



# Jigsaw Montessori Nursery and Little Pieces Baby Unit

Inspection report for early years provision

<b>Unique Reference Number</b>	110256
<b>Inspection date</b>	16 September 2005
<b>Inspector</b>	Maureen Croxford
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<b>Registered person</b>	Jigsaw Montessori Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

The Jigsaw Montessori Nursery has been registered since 1996. It is privately owned and is situated in the clubhouse of Petersfield town football club. On the same site, there is a separate building where Little Pieces Baby unit is located. Both groups serve the children of Petersfield and the surrounding area.

They operate throughout the year, from Monday to Friday between 08:00 and 18:00. The groups are registered for a total of 54 children between three months and five

years. Little Pieces cares for a maximum of 18 children under two and a half years. Children may attend for either sessional or full day care. Meals are provided for the children.

There are 15 members of staff and, of these, 13 have an early years qualification. Eleven members of staff have first aid training.

There is a total of 75 children attending the groups throughout the week and, of these 30 three- year-olds who are receiving funding. Both groups accept children who have special needs or who speak English as an additional language. Jigsaw bases its curriculum on the Montessori ethos and has links with the local infant school. The provision receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children develop a positive attitude to physical exercise and benefit from the very well planned play in the classroom and baby room, fully enclosed garden, playground and the school playing field. A group of three-year-olds enjoy peddling tricycles in the fully enclosed garden. Staff create opportunities for children to enjoy a wide range of physical equipment such balls, scooters and balancing equipment with confidence and ease. All children are developing spatial awareness, both inside and outside, as they move around the setting with confidence. Staff have a good understanding of how young children develop, which contributes to their good health and physical development.

Children's good health is generally promoted as staff encourage them to wash their hands after using the toilet. However, staff do not always follow the provision's health and hygiene routines, for example they do not always wear gloves when changing nappies.

Children enjoy healthy snacks and meals provided by the setting, including fresh fruit and vegetables, meat and fish, plain biscuits, juice, milk and water. They are also learning about healthy eating through well-planned topics. Timetables show snack times as regular and purposeful periods and time planned for children to enjoy their food and drinks as social occasions.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children feel welcome as staff greet them and their parents at the entrance to the provision. The premises have good safety features such as a locked front door and a secure, fully enclosed garden area. This ensures that children are unable to leave the premises unsupervised. Children feel valued as their artwork is displayed around the nursery wherever possible.

The premises provide adequate space to offer a range of activities, and promote the children's development. A small, fully enclosed garden offers children a safe area for outdoor play. The nursery also uses the local playing fields. Children move confidently and safely around all areas, including the outside areas. The appropriate deployment of staff and the well laid out rooms ensure that children can be seen at all times. Children benefit from the rooms being well maintained, well lit and adequately ventilated. They are able to access their own resources with ease and in safety, as most toys are stored in low-level cupboards. Hazards to children are reduced as staff carry out regular risk assessments of the premises to minimise identified risks. However, an electric cable on a large floor-standing fan in Little Pieces is a hazard to children.

Children learn to keep themselves safe as staff discuss the provisions rules with them. For example, when a younger child flicks sand, a member of staff reminds the children around the sand pit about the importance of being careful as it might get in their eyes. Children are discovering that the provision has boundaries and limits. They are learning about rules, for example they understand that they should not run inside the premises. Clearly defined procedures for emergency evacuation of the building are understood by staff, who carry out regular fire drills and record time taken for evacuation.

Children are protected because staff understand their role and responsibilities in child protection. Appropriate procedures, which staff put into practice when necessary, are available to parents. The provider is the designated person and staff understand the importance of confidentiality.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy a stimulating range of resources and experiences provided by staff that plan for both the younger children and the curriculum for the funded children. Staff have recently introduced a new system for planning and are starting to use the Birth to Three matters framework, enhancing the quality of experiences offered to all children. They benefit from staff working closely with parents and outside agencies, including a mentor from the local authority.

Children build warm relationships with all staff who know them well and offer them praise and encouragement when appropriate. Staff interact well with babies and young children, including good eye contact and many cuddles. All children use their senses to explore a wide range of textures, media, such as sand, water and dough.

Children benefit from consistent routines between home and nursery and a smooth transition between the baby and the older children's unit helps to secure children's sense of belonging and emotional well-being.

### **Nursery Education**

The quality of teaching and children's learning is good. Children make good progress towards the early learning goals and engage in a wide range of experiences and

activities covering all areas of learning. The nursery staff are well qualified and experienced, and use their sound knowledge of the foundation stage to plan a stimulating curriculum. As a result, children are well motivated and make many good links in their learning. They are encouraged by staff to be polite and behave very well.

Staff monitor children's progress and planning takes into account of what more able children can do and how they will be sufficiently challenged. Staff extend the children naturally during activities. Procedures are in place for children with special educational needs enabling them to make good progress towards individual targets.

Children play well, together, develop very good relationships with staff and their peers, and are sensitive to the needs of others. They co-operate during play taking turns and negotiate which equipment they wish to use. Children are interested in their activities and show good levels of perseverance and concentration. Most activities are easily accessible to children, which enables them to make choices about their play and develop their independence.

Children practice some early reading and writing skills, for example through the provision of writing materials in role-play situations. They have good access to a range of books and listen avidly to stories read by staff, who extend their vocabulary which results in children exploring the meaning and sound of words. Staff encourage children to mark-make and they are more able to use recognisable letters when writing their own name.

Children count confidently, solve problems and compare during daily routines and everyday activities, including Montessori equipment. Good use is made of the staff, several of whom speak second languages. They take children for walks, and visits to the library and primary school. Planning shows some opportunities for children to develop their understanding the local community and people who help us.

Children show an interest in numbers and counting and enjoy singing simple number rhymes and songs. Some children willingly count with numbers in the correct order. Most children are able to adjust speed and change direction to avoid obstacles and mount steps and climbing equipment using alternate feet. They show increasing control when using equipment for throwing, catching and peddling. Children's manipulative skills are well developed and they successfully use a wide range of tools and materials in the many creative activities offered.

Overall, children make good progress in all areas of learning. This is recorded in photographs, children's work and written observations, which link well into the stepping-stones

### **Helping children make a positive contribution**

The provision is good.

All children in the nursery are valued and respected as individuals by staff. They develop a positive attitude towards themselves and others because staff provide resources and activities that reflect diversity of different cultures. Children benefit

from the planned activities and close links with the local primary school. These include visits for special events. Staff are proactive in supporting children with individual needs and ensure that all children are included in the activities which develops their sense of belonging and their self-esteem.

Children recognise the difference between right and wrong. Staff help children to understand why some behaviour is not appropriate and talk to them about how it makes each other feel. As a result, children know what is expected of them and show high levels of confidence and self-esteem. This positive approach fosters children spiritual, moral, social and cultural development.

The partnership with parents is good. Parents and staff regularly discuss the progress of the children who receive nursery education at parents evenings using the children's assessment records. Staff and parents also share information informally on a daily basis as staff make time to talk to parents. Parents receive information about the early learning goals, in the information pack and information displayed around the nursery. Parents are encouraged to contribute to their child's learning, for example, the staff provide ideas for extending activities at home. Systems are in place to ensure that all parents' comments and concerns are noted and comprehensive records are kept, including the findings of their investigations and actions that have been taken.

## **Organisation**

The organisation is satisfactory.

All staff hold appropriate childcare and teaching qualifications, and all have experience of caring for children. Staff deployment and knowledge of child development is good and staff have a clear understanding of what is expected of them on a daily basis, helping to promote positive outcomes for children.

The on-going training, for example, around the Birth to Three matters framework, first aid, child protection and NVQ training, contribute to the children's health, safety and well being. Children benefit and make good progress in their learning due to the good knowledge of the staff who extend activities naturally. Children are occupied and engaged with several play opportunities and the provider organises the daily routines and layout of the rooms appropriately. As a result, overall the needs of all the children who attend are met.

All legally required documentation is in place and shared with parents, including children's and staff records, register, accident and medication records. The provider has a sound understanding of the requirements of the registration and inspection process.

The leadership and management of the nursery education are satisfactory. Management has ensured that all those working with children in receipt of funding for nursery education have a good knowledge of the curriculum guidance. Systems such as staff appraisals are in place. However, the quality of teaching is not monitored to ensure quality in all areas.

### **Improvements since the last inspection**

The provision has made good progress since the last inspection. Many improvements have been and the recommendations have been addressed.

An action plan was put in place. Policies and procedures have been reviewed, in house training has taken place and staff hope to attend further training in the near future. New equipment has been purchased especially for the children in Little Pieces, to provide further challenges for toddlers.

### **Complaints since the last inspection**

There are no complaints to report.

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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):

- ensure that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection.
- ensure that electrical appliances do not pose a hazard to children

#### **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 further the systems for planning to include opportunities for children to increase their understanding the local community.
- develop further the system of evaluating and monitoring the quality of teaching.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)