overall teaching. Any underperformance is promptly tackled with clear improvement plans to develop staff's expertise and childcare knowledge. Children benefit because staff have embraced the opportunities to attend further training courses, either in-house from 4 Children's national childcare team, or through training events offered by the local authority. Self-evaluation is used well to identify the strengths of the nursery and areas for further development. Staff have comprehensively evaluated the learning environment and offered their thoughts and ideas on how to develop specific areas of each playroom. In addition, the outdoor area has been extensively refurbished. This has resulted in much stronger educational programmes with stimulating resources that really inspire children to learn. Good systems have been introduced that allow senior staff to monitor these educational programmes and check if there are gaps in learning for individual children. As a result, they are also able to look for common threads to strengthen future planning for both individuals and groups of children.

Staff have developed strong partnerships with parents to help them to improve outcomes for all children. Parents receive feedback each day and have the opportunity to attend consultations for more formal discussions on their child's progress. A library reading scheme has been introduced for children to take home books and staff regularly invite parents to events, such as the Christmas concert, at the nursery. This further establishes the good relationships they have with parents and benefits children greatly. Staff also understand how to work with other professionals to ensure that children's best interests are promoted. Partnerships with other early years professionals are good. Staff work closely with the children's centre staff and outside agencies to support children with special educational needs and/or disabilities, which has a positive effect on children's well-being, learning and development. They also invite the teachers from local schools into the nursery and this supports children well for their move on to the next setting.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY371919
<b>Local authority</b>	Essex
<b>Inspection number</b>	985137
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	39
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	24/07/2014
<b>Telephone number</b>	01376 555 266

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

