

Inspection of Seesaws Day Nursery

53 Merridale Road, Wolverhampton, West Midlands WV3 9SE

Inspection date: 1 April 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

Children attending this setting experience a safe, welcoming and inclusive environment where they are supported to flourish in all areas of their development. They are greeted warmly by the friendly staff and supported to separate from their parents with ease. Staff help children to recognise and talk about their emotions. As a result, children develop emotional awareness and grow in confidence when expressing themselves. Gentle reminders, praise and encouragement are used by staff to promote positive behaviour.

Staff join in with children's play, extending conversations by asking open-ended questions and introducing new vocabulary, which helps to support children's communication and language skills. Children are encouraged to develop a love of singing, stories and books. They enjoy snuggling up with staff and sharing stories in calm, cosy spaces. Babies explore musical instruments with curiosity and enthusiasm, joining in with familiar nursery rhymes, copying actions and repeated phrases. They clap and cheer with delight, clearly showing their enjoyment and engagement.

Children have daily opportunities to explore the outdoor area, which offers a rich and stimulating environment. They enthusiastically use spades to dig in the large sandpit and ride on trikes, helping to develop their core strength and coordination. Children take part in lively music and dance sessions. They move their bodies freely and express themselves through movement. Babies are supported to crawl, pull themselves to stand and cruise along furniture, which helps them build their strength, balance and coordination.

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

- The management team is strong, proactive and committed to providing high-quality care and education for all children. Staff's well-being and professional development are prioritised, contributing to a positive and supportive team culture.
- Parent partnerships are a strength of the setting. Parents are kept well informed about their child's progress through daily updates. They are actively encouraged to contribute to their child's learning through initiatives, such as home learning activity packs, and are invited into the setting for special events. The management and staff team offer thoughtful, personalised support to families, going beyond daily communication to help with their individual needs.
- The setting delivers an inclusive, child-centred curriculum that is shaped around children's interests and what they need to learn next. As a result, all children make good progress. Wider topics, such as cultural celebrations, are embedded into the curriculum to help children learn about diversity and develop a

respectful understanding of different communities.

- Pre-school children enjoy taking part in craft activities to celebrate Eid. They show enthusiasm as they carefully glue pieces of coloured paper onto lantern templates and create their own Mehndi designs. Staff support children's engagement and turn-taking. However, there are times when activities do not fully meet their learning goals or offer enough challenge to extend children's learning further.
- Children are supported in developing independence skills, such as tidying away toys and washing their hands before eating. Babies are gently encouraged to feed themselves in a calm and relaxed environment, promoting early self-help skills. However, the lunchtime routine for toddlers and pre-school children is not as well organised as it could be, leading to delays. As a result, some children become restless and display signs of frustration while waiting.
- Children have opportunities to explore ideas and make sense of real-life experiences through role play. For example, in the playhouse, one child enthusiastically pretends to serve ice cream through the window, saying, 'Here you go' and 'Thank you,' as they hand over a pretend ice-cream.
- Children enjoy gardening activities, such as planting and harvesting vegetables, which help them learn about nature and where food comes from. They take part in regular visits to a local care home, engaging in shared activities with the residents. These valuable experiences support children's understanding of the world and strengthen their sense of community and belonging.
- Children with special educational needs and/or disabilities are supported well through a thoughtful, individualised approach. Additional funding is used effectively to enhance their learning experiences, including targeted resources and support. Children also benefit from access to a sensory room, which provides a peaceful space to regulate their emotions, particularly when they are feeling overwhelmed or overstimulated.

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:

- review the planning of activities for pre-school children to ensure that they reflect the intended learning goals and offer sufficient challenge to extend their thinking, creativity and engagement
- improve the organisation of lunchtime routines to reduce waiting times and minimise frustration, helping to maintain a calm and positive atmosphere.

Setting details

Unique reference number	EY289872
Local authority	Wolverhampton
Inspection number	10394885
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 8
Total number of places	69
Number of children on roll	85
Name of registered person	Seesaws Day Nurseries Ltd
Registered person unique reference number	RP903815
Telephone number	01902 656 185
Date of previous inspection	30 September 2019

Information about this early years setting

Seesaws Day Nursery registered in 2004. It is one of five nurseries run by Seesaws Day Nurseries Limited. The setting employs 15 members of childcare staff. Of whom, 13 hold early years qualifications at level 2 or 3 and one holds level 6. The setting opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7am to 6pm. The setting offers government funded places for childcare.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they 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 inspector carried out joint observations of activities with the manager.
- Staff spoke to the inspector during the inspection and their views were taken account of.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.

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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