

# Seesaw 2

1 Eastbourne Road, Trowbridge, Wiltshire, BA14 7HW



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 1 December 2016 |
| Previous inspection date | 3 June 2014     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The management team has high expectations and supports staff effectively so that the quality of teaching continues to improve. Managers evaluate their practice accurately and provide good opportunities for staff to continue their professional development.
- Staff make good observations of children's development and use the information well. They plan effectively, taking into account children's interests and their next stages of development. Children make good progress from their starting points.
- There are strong partnerships with parents to share important information and work consistently to meet children's care and development. Staff organise regular workshops for parents to help them support children's continued learning at home.
- The strong key-person system helps the youngest children to feel confident to take part in activities, providing a secure base from which they explore the environment.
- Children behave well. Staff are positive role models for children, encouraging children's good manners and ways of solving any conflict. Staff support children's emotional development well and children learn to manage their own feelings confidently.

### It is not yet outstanding because:

- Staff keep children safe. However, they sometimes miss opportunities to help older children think about their safety and how to manage risks for themselves.
- Staff sometimes do not give children time to think and respond to questions before they give the answers.

## What the setting needs to do to improve further

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

- help older children consider risks and how to manage them
- give children more time to think about questions and respond.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the provider, staff, parents and children, and took account of the setting's self-evaluation.
- The inspector carried out a joint observation with the manager and held a meeting with her and the senior manager.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records, and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff carry out good risk assessments and review them to identify ways to improve practices after any accidents. Management and staff have regular training to recognise the signs and know the procedures to follow should a child be at risk of harm. The senior manager provides strong support for the manager in monitoring children's overall development and identifying the best way to help children achieve. She works closely with staff to evaluate the quality of teaching and support their professional development. For example, following their last inspection, in-house training has improved the way they support children's mathematical development. This has had a positive impact on children's learning. For example, when playing with the water, children use ducks to spontaneously sing number rhymes. Following effective self-evaluation, there are plans to use a new room to support children's creativity further.

### Quality of teaching, learning and assessment is good

Staff provide good support for children's development and help them to become active learners. They extend children's vocabulary well and help them understand about taking turns in conversations. Staff support children to choose what they want to do, how they want to do it and to keep trying with new skills. Staff support children well to explore changes to the environment. For example, older children notice how the frost has made the water in the garden freeze and what holding it does to their fingers. Staff support children well to learn from each other. For example, they point out how younger children cleverly solve problems for themselves and what they had to do to achieve their aims.

### Personal development, behaviour and welfare are good

Children are emotionally secure and self-confident. Staff support them well to understand that working as a team makes some things quicker and easier to do. For example, older children help to tidy up and they learn how carrying a box together makes it easier. Staff help children to be independent and address their personal needs through carrying out age-appropriate tasks and routines. For example, older children prepare and serve their snacks, and staff help younger children to pour their drinks. Staff support younger children to make choices. For example, they use visual aids and toys for them to recall songs, which they sing enthusiastically.

### Outcomes for children are good

Children enjoy learning and develop strong skills that prepare them well for school. For example, they are confident communicators who ask questions and explore enthusiastically. They make independent choices from the range of resources and are creative. Older children recognise some simple words and that by changing the first letter they can make a new word. They confidently write their names and recognise numerals.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 145824  |
| <b>Local authority</b>                           | Wiltshire   |
| <b>Inspection number</b>                         | 1068540   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 7   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 54  |
| <b>Name of registered person</b>                 | Catherine Bryant  |
| <b>Registered person unique reference number</b> | RP902920  |
| <b>Date of previous inspection</b>               | 3 June 2014   |
| <b>Telephone number</b>                          | 01225 776049  |

Seesaw 2 registered in 1993. It is one of two privately owned nurseries and operates from Trowbridge, Wiltshire. It is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The nursery provides out-of-school care for children aged up to eight years. The nursery receives funding to provide free early education for children aged two, three and four years. The owner employs 10 members of staff. Of these, the senior manager holds a childcare qualification at degree level and the manager holds a qualification at foundation degree level. Of the remaining staff, four hold an early years qualification at level 3, three hold a qualification at level 2 and one member of staff is working towards a childcare qualification.

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