

See Saw Day Nursery

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

Inspection date 24/07/2014
Previous inspection date 07/08/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not fully safeguarded and kept safe from harm. A number of safety issues, indoors and outdoors, prevent children from playing in a safe and secure environment.
- Practitioners do not rigorously follow the nursery's procedures to ensure children's hygiene and well-being is promoted. A recent identification of Legionella in some of the water pipes has resulted in children having limited access to warm running water for hand-washing, especially after using the toilet.
- The quality of teaching is weak. Some practitioners demonstrate limited knowledge and understanding of how children learn, they are not confident enough in their roles to enhance children's thinking, for example, through appropriate skilful questioning.
- Leaders do not effectively manage the provision, to monitor that nursery procedures are being effectively embedded. Management have also failed to notify Ofsted of a significant incident regarding the identification of Legionella. Documentation to evidence the suitability of temporary practitioners is not available on site.
- Partnerships with parents to review and share children's learning are inconsistent. Some parents are happy with the provision, while others feel that key persons do not effectively challenge their children to help them to reach their full potential.

It has the following strengths

- Children move confidently between the main building and the garden, generally making choices over their play and learning.

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 Caterpillar playroom and garden, and viewed all areas of the nursery.
The inspector held discussions with the manager, the Head of Childcare Services for 4 Children, the special educational needs coordinator, practitioners and children at appropriate times throughout the inspection.
- The inspector held a joint observation and discussion with the nursery manager, to review safety in the provision.
- The inspector looked at documentation to evidence the suitability and qualifications of practitioners.
The inspector looked at a range of records, including children's details, information about children's learning and development, written policies, accident and medication records, the daily attendance register and a selection of other relevant documentation.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Full report

Information about the setting

The 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 the Braintree area of Essex and is managed by 4Children. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and 6. The nursery opens all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the premises, including outdoors spaces, furniture, equipment and toys are safe for children to use and that resources are presented effectively to engage children's interests
- ensure all practitioners have appropriate training, skills and knowledge to enable them to deliver all aspects of the Early Years Foundation Stage, especially the learning and development requirements
- ensure leaders develop knowledge of and follow correct procedures for notifying Ofsted of all significant events that affect the suitability of the early years provider or the quality of childcare available to children
- ensure that key persons develop their role to plan effectively for children's learning, by providing challenging experiences and involving parents in their children's development
- ensure records of the checks used to assess practitioners suitability are available on site, including temporary or agency workers
- implement and embed the nursery's health and safety policy, to ensure children's health and hygiene are effectively promoted with regards to hand-washing arrangements.

Inspection judgements

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

Children generally enjoy their nursery day and are engaged in a range of freely-chosen and some adult-led activities. Practitioners plan most of the adult-led activities around themes, such as a world football championship. Over the summer holidays, this theme is providing opportunities for children to participate in creative activities linked to each country. They also have opportunities to taste foods from those countries and learn something about the culture of the people who live in those specific countries. Key persons observe the children in their key person groups and use their observations to identify their next steps in learning. The newly appointed manager is developing planning throughout the nursery to more effectively match the individual learning needs and styles of each child. Practitioners are beginning to embed this new system. However, overall the quality of teaching is weak as some practitioners demonstrate limited knowledge of the Early Years Foundation Stage and understanding of how children learn. For example, age-appropriate activities and practitioners' understanding of the difference between adult-led and child-led activities. Some provision is in place for more able children to be appropriately challenged through activities that are specific to their learning needs. Parents have some opportunities to discuss their children's learning and to review their development through daily hand-over discussions and through open events. Key persons complete regular summative assessments of children's progress and share these with parents. Evidence within the assessment records show that most children are making some progress. Practitioners generally work effectively to support the learning of children with special educational needs and/or disabilities, for example, practitioners use sign language with the children. They seek appropriate interventions from outside professionals to help them to close any gaps in children's learning. There is evidence to support how this has been successful for some children.

Children have fun creating pictures using paint from small squeezable paint bottles, which they squeeze onto clear plastic film. They draw pictures with the paints and have fun experimenting by mixing the colours together. Some practitioners support children to make best use of these materials, however, children generally guide their own play. A set of face paints, provide older children with lots of fun. Children paint their own faces, creating some beautiful masterpieces and some very funny coloured lips. Practitioners are close at hand and encourage this self-expression, using the opportunity to chat to the children and to ask them questions about what they are doing.

Some practitioners confidently extend children's thinking and language skills, by speaking in a clear and appropriate manner, especially for children with English as an additional language. They generally use appropriate questioning skills to help to extend children's communication and to encourage them to participate in discussions. However, these skills are inconsistent across the whole team as some practitioners are not confident enough in their roles to enhance children's thinking through appropriate skilful questioning. Some children enjoy listening to stories at the end of the morning. The mixed age groups, currently cared for together, results in some large group activities, such as story time, that are not appropriate for all children. Some practitioners recognise this and enable children

to wander away from the group story time. The range of activities provided for children, generally enables them to gain skills for their next stages of learning. For example, they have some opportunities at meal times to develop independence by helping to serve their own meals and to clear away their plates when they have finished.

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

The nursery environment children play in affects their well-being as it is not well-equipped, it is poorly maintained and poses a number of safety hazards. Children are usually separated into two age groups with children aged under three years playing in one room. Children aged over three years are based in the larger playroom, which has two interlinking rooms. Both rooms lead directly to two separate gardens. The room for younger children and garden are not currently in use, as numbers of children attending over the summer holidays are greatly reduced. Practitioners make some efforts to organise the playrooms into specific zones to cover learning across all seven areas. This is relatively successful, however, the lack of thought placed on the presentation and range of equipment used, limits children's learning experiences. For example, the role play area is currently set out as a home scenario. There is role-play furniture to depict a kitchen area, however, there is no play food, plates, saucepans or other kitchen equipment to enhance children's imaginative play. The safety issues identified throughout the inspection also impact on children's ability to make best use of their environment. For example, large and well-established prickly weeds are present in the digging area, which children are encouraged to use and planks of wood are propped up against a wall in the garden. The large garden shed has no doors and additional toys and resources are strewn across the floor and poorly stacked, causing a potential tripping and falling hazard. Flooring in the main room is torn, creating a tripping hazard. Children are able to place their fingers in the electrical areas at the back of the computer. Many of these hazards have previously been identified as requiring action, by the new manager and the company quality assurance team. However, a lack of effective leadership means that no-one takes responsibility to ensure that these hazards are removed and dealt with.

Children's health and welfare is compromised as managers have made some efforts to manage the recent outbreak of Legionella, however, practitioners do not robustly implement the safety precautions put in place. For example, little effort is made to ensure children use anti-bacterial gel after using the toilet and washing their hands in cold water. For some children, the process of hand-washing prior to eating snack is missed altogether. Children enjoy a range of snacks and meals during their nursery day, which are generally healthy and nutritious. Children's individual dietary needs are met, however, the lack of confidence practitioners show in their own knowledge and abilities, result in confusion at lunchtime about what foods some children are or are not allowed to eat. Children enjoy fresh air and exercise when they play in the nursery garden. At present, this area looks tired and uninspiring, however, the nursery management have clear plans for re-development of the two gardens, over the coming weeks.

Children are generally settled at the nursery and form caring relationships with their key persons. Parents are encouraged to play an active role in their children's settling-in procedures by providing key persons with clear information about their children's home

life, interests and family members. Children generally behave well and follow the nursery rules. Some practitioners act as good role models and speak calmly and professionally in front of children. Key persons help children to deal with transitions and changes in their life, for example, they spend time preparing older children for their move to school.

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

This inspection was prioritised following concerns being raised with Ofsted about the provider's ability to maintain children's health and well-being. The concerns include information that the nursery had an outbreak of Legionella approximately five weeks ago and precautionary measures put in place to ensure children's safety, mean that children still have limited access to warm running water for hand-washing. The inspection also looked at the security of the nursery following notification from the provider that a child almost left the nursery garden through a gate. Although the gate only leads into the adjacent school, it had been left open. The inspection found that the provider has failed to notify Ofsted of the outbreak of Legionella. This is a significant incident that could affect the suitability of the early years provider or the quality of childcare available to children. The nursery management confirm that the risk of Legionella to children is minimal, because it was only found in one pipe which feeds an unused shower. They sought advice immediately from a specialist company and precautionary measures have been put in place. All hot water taps at the children's height have been made unusable. Children are provided with warm running water from a pump action flask for washing their hands before eating. Children, however, have only had access to cold running water when washing their hands after using the toilet, for the duration of this time. The nursery policy is that anti-bacterial hand-gel will also be used to enhance children's hygiene, however, this practice is not effectively embedded. The company dealing with the outbreak have re-tested the water and the nursery is awaiting the results of these tests. The nursery manager has been told that the cold water taps which provide drinking water are safe to use. Therefore, although children were initially given bottled water to drink, they are now able to use the drinking water from the pipes. Security within the nursery has been improved and a bicycle lock has been placed over the top of the gate leading from the nursery garden to the school grounds to prevent this from being left open.

A number of practitioners have attended safeguarding training and have a suitable understanding of child protection. For example, a section of every team meeting is used to discuss the safeguarding policy and to refresh practitioner's knowledge of safeguarding training. However, during the inspection, a number of safety issues to further safeguard children were identified both indoors and outdoors. Many of these have already been identified by the nursery and are included in an action plan to be dealt with. However, risk assessments and safety generally is not given high enough priority by managers or practitioners to ensure children's safety. These weaknesses are also a breach of the requirements of the Childcare Register. Permanent adults working with children are vetted and proof of the checks used to assess their suitability are available on site. However, the manager does not have proof of the checks used to evidence the suitability of practitioners hired on a daily basis through an agency. These checks are held at the company's head office, this means that documentary evidence is not available on site to

confirm all adults are suitable.

The nursery is one of many run and managed by the company. The manager has recently been employed, followed a succession of different managers. There has also been a number of changes to the team of practitioners, resulting in a relatively new workforce. Relationships between the new manager and practitioners are beginning to develop, however, there is a lack of confidence within the nursery, with some practitioners demonstrating limited knowledge of their roles and responsibilities. Current methods of monitoring and effectively implementing changes by the manager are not robust. The company's national team has recently conducted a thorough audit of the premises, resources and environment. This audit resulted in identification of a number of weaknesses in the organisation of the nursery, the equipment, safety and the quality of teaching. These weaknesses are beginning to be addressed, however, not swiftly enough to ensure children's safety. The nursery chain's management team has systems in place for appraising and supervising practitioners and managers so as to manage performance and training needs. This process is beginning to be implemented, now that the new manager has completed some of her own induction to the nursery. Practitioners, managers, parents and children are beginning to feed into the self-evaluation process by reviewing and evaluating the success of the nursery and putting forward ideas and suggestions for change.

Partnerships with parents are varied. For example, some parents, spoken to at the time of the inspection, feel valued and involved in their children's care and state that their children are making good progress at the nursery. Others, however, are not so complimentary and believe that their children could be further challenged to help them to progress to the best of their ability. Parents are kept informed of the nursery routines, and changes through regular newsletters and notices displayed on clear information boards. At present, no children attend another early years setting, however, the nursery has procedures in place to work with other provisions when this situation arrives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purpose of children are safe and suitable for that childcare (compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purpose of children are safe and suitable for that childcare (voluntary part of the Childcare Register).

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

Unique reference number	EY371919
Local authority	Essex
Inspection number	1001056
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	35
Name of provider	4 Children
Date of previous inspection	07/08/2013
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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