



Jigsaw Pre-School

Inspection report for early years provision

Unique Reference Number	EY341029
Inspection date	23 January 2007
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Registered person	Kingswood Pre school
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Jigsaw Pre-school is one of two settings operated by Kingswood Pre-School Partnership. It opened under new management in 2006, however, the setting has been running under the same name since 2001. It operates from a community hall on the outskirts of Basildon. The Pre-School serves the local and the wider community.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and on Mondays and Thursdays from 12:15 to 14:45, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 37 children from two to under five years on roll. Of these 16 children receive funding for nursery education. The setting supports a small number of children who have

learning difficulties and/or disabilities, and also supports a small number of children who speak English as an additional language.

The pre-school employs seven members of staff. Of these, five staff, including the manager hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), Pre-School Learning Alliance (PSLA) and the Area Special Needs Coordinator (SENCO).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well organised activities and routines. They are attentively monitored to ensure they wash their hands after using the toilet and wet wipes are made available for children's use prior to involvement in cooking activities. Children are protected from allergies and infection as staff are well informed about children's health care matters and implement good health and hygiene practices. Surfaces in the kitchen and playroom are wiped down before food preparation and eating. Staff keep clear records of any accidents or medication administered and can deal competently with minor emergencies or accidents as most hold current first aid certificates. Children are protected as prior written parental permission has been obtained to seek any necessary emergency medical advice or treatment. They learn that coughs and sneezes can spread diseases and children help themselves to tissues to deal with runny noses.

Children enjoy daily physical activity both indoors and outdoors. The large hall provides ample space for physical activity indoors during bad weather. Children benefit from music and movement, parachute games, and simple exercises to develop their mobility, control and coordination as they concentrate on using different body parts. Stimuli such as stories help them learn to respond with increasing sensitivity and physical refinement and express their moods, feelings and emotions. This promotes a healthy lifestyle.

A range of nutritious daily snacks are provided for children having regard for any specific dietary needs. A weekly menu that includes fresh fruit, yoghurts and biscuits encourages them to make healthy choices. Children share this in small social groups with members of staff, providing good opportunities for children to learn about the importance of staying healthy. They are given choices of orange, blackcurrant or water at snack time to stop them becoming dehydrated. Fresh drinking water is made available throughout each session should children become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are warmly welcomed into the safe and secure hall. Displays of children's work and tented corners help create a child-friendly environment. Children are able to choose a peg to hang their personal belongings. This helps them feel a sense of belonging as their bags, shoes and coats are stored safely but remain accessible. The thoughtful organisation of good quality toys and equipment means children can move safely and freely around the setting to

independently access resources from tables, mats and boxes that are set out ready for them. This promotes their independence skills as they are encouraged to make choices and take decisions.

Staff give high priority to security and carefully considered procedures ensure children are protected from unauthorised persons and cannot leave the premises unsupervised. Children benefit from a good range of safety measures, such as formal daily risk assessments and careful analysis of the accident records. Children develop a good awareness of safety through well supervised outings, practising emergency evacuations and implementing the simple rules devised to protect them. Sensitive reminders, with clear explanations, such as, to walk not run to help prevent someone from tripping over or bumping into others, increase children's awareness of everyday safety in the setting.

Children are protected from potential harm or neglect by staff's understanding of child protection issues. Staff are confident that they can recognise the signs and symptoms of abuse and demonstrate a sound commitment to safeguarding children. The designated member of staff attends training and reads up-to-date literature to ensure her responses are in line with current recommendations.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school. Most children arrive happily at the beginning of sessions and leave their parents or carers securely. They quickly settle into activities which have been diligently prepared and laid out by staff before the session starts. Staff give high importance to helping young children to settle into the group and as a result two-year-olds are mostly confident in their relationships with each other, staff and visitors. They learn to play harmoniously with each other supported well by staff who assist them in learning to take turns and share resources. Children respond well to others as they join in group activities for music and movement and sit on the mat for registration. Staff aid younger children's physical development by ensuring resources on offer enable them to practise and refine their fine motor skills.

Staff take the 'Birth to three matters' framework into consideration when planning activities for young children. They use it in parallel with the Foundation Stage in their assessment of how two-year-old children are progressing in order to meet their needs. Children become confident communicators as they respond to their name at registration or share ideas in their play as they dress up and make up imaginative stories. They improve their communication skills in singing and musical activities when more confident children have opportunities to perform individually. Children make connections in their learning as they explore different textures and smells. The mark making table encourages them to represent their experiences, feelings and ideas in a variety of ways.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a secure knowledge and understanding of the Foundation Stage and use it meaningfully to plan activities for children.

Whilst they play, staff ask children some open-ended questions to extend their thinking and encourage some development of language skills. The long and medium term curriculum plans ensure all six areas of the Foundation Stage are addressed throughout the year. Short term plans are topic based and devised to offer activities children enjoy to promote their interest and motivation to learn.

Through the open-ended questioning and variety of resources offered to the children, staff offer some support or challenge to accommodate different children's age or level of understanding. However, this is not yet clearly identified within planning for more focused adult-led activities. This means valuable opportunities are sometimes missed to plug gaps in children's knowledge in order to move them onto the next steps in their learning. Staff manage time and organise resources well to allow children to have time to work at their own pace and explore in depth within the constraints of the daily routine. As a result children benefit from being assisted towards becoming independent, questioning, exploratory and confident learners.

Staff management of children and their behaviour is very good and this has a positive influence on children's personal, social and emotional development. Generally all children are able to resolve minor disputes verbally or seek help from adults. They mostly sit quietly on the mats to listen to staff and answer when their name is called. They play co-operatively alongside each other, for example, supporting each other or negotiating roles in imaginative play. Children have warm relationships with the staff and these provide valuable role models for children's relationships with each other.

Children are developing proficiency across all aspects of communication by speaking, listening, reading and writing. They enjoy joining in with stories, such as 'We're Going on a Bear Hunt' and confidently use play to explore language as they use their imagination to act out real and make-believe events. They respond to challenges by following simple instructions when exploring objects and materials. Children use talk to connect ideas as they feel and look at the texture and pattern of bumpy paper and liken it to tiny egg boxes. Some children are beginning to form letters, while others persevere with mark-making using crayons, chalk or pencils. Children are beginning to link sounds and letters by hearing and saying the initial sound in words. They are developing a love of books and choose to read for pleasure. Children invite their peers to sit alongside and listen as they 'read' the story using the pictures as prompts. They know how to hold books correctly and carefully turn the pages.

Children are beginning to develop a sound mathematical understanding through experimenting with numbers, shapes, space and measure using stories, songs and games as a tool for learning. Children spontaneously count the bears on the washing line. Prompts, used when singing songs, help them learn to count in order and match the numbers to the objects counted in a meaningful context, for example, when counting how many bears are in a bed. Children are acquiring new knowledge and skills as use play dough to make cakes observing that four and one more makes five.

They talk about the shapes they cut out and match them to the circles, triangles and rectangles in the pirate's treasure chest display. Children understand positional language and most confidently demonstrate under and over as they join in music and movement activities.

Children are beginning to make sense of the world around them by observing and manipulating objects as they explore how they feel or smell. They use construction toys to build, balance and solve problems, such as adapting the resources to create a tunnel. However, there are limited opportunities on a daily basis for children to find out about and identify the use of everyday technology and use information and communication technology and programmable toys to support their learning. Children respond to challenges and are acquiring new knowledge and skills as they are given time to develop their own thinking as they make connections between this and their current investigation. Children have good opportunities to experience the properties of liquids and solids as the experiment with cornflower goop or drizzle icing sugar as they decorate cakes.

Children are given time to explore and experiment with different types of media and materials to enable them to make connections between different areas of learning. Children thoroughly enjoy singing action songs, excitedly joining in with movements. More able children can express and communicate their thoughts and feelings in imaginative role play and through a variety of songs and stories. They show interest in what they see, feel and touch and use body language, facial expressions and words to communicate their feelings. They explore colours, textures and shapes in two and three dimensions when painting, making collage pictures or bear caves.

Helping children make a positive contribution

The provision is good.

Staff have very positive relationships with parents and strive to work alongside them to support children's individual or specific needs. For example, staff provide parents with regular newsletters and share information about the current topic to help them keep up-to-date on what their child is doing in the group and how they can support this at home. Key workers liaise with parents on an informal basis about important care practices such as toilet training and provide daily feedback, together with a termly review of their progress. Parents are very appreciative of the level of care and the support staff offer both to the children and themselves. Parents are provided with appropriate information about how to make a complaint and the registered provider is sufficiently aware of the action they are required to take to address parental concerns. Staff actively seek advice from relevant outside agencies about how to support children who may have learning difficulties. As a result, all children have their individual care needs supported and can participate fully in all the activities on offer.

The setting is fully inclusive and has established effective arrangements to care for children who require additional support. They liaise well with parents and other professionals in order to adapt routines, resources or activities to meet children's individual needs. This information is shared at staff meetings to ensure all staff are made fully aware of how to support individual children effectively. Children celebrate Saint's Days and festivals such as Christmas and join in activities based on festivals such as Diwali. They learn new vocabulary and begin to recognise families have different or similar cultures and traditions. Children regularly support charities, such as Barnardo's or The Meningitis Trust, through taking part a variety of fund raising events to help them learn to respect the needs of others. Children gain a good understanding of the wider world and community. They have access to a wide range of play resources which show positive images of a diverse society. For example, small world toys illustrate that girls can carry

out traditional male jobs and people have a range of abilities. Staff skilfully introduce factual displays alongside children's themed activities to act as prompts for discussion and help children make connections. As a result, children learn to respect the similarities and differences of others and learn about the world in which they live.

Staff manage children's behaviour in a clear and consistent manner. They use posters or gently remind children of simple rules at appropriate times, for example, as they settle quietly on the mat for registration time. Children are caringly reasoned with by staff regarding the importance of sharing and taking turns, with age-appropriate explanations of why. As a result, many children play very co-operatively alongside each other and begin to self impose the rules. There are valuable opportunities for children to be independent and make meaningful choices whilst they play and many are able to appreciate how they can help others. For example, as a younger child becomes disappointed that she cannot thread the cotton reels to make a necklace, a more able child offers her help, saying "I can make another one for me". Overall, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff are approachable and professional in their duties. Parents are provided with good quality information about the setting and its provision. They receive a comprehensive welcome pack when their child is admitted into the pre-school containing basic written information outlining the Foundation Stage curriculum. The newsletters keep parents informed of the topics and ways they can support their child. This enables parents to familiarise themselves with the six areas of learning children cover from their third birthday and how to contribute effectively to their learning. Each child's developmental record is readily accessible, enabling parents to monitor how their child is progressing. As a result of the effective partnership parents are very complementary regarding the sharing of information and their ability to remain involved in their child's learning.

Organisation

The organisation is good.

The whole staff team work together and are fully involved in the day-to-day running of the pre-school. Effective rotas ensure they have clearly defined roles and responsibilities on a daily basis to help support the smooth running of each session. The resulting clear organisation means staff deployment is sound, enabling children to move around independently whilst still being appropriately supervised.

The committee and person in charge have an appropriate understanding of the required recruitment and vetting procedures, which are all in place. Neither visitors nor volunteers to the group have unsupervised access to children. This safeguards both children and adults. The manager holds an appropriate level three qualification and staff are actively encouraged to keep their knowledge and skills up-to-date through attending short courses. Induction, training, policies and procedures are satisfactory and generally work well in practice to keep children healthy and safeguard their welfare. However, the induction procedure requires a minor review to ensure students are made aware of the emergency evacuation procedure in a timely way. All essential documentation supporting the safe and efficient day-to-day running of the pre-school is in place. There is a well organised operational plan that is shared with parents.

The leadership and management of the pre-school is good.

Staff have a sound knowledge of the curriculum guidance for the Foundation Stage and how to apply this in practice to support children's development. Observations and focused activities are used to support and develop children's learning, ensuring all children experience a wide range of play activities. The manager and staff team monitor the effectiveness of care and nursery education through evaluating the weekly programme of activities and regular staff meetings. This reflective practice enables the manager to identify and take appropriate action in areas that need to be developed and as such the group is always seeking to improve. This has a positive impact on staff commitment and their ability to deliver all aspects of the Foundation Stage competently.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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 satisfactory.

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):

- ensure all staff have induction training which includes health and safety; this refers to student placements being made aware of the emergency evacuation procedures in a timely way.

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):

- develop the planning to ensure equal emphasis is given to all aspects of the Foundation Stage curriculum and differentiation is included to support or challenge individual children to achieve as much as they can.

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