



Jigsaw Day Nursery

Inspection report for early years provision

Unique Reference Number	508993
Inspection date	18 December 2006
Inspector	Liz Margaret Caluori
Setting Address	4 Cumberland Gardens, St. Leonards-on-Sea, East Sussex, TN38 0QL
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Registered person	Jigsaw Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Jigsaw Day Nursery opened in 1994. It is the longest established of three nurseries owned by the proprietor.

It operates from the ground floor of a house close to St Leonards-on-Sea town centre. Children use three rooms and have use of a fully enclosed outdoor area. The nursery serves the local community.

There are currently 79 children from two years to under six years on roll. This includes 47 in receipt of nursery funding. The group is able to support children with learning difficulties and/or disabilities and children for whom English is an additional language.

The group opens five days a week all year round, except for public holidays. Sessions are available within the full day from 08:00 until 18:00.

There are six staff employed to work with the children and they are supported by an area manager. All have early years qualifications and attend regular training to update their skills and knowledge. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with an extremely nutritious range of snacks including a variety of bread, vegetable sticks, and a wide range of fruits. They also take part in regular cooking activities and are learning about different foods from around the world. Nutritious hot lunches are available but most of the children present at midday eat packed lunches brought in from home. Parents and carers are given a leaflet produced by food nutrition agencies recommending appropriate items to include in a healthy lunch box. Whilst the nursery is very proactive in promoting healthy eating, many children are provided with lunches which contain items of low nutritional value such as crisps and chocolate. Staff give good encouragement for children to eat the healthiest items first. Despite very good practices, the setting lacks a written policy outlining the commitment to healthy eating. Similarly, there is no written request made to parents and carers to support the nursery in this area.

Very good hygiene procedures are in place to protect children. The premises are clean and staff regularly wipe tables and check the toilet facilities. Children are well supported to develop good personal hygiene practices. Older children visit the toilets independently. Most remember to wash their hands without prompting and staff offer reminders when appropriate. Appropriate nappy changing procedures are also in place for younger children.

Staff with first aid qualifications are present each day and accident records are well maintained. The arrangements in place to care for sick children and to administer medicine are also entirely appropriate.

Children benefit from opportunities to develop their physical skills through a range of activities each day. They make good use of the outdoor area to play freely and also to take part in organised games. They move confidently and are developing good co-ordination. In cold weather they dress in coats, hats and gloves and happily run around, use ride on bikes and play with toys such as hoops and balls. In the warmer weather a broader range of activities are set out in the garden and children wear appropriate sun protection. There are also a number of indoor physical activities provided including yoga.

The emotional well-being of all children is very well fostered through the praise and support they receive from staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery has good precautions in place to protect children in case of a fire. Emergency exits are clearly indicated and free from obstruction. Fire fighting equipment is in place and regularly checked. Children take part in practising evacuation drills and written records are kept.

Children play with a very good range of toys and resources. These are all well maintained and appropriate to the ages and stages of development of the children attending. Similarly, all furniture is in good condition.

Children are protected by a range of effective safety precautions. Health and safety checks are completed each morning and a written record maintained. Staff are very vigilant in their supervision allowing children to be safe whilst developing a good level of independence. Children are also very well supported to develop the skills to protect themselves. They learn about road safety including how to cross the road using either a zebra crossing or with the support of a crossing attendant. There are also visitors, such as the police, who spend time with the children.

The staff team have a good knowledge and understanding of child protection and of their responsibility to report any concerns. Clear written procedures are in place and all the relevant contact details are present to enable a referral to be made.

Helping children achieve well and enjoy what they do

The provision is good.

There are very good settling in procedures in place. As a result, children separate easily from their parents and carers. Children form very good relationships with staff and with their peers. They join in the good humoured banter and are extremely happy in the relaxed, friendly atmosphere.

Children are split, by age, into two groups and each have a separate base room. However for much of the day they have the freedom to move around the setting and take part in whichever activities they choose. Activities are well resourced and are very appealing to the children. These are skilfully adapted by the staff to provide the correct level of challenge for each child.

Planning for the younger children follows the Birth to three matters framework. Good arrangements are in place to identify their individual needs and monitor their progress.

All children are stimulated, engaged and enthusiastic. They have very good levels of concentration and enjoy the freedom they receive to explore their environment and to make choices. Children approach staff readily for support and attention. Their emotional and general care needs are respected and, as a result, their self-esteem and well being is extremely well fostered.

Nursery Education

The quality of teaching and learning is good. All staff have a thorough understanding of the Foundation Stage and very capably provide activities which capture children's interest.

Planning is clear and well-thought out. Each child's individual needs and stages of development are well understood by all staff. Observations are very skilfully made and used to assess each child's stage of development in each area of learning. Staff are therefore able to ensure that each child is sufficiently challenged and extended. Whilst staff are clear on the next step for each child, this is not routinely recorded in writing. However, very good verbal communication exists between the staff team.

Children are making good progress in all areas. They have access to an extremely good range of books that are very attractively displayed in each room. They often choose to look at books in their free play and confidently use story-telling language when retelling the stories from the pictures. Children are developing very good vocabularies and use wonderfully expressive and descriptive language. Staff interact very positively with children and often join in delightfully ludicrous and fantastic conversations which are enjoyed by all. These are very effective in engaging children and extending their general knowledge and their imaginations. Children make good use of the resources available to support their writing. Many are able to form recognisable letters. Children often choose to practise writing in their freely chosen play, for example attempting to complete forms as part of role play activities.

A good range of resources are provided to support children's mathematical development. In addition, staff are extremely competent at incorporating mathematical concepts into a variety of different activities. Children count confidently and are beginning to understand the basics of addition and subtraction.

Children are developing very good creative skills. They enjoy craft activities and use the easel provided to produce expressive and individual pieces of art. They also enjoy the regular opportunities they have to sing and make music. Children make very good use of the small, well resourced room set aside for role play. They use this area to engage in complex and imaginative games with their friends.

Children are particularly well supported to develop their knowledge and understanding of the world. They have regular access to a computer and are learning to operate a number of simple programmes. In addition they play with a range of programmable electronic toys. Children learn about nature through a variety of interesting activities. Each year they have opportunities to grow plants and to study different aspects of their outdoor play area, for example they take bark rubbings and look at insects. The nursery has also successfully reared chicks and butterflies each year to enable the children to observe life cycles. The staff and children of the nursery take part in many events to raise money for charity. Through these activities children are learning about a range of issues that affect other people and are developing empathy and understanding.

Helping children make a positive contribution

The provision is good.

The behaviour of the children is very good. They are caring, considerate and very well-mannered. They relate well to each other and have developed a strong sense of belonging. Adults act as very good role models at all times. They are calm, consistent and patient when speaking and listening to children. This helps children to relax and feel at ease when they play.

Children's spiritual, moral, social and cultural development is fostered. Their individual needs are clearly identified within the setting and are very well respected. They take part in activities to mark the festivals and special days of a variety of religions and cultures, such as Christmas, Diwali and Chinese New Year. They learn about the customs and traditions of people throughout the world. They are supported in their play with an extensive range of toys and resources aimed at promoting positive images of people from throughout the community, including those with disabilities. They are well supported to understand right from wrong and are developing extremely good social skills.

The nursery has good arrangements in place to care for children with English as an additional language. Whilst all children are spoken to in English, the staff team aim to learn a few key words, for example 'toilet' and 'drink' of any other languages spoken. Pictorial signs are also used to help children understand the routine of the day.

The staff team has a very positive attitude towards meeting the needs of children with learning difficulties and/or disabilities. Effective systems are in place to work with other agencies to identify and address children's individual needs.

Partnership with parents is good. Those whose children receive nursery funding are well supported to understand the Foundation Stage of the National Curriculum. Parents and carers are provided with a good range of written information about the setting including policies and procedures, notices and regular newsletters. In addition, a member of staff is always available to speak with parents and carers as they drop off or collect their child. Children benefit from the very positive relationships that exist between staff and their parents.

Organisation

The organisation is good.

Children thrive in the setting as a result of the careful organisation to meet their care, learning and play needs. The nursery owner, management and staff work extremely effectively as a team to create a positive and caring environment. Time is extremely well managed to offer children a good mix of stimulating and more relaxing activities throughout the day. Routines are clear but flexible and are very well understood by the children.

Space is used effectively to allow a wide range of activities to take place at the same time.

The leadership and management of the setting are good. The provider is wholly committed to continually monitoring and improving the service to children. There are very good systems in place to assess the strengths and weaknesses of the setting including the use of development plans.

There is a range of clear written policies in place, many of which have been updated to reflect recent changes in legislation. All required documentation and records are appropriately maintained; this contributes to the effective management of the setting.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Following the last inspection a number of recommendations were made by Ofsted. These have all been successfully addressed by the provider.

Written consent is now routinely sought from parents and carers to confirm that they are happy to allow photographs to be taken of their children. Improvements have also been made to the clarity of medication records. These revisions to the administration processes improve the management of the service provided to children.

The provider has obtained a range of play figures and books promoting positive images of people with a range disabilities. As a result, children are better supported to understand the different needs of people from throughout the community.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- devise a healthy eating policy to be shared with parents and carers

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider maintaining a written record the next step for each child as identified through observations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk