

Jigsaw Day Nursery

Inspection report for early years provision

Unique Reference Number	221601
Inspection date	30 January 2008
Inspector	Caroline Wright

Setting Address	48a Post Street, Godmanchester, Huntingdon, Cambridgeshire, PE29 2AQ
Telephone number	01480 352210
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Registered person	Jigsaw 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 inadequate – notice of action to improve. The registered person does not meet 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 Day Nursery is a privately owned setting which opened in 1997. It operates from two rooms in a Quaker meeting room which is situated in the centre of the village of Godmanchester in Cambridgeshire. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday during school term-times, from 08:30 to 15:00. All children share access to an outdoor play area.

There are currently 34 children aged from birth to five years on roll. Of these, 16 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities as well as a number of children who speak English as an additional language.

The nursery employs eight members of staff. Four of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a suitable qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's well-being in the event of an accident is compromised. Some members of staff are unclear about where the first aid kit is located and parents' do not always sign to acknowledge that they have been informed when their child has an accident or when medication has been administered. This puts children's health at risk if parents are not aware that accidents have occurred and staff are unable to find the first aid kit to administer care to children. However, first aid training has been updated regularly and an appropriate number of the staff are qualified to administer first aid to children in the event of an emergency.

Children's physical development is compromised by lack of space in the messy room and their inability to access to appropriate tools to eat with. They are unable to move imaginatively to develop new physical skills when large numbers of children use the space at the same time. Although children have satisfactory opportunities to use small items, such as threading beads, scissors or paint brushes, they are only given spoons to eat their lunch with and this impacts upon the physical development of older and more able children.

Children learn about personal hygiene through regular routines such as washing their hands before eating and they show a good knowledge and understanding that they need to wash their hands because of 'germs'. Staff act as good role models, wiping down surfaces before serving snack and after children have eaten, to help children to stay healthy. Children have satisfactory opportunities to learn about leading a healthy lifestyle through practical experiences. For example, they take part in cooking activities where they make fruit salad, prepare sandwiches for snack time or bake bread. They are provided with a suitable snack and they are able to help themselves to a drink of water when they want one. Children are provided with a hot lunch each day, which is satisfactorily nutritious. Staff intend to continue to develop this area of the provision to provide children with more healthy options for lunch in the future.

Children have opportunities to run around and ride bicycles outdoors in fine weather or take part in P.E. or music and movement indoors each week. They balance, crawl through tunnels and kick or throw balls with co-ordination and control. The needs of children under three years-old are satisfactorily met. Staff use the 'Birth to three matters' framework to help them to plan activities that are suitable for their stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Risk assessments and procedures for maintaining children's overall safety are inadequate and as a result, children's safety is compromised. The outside play area is not secure; the guards on the wall heater in the entrance area and on the exhaust in the outdoor play area are ineffective and guards on heaters in the play rooms are not secured to the wall, presenting hazards to children's safety. Play space is not used effectively and as a result there are too many children in the messy room at one time for them to move around freely. This compromises children's safety. There is no record of the times that children arrive and leave the setting. This is a breach of regulations and puts children at risk in the event of an emergency.

However, children move around the playroom under the constant supervision of the nursery staff. Children learn how to keep themselves safe when using scissors or sitting on chairs, helped

by the gentle reminders from their key workers. High handles prevent children from leaving the premises without adult supervision. Children show their knowledge and understanding of personal safety: 'you have to be careful when you use scissors because they can cut your finger'. Adults further support children's learning about safety when they provide 'emergency role-play' activities for them to extend their knowledge in play situations and plan activities such as road safety week to help them to learn about keeping themselves safe outside the setting.

Children's welfare is safeguarded and promoted by staff who have a satisfactory understanding of child protection procedures. Regular training in child protection is provided for all staff and a designated person ensures that any concerns are dealt with effectively so that children's best interests are maintained. However, there is no clear procedure to be followed in the event of an allegation of abuse against a member of staff or volunteer and Local Safeguarding Children Board procedures are not reflected in the written policy statement.

A satisfactory range of written policies are in place, including regular fire drills to help children know what to do in the case of an emergency evacuation of the premises. Whistles are maintained in all rooms so that staff can raise the alarm in the event of a fire. Children use suitable resources, which are appropriate for their age and stage of development, and these are checked regularly by the nursery staff to ensure they are in good condition and are safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time at the setting. All children join in eagerly with the freely-accessible activities, such as the shape sorters, small world train set and role play area which are provided by staff each day. Younger children talk on the telephone to mummy, exploring their imagination and developing their language and communication skills. Adults support this play with skilful interactions and open ended questions to help children to learn through their play. Children freely access resources in the indoor environment, thereby allowing them to pursue their own interests. They have easy access to a good range of interesting books in the comfortable book area, which helps them to develop a love of books and stories and to develop early reading skills independently. In the messy play room children enjoy using materials such as sand and water or exploring their creativity in the painting or sticking area.

Staff working with the younger children provide a wide range of activities over time, using the 'Birth to three matters' framework to influence their practice. They carry out regular observations of children and monitor children's progress. However, they do not use their observations of what children enjoy to provide activities that build on children's current interests and skills. This has the potential to impact upon children's progress.

Nursery Education

The quality of teaching and children's learning is good. Children use their imagination in a range of situations such as small world animal and dinosaur play or playing in the role play area. They explore their creativity in art and craft, cutting and sticking or painting with their fingers. Children use number names their play and count groups of items reliably at circle time. They demonstrate that they recognise and can write numbers when they make marks on the table as they play in the shaving foam with their key worker. They communicate effectively and use a wide range of vocabulary to express their ideas and talk about what they know. They talk to adults about their thoughts and anticipate what might happen next; 'I was slipping on the ice on my way to nursery; I wouldn't slip if I had my boots on though'. Children discuss what they

do at home and talk about their families with understanding. They learn about the natural world monitoring the seasons through topics and artwork. They talk about the weather each day and notice that, 'It's freezing' or 'it's very cold and you need a coat on' at circle time or as they prepare to go outside to play.

Children look at books alone and with adults; they turn pages from front to back carefully and listen with interest to stories. Children enjoy music and movement and sing their favourite songs to each other. However, children do not always have access to suitable resources to enable them to write for a purpose or to use numbers and calculations in play situations. Also, some activities lack challenge for older or more able children: for example, adults do not routinely ask children to write their name on their artwork; they miss opportunities to help children extend their understanding of mathematics at snack and lunch time. Children do not have enough opportunities to learn about sounds and letters through everyday routines and play experiences. This impacts upon learning.

Staff working with children have a good knowledge and understanding of the Foundation Stage areas of learning. They have a clear understanding of how the activities they provide contribute to children's progress towards the early learning goals. The written plans for activities show clear learning intentions and are well linked to the stepping stones to ensure that children access a balanced range of learning opportunities over time. However, planning for outdoor play is generally limited to activities that promote physical development. Key-workers regularly observe children playing so that they can record their achievements and plan the next steps in their learning. However, observations of what children enjoy and do well are not used to plan future activities. As a result, some activities lack challenge for older or more able children and opportunities to learn in all areas of the curriculum through play, both indoors and out, are missed. This compromises children's learning.

Helping children make a positive contribution

The provision is good.

Children are well motivated, generally interested in activities and are fully engaged in the 'free play' learning experiences during the session. They show high levels of self-esteem, form good relationships with others and work harmoniously to solve problems and initiate activities. Photographs of children are on display in the setting and their work is displayed on the walls, this helps children to feel a strong sense of belonging and to feel a part of the nursery community. A good system is in place to support children with disability and/or learning difficulties. Key workers gather essential information from the children's parents when they start at the setting and work with other professionals to ensure children's individual learning needs are met. In addition, staff work well with parents of children who speak English as an additional language to help them to become confident communicators. They learn 'key words' to help children to build on what they already know and to help them to meet children's basic needs well.

Children's spiritual, moral, social and cultural development is fostered. The staff sensitively help children to respect each other's needs and to share resources; for example, encouraging them to 'be gentle with the babies' or to 'take turns' to play with the small world animals. All children behave well and understand what is expected of them. A choosing board completed by key workers each week enables children to choose what they want to play with the following week so that they feel a sense of belonging and influence the way the provision is organised. Staff listen to what children have to say and take their comments seriously, so that children feel valued. If a child should forget to respect the needs of another, staff take time to carefully

explain what they expect in a way that the child can understand. Children have opportunities to learn about the world they live in and all members of society. They play with small world figures, look at books and take part in a wide range of cultural and religious celebrations.

Partnership with parents and carers is satisfactory. Parents receive satisfactory information about the nursery and the activities children take part in. Daily discussions with key workers and written reports, which are sent home at the end of each term help to keep parents informed about their children's progress. However, parents' ongoing observations of children's progress outside the nursery are not yet included in children's development records; this limits staff's ability to plan activities that build on children's existing knowledge and skills. Parents receive limited information about how activities contribute to children's progress towards the early learning goals and this affects their ability to be well informed so that they can effectively support their children's learning at home.

Children benefit from the positive relationships between their parents and key workers. Their individual needs are recorded, including details about their likes and dislikes, so that their changing needs continue to be met. A regular questionnaire provides parents with a formal route to comment upon the way the nursery is run and their responses are used to influence staff discussions and to improve practice. A satisfactory procedure is in place to enable parents to raise concerns or to make a complaint about the provision if they need to.

Organisation

The organisation is inadequate.

The inadequate organisation of the nursery leads to regulations being breached and National Standards not being met. Although a system to evaluate practice has recently been implemented, it is not yet effective in promoting positive outcomes for children in all areas. The registered provider does not ensure that registers of attendance are maintained accurately or meet requirements; the organisation of play space compromises children's health and safety; the risk assessment procedure does not ensure that children are safe or that the premises are secure.

Although all of the legally required documents, which contribute to children's health, safety and well-being, are in place, they are not updated regularly and as a result, many of them do not reflect changes in legislation and Government departments or reflect current practice in the setting. For example, the written policies for Special Educational Needs and for Equal Opportunities do not refer to new legislation; the child protection procedures are not up to date and information for parents about the Foundation Stage is not current. This impacts on children's overall safety and well-being.

However, the person in day to day charge ensures that adult to child ratios are maintained and toys and resources are safe for children to use. All staff are cleared as suitable to work with children and suitable procedures have been developed in order to recruit adults who are appropriately qualified and experienced. A suitable range of ongoing training is carried out and staff meet together regularly as a team to discuss planning of activities and practice issues.

The leadership and management of early education is satisfactory. The person in day to day charge of the provision for early education has appropriate knowledge of how children learn. The Foundation Stage leader effectively plans and delivers a wide range of activities to support children's learning. Regular team meetings take place to help staff to be clear about their role in supporting children and as a result, adults work well together as a team. However, monitoring

of practice in the Foundation Stage does not ensure that children's individual learning needs are met. This impacts upon learning.

Overall, children's needs are not met.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that children are aware of the availability of drinks throughout the day and develop the nutritional balance in daily menus and to update staff clearances. Since the last inspection children have been enabled to help themselves to drinks throughout the day by staff who provide a jug of water and cups for children in each of the play rooms. In addition, changes to the menu have provided children with opportunities to eat fresh fruit and vegetables on most days of the week at lunch and snack times. The staff intend to continue to develop this area of the provision and to review the menus further so that they can help children to improve their knowledge of healthy eating in the future.

At the last inspection of early education the provider agreed to improve planning so that short-term plans clearly show how activities can support identified learning intentions and to show how the programme for knowledge and understanding of the world will enable children to explore and develop design and construction skills. They also agreed to improve children's opportunity to learn to write their names and for parents to be able to contribute to children's assessment records.

Since the last inspection short term plans have been improved and show clear learning intentions linked to the early learning goals and stepping stones. Children have good opportunities to explore their designing and making skills by using the 'make and do' trolley freely. A writing area in the large play room provides children with opportunities to write and to make marks. However, staff do not always take advantage of every opportunity to encourage children to write their own names on their artwork or to write for a purpose in role play situations. Although good information is gathered from parents to help staff to know what children can do when they enter the nursery and parents add their comments to children's reports at the end of each term, key workers do not yet encourage parents to add their ongoing observations to children's progress records to inform planning. These issues will be carried forward for further improvement following this inspection.

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 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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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, the registered person **must** take the following actions:

- make sure all accident and medication records are countersigned by parents
- make sure all staff are well informed and able to locate the first aid equipment in the event of an emergency
- make sure heat sources are adequately guarded both indoors and out
- improve the organisation of the play space to maintain children's safety and development and to meet the requirements set out in National Standard 4
- make the outdoor play area secure
- update all policies and procedures to reflect current legislation and practice: this includes procedures for safeguarding children, to include a procedure to be followed in the event of an allegation of abuse against a member of staff or volunteer, and the policies for Special Educational Needs and Equal Opportunities
- make sure that the register of attendance is accurate at all times and includes times of arrival and departure of staff and children.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 systems to monitor and evaluate planning and assessment to ensure that these are fully effective in building on children's existing knowledge and skills to promote children's individual learning
- improve the programme for communication language and literacy and mathematics: provide children with more opportunities to learn about numbers, calculations, sounds and letters and writing through everyday routines and play situations
- provide parents with improved information about the Foundation Stage and the areas of learning.

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