

Inspection of Seesaws Day Nursery

635 Chester Road, Wylde Green, Sutton Coldfield, West Midlands B73 5HY

Inspection date: 24 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The nursery provides a welcoming environment with a strong family feel. Staff greet children and parents warmly on arrival, taking time to ask how they are and listening carefully to any information parents share. They build positive, supportive relationships that help children feel secure and valued. As a result, children separate from their parents with confidence and are eager to begin their day. On arrival, children join their friends for a relaxed, social breakfast before moving into their individual rooms. This well-established routine supports children's personal, social and emotional development, fostering a sense of belonging and readiness for learning.

The nursery has developed an ambitious, well-sequenced curriculum closely aligned with children's interests. Staff plan a wide range of activities that build on recent learning and skilfully use incidental opportunities to extend this further. For example, following a nature walk, staff supported children to create natural paint using water and the blackberries they had collected. This approach promotes critical thinking, creativity and curiosity, thereby supporting children to make strong progress across all areas of their learning and development.

Staff promote positive behaviour through clear, consistent expectations, such as reminding children that running is only for outdoor areas. Staff model calm behaviour, kindness and good manners in their daily interactions. As a result, children learn to behave well and treat others with respect.

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

- Staff actively support children's communication and language development through consistent, purposeful modelling. For example, during a collage activity, staff repeat key words such as 'sticky' and encourage children to use them in context. Sensory play also enriches language, as staff model descriptive words such as 'crunch' and 'spiky' when children explore textures of crinkly paper and pine cones. Staff use visual aids and reference objects to help children who need extra support. As a result, children develop broad vocabularies and become increasingly confident communicators.
- The nursery is well resourced and encourages children to make choices, with some showing independence, for example, by selecting books or deciding what to draw. However, staff often direct play too much, which limits children's ownership of their learning. Additionally, large group sizes reduce opportunities for active participation, and staff do not always adapt their approach to meet the varied needs of all children. Therefore, some children lose interest. This reduces their engagement and limits the progress they make in learning.
- A key strength of the nursery is the early identification and support for children

with special educational needs and/or disabilities (SEND). Staff quickly notice any concerns and work closely with parents and professionals to provide timely support. Additional funding is used well to provide extra resources, such as increased adult input, to meet children's individual needs. As a result, children with SEND make good progress from their starting points.

- Staff lead daily circle times using tools such as feelings monsters to help children explore and label their emotions. They support children in identifying why they feel a certain way and guide them in managing emotions appropriately. For example, when children are upset, staff help them name their feelings and provide calm reassurance. This builds self-awareness, emotional regulation and supports children's overall well-being.
- The nursery has strong community links that enrich children's experiences and deepen their understanding of the world. For instance, visits to a nearby retirement village help children feel part of their wider community. Staff work with parents to learn about family customs and important celebrations. Diversity is celebrated through cultural events, photos and greetings in children's home languages, promoting a sense of belonging. Children learn responsibility and respect for nature by caring for living things and growing fruit, vegetables and flowers in the garden allotment. This supports their wider personal development effectively.
- Leaders are ambitious and thoughtful, with a clear vision for improving outcomes for every child. They understand the setting's strengths and priorities and have clear plans in place. Parents speak highly of the care, teaching and support their children receive. Staff benefit from a collaborative, supportive team and access training tailored to both individual and whole-setting needs.

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:

- improve the planning and organisation of group activities to better meet children's individual learning needs by providing appropriate levels of challenge, ensuring all children make the best possible progress
- increase opportunities for children to make independent choices and lead their own learning to further support their independence, confidence and decision-making skills.

Setting details

Unique reference number	229057
Local authority	Birmingham
Inspection number	10398738
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	1 to 4
Total number of places	52
Number of children on roll	60
Name of registered person	Seesaws Day Nurseries Ltd
Registered person unique reference number	RP903815
Telephone number	0121 384 5494
Date of previous inspection	7 November 2019

Information about this early years setting

Seesaws Day Nursery was registered in March 1994 and is located in Sutton Coldfield, West Midlands. The nursery is open Monday to Friday from 7.30am until 6pm all year round, except for one week at Christmas. The nursery offers funded early education for eligible children. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications, ranging from level 2 to level 5.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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