

Inspection of Spring - Seesaw

Lancaster Way, Braintree, Essex CM7 5UL

Inspection date: 18 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The nursery provides children with a stimulating and interesting curriculum and children attending make good progress. Children are warmly welcomed by caring staff who know them well. The education programme is designed around the children's next steps in learning, and opportunities to learn skills to be independent learners in preparation for the transition to school. The forest school approach has a strong influence and children relish their time playing in the gardens. For example, they enjoy pond dipping, taking care of chickens they have nurtured from eggs and toasting marshmallows, closely supervised by staff. Stringent risk assessments are in place and children are taught through everyday routines how to keep safe.

Children enjoy a variety of water play activities. They run water through drainpipes, fill pots and watering cans to water plants and vegetables they grow. They proudly tell visitors to the nursery about their crop that are nearly ready to pick. Quality resources are accessible, and children are encouraged to self-select. Children demonstrate they are eager to learn and investigate the activities provided. Children have formed close attachments to their key person and enjoy the cuddles and reassurance they receive. Staff are good role models and children are spoken to with genuine respect. Children make friendships and generally are kind to one another. They understand the expectations and behaviour is good.

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

- Children benefit from a varied curriculum that is based around what they need to learn next and their interests. They make good progress while at nursery. All areas of learning are promoted within an inviting environment, both indoors and outdoors. There is a particularly strong focus on supporting children's speech and language and emotional needs. Outdoor play is also promoted and is a strong influence within the curriculum.
- The management team understands the importance of supporting the staff in their own professional development. The managers are 'hands on' and regularly spend time within the rooms. There is a culture of reflection, they routinely observe staff to identify any possible training needs. Staff are aware of the importance training has to improve outcomes for children.
- The special educational needs coordinator is passionate about her role. She is very knowledgeable and effectively engages with parents and other agencies involved with the children to ensure all children receive the support they need to make good progress. The nursery is fully inclusive, and activities ensure all children can participate. Children who have additional needs are supported well.
- The team understand the importance of establishing partnerships with parents. Daily conversations take place as parents are positively welcomed into the

nursery. Opportunities are available to help parents support their children's learning at home. For example, information, resources, and training are provided. The provision of a 'weekend board' is effective. This promotes conversation about what the children have been doing and informs planning to extend children's interests further.

- Parents speak highly of the nursery. They comment that the staff are 'amazing'. They say communication is excellent that their children are very settled and make excellent progress. They comment their children are very happy to attend as the facilities within the 'fun environment are fantastic'.
- Babies play in a cosy and welcoming environment. Their individual routines are followed. They are made comfortable when they need to sleep. They are offered cuddles while having their bottle and are soothed and offered their comforters to help them sleep peacefully. They have established close and trusting bonds with the nurturing staff. They thoroughly enjoy singing and use instruments, they giggle and dance as they sing.
- Overall children's behaviour is good. The staff are attentive and speak respectfully to the children. Children delight in the positive praise that is offered for their efforts. Children have made friends and generally play together. Younger children learn to take turns and share resources. However, on occasions, their play is interrupted when there is a dispute over toys. Staff do not consistently ask questions to encourage children to think and solve problems for themselves. For example, staff quickly intervene rather than support children and use it as a learning opportunity.
- Overall, the session runs smoothly, and children are immersed in their play. However, the organisation of mealtimes for younger children and, preparation for sleep time means staff are sometimes busy with other tasks and interaction is not as effective. Therefore, they are not able to focus on supporting the children to make a smooth transition from mealtimes to the afternoon session and remain purposefully engaged.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to use effective questioning techniques to extend children's language, help them to think critically and solve problems independently
- improve the organisation and preparation of mealtimes for younger children to ensure that all children are engaged at these times.

Setting details

Unique reference number	EY539461
Local authority	Essex
Inspection number	10351802
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	61
Number of children on roll	169
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01376 555260
Date of previous inspection	18 October 2018

Information about this early years setting

Spring - Seesaw registered in 2016. The nursery employs 16 members of childcare staff, of whom 13 hold appropriate early years qualifications at level 2 or level 3. It operates Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the provider has 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 nursery.
- The manager, operations manager and the inspector completed a learning walk together and discussed the curriculum and what the team want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager, operations manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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