

# Jigsaw Pre - School

Inspection report for early years provision

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<b>Unique Reference Number</b>	122446
<b>Inspection date</b>	20 March 2008
<b>Inspector</b>	Joanna Scott
<b>Setting Address</b>	Holy Trinity Church, Church Road, Claygate, Esher, Surrey, KT10 0JP
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<b>Registered person</b>	Jigsaw Advisory Group
<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 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 pre school is run by a committee made up of members from the church and church council. The pre-school opened in 1999, and before this was known as Marlowe playgroup. It operates from Holy Trinity Church in Claygate, Surrey. A maximum of 34 children may attend the group at any one time. The pre-school is open each weekday during term time only from 09:20 to 12:20. On Mondays and Wednesdays the group runs a lunch club from 12:20 to 13:30. The group are registered for full day care. All the children share access to a secure outdoor play area. There is an additional garden area, although this was not in use at the inspection. The group sometimes use the adjoining recreational ground, although this is not part of the registered premises.

There are currently 40 children aged from two and a half to five years on roll. Of these, 40 children receive funding for early education. Children mostly come from the local area. The group currently supports a number of children who speak English as an additional language. Systems are in place to support children with learning difficulties and/or disabilities.

The group employs 10 members of staff. Of these, one is a qualified teacher and four hold or are working towards appropriate early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children play in a clean and very well maintained environment. The staff always accompany children to the toilets because they are shared with other users of the church, and this provides plenty of opportunity for discussion about why personal hygiene is so important. The children confidently explain that it is important to wash germs away because they might make you sick, and to cover your mouth when you cough to stop germs going on other people. At refreshment time children independently take a wipe and take care to give their hands a thorough clean before they sit down to eat. Staff implement good hygiene processes, for example they use disposable gloves when preparing snack time, and clean the tables thoroughly with an antibacterial spray. There is a sickness policy in place which is shared with parents, and information is displayed warning of any known infections within the group, such as chickenpox. Staff give clear guidelines on exclusion periods. These measures help prevent the spread of illness, and promote children's good health. All staff attend first aid training which means they have the skills to offer appropriate care should a child be injured or become ill during the session. There is a clear emergency policy in place which is shared with parents and makes it clear that emergency treatment will be sought if necessary, however parents are not asked to give written agreement for this.

The children have excellent opportunities to learn about healthy eating. At snack time a member of staff makes much emphasis of the link between good food and good health. For example she holds up a poster to illustrate her talk about drinking enough water during the day, and shows books about fruit for children to think about the choices they have made. Drinking water is accessible throughout the session, and staff remind children to help themselves at the beginning of the morning. This helps children to think about their own needs, and encourages them to be independent. The group grow vegetables in their garden, observing the process from sowing seeds to picking the vegetables, and even entering produce into a local show where they have won a prize. This really helps children to be aware of food production, promotes eating vegetables, and generally encourages children to make healthy choices for themselves. Children may bring packed lunches and stay for the lunch club which runs twice each week. Staff provide parents with written guidelines about suitable foods to provide.

There are very good opportunities for the children to be active in the fresh air, and develop their gross and fine motor skills. The staff take children out to play in small groups throughout the morning, and children skilfully manoeuvre scooters and trikes around at speed. Others enjoy kicking footballs, and banging on saucepans to make music.

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

The provision is good.

Children play in an environment where risks are minimised. Staff set the hall out each morning before the children arrive, and they check that the premises are safe and suitable. A formal risk assessment is completed by the management committee. Children are accompanied when using areas of the church premises not solely for the group's use. Staff are unable to lock all internal

doors to the hall, but have implemented a system of supervision and fixing bells to give an audible warning when doors are opened.

Children have good opportunities to think and learn about their own safety. They understand the group rules such as asking a member of staff when they need accompanying to the toilets, not coming down the slide head first, and responding when the register is taken. Staff discuss why this is important, so that children start to learn to take some responsibility for themselves. Staff plan activities and visits which make learning about safety fun, for example having a visit from the fire service. This reinforces children's understanding of why they practise evacuation regularly. Staff have a clear procedure to follow should they have child protection concern, and this helps safeguard children.

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

The provision is good.

The children play happily in the light and spacious hall. Staff prepare the room well, using low level partitions and setting up different areas for small group work, ensuring that the group size does not exceed 26 except for short periods. Children do not start until the term they turn three. Children are supported well by the staff, and have plenty of opportunity to make their own choices about their play. They move between the resources with great confidence.

### **Nursery Education**

The quality of teaching and learning is good. The supervisor of the setting, a qualified teacher, oversees the planning for the Foundation Stage curriculum. All staff take an active role in the development of the activities they will provide for the planned topics, and delivering them. At inspection the theme was 'up in the air' and children have been learning about insects and air machinery such as hot air balloons. Staff make regular observations of children's achievements at the focus activities and more generally during the sessions. The children's key workers transfer these into their children's profile records, although these are not always up to date. However, staff use the observations to review children's development, and this is taken into account when completing planning. This ensures children move on and make very good progress in all areas. There is an extended learning program in place which focuses on providing additional support or extending children's learning as necessary. This ensures that children can develop at their own rate, and are offered appropriate challenge.

The children enjoy playing inside the hall and out in the garden. Staff make very good use of both areas as learning environments. Inside children look for numbers around the room, they understand that '2' displayed on a card by the shaving foam means that only two children may play at one time, and that '4' by the fruit means they may take four pieces at snack time. Outside the scooters are numbered, and children mark make on the chalk boards and with water and paint brushes on the fence. Inside children confidently write their names on their work, mark make in their role play, recognise that words have meaning as they write letters and post them in the pillar box, and use paint brushes in the sand tray to form letters. Staff consistently refer to letter's and the sounds they make. There is a very successful approach to having a letter of the week. All children are encouraged to bring in something from home, at inspection with a 'w', and children bring whisks, and wheels and wellies to show their friends.

Staff extend children's thinking and learning, when a child brings a wand in to show, they are asked to find a shape to match it on the shape line. Children are prompted to think about the shape of a biscuit, and the sound at the beginning of words. Children enjoy dressing up in

cloaks and hats to re-enact the Easter story. They visit the church and staff make a story sequence with photographs. The children confidently recall the story, talk about their experience and enjoy finding themselves and their friends in the photos. They have opportunities for physical play and development throughout the morning as they climb on the low level frame, and thread keys onto key rings. The children enjoy a music area, staff support children who need additional help to work the CD player, helping them to learn to be independent. Children confidently select their own choice of music and play along with shakers and bells, and dance around moving ribbons through the air.

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

The provision is good.

Children play in an environment which is very welcoming, promotes equality and helps them become aware of the wider world. The staff display lots of positive images of children, maps, and flags which the children enjoy looking at. The staff sometimes run a French club, and this is particularly positive because there are some children attending who speak French at home. Staff treat children with equal concern and warmth, and children learn to value themselves and others. Children's social, moral, spiritual and cultural development is fostered.

The children behave very well. They understand how they are expected to behave, and staff consistently praise the children for wanted behaviour and being kind. Children are asked to think for themselves about their actions, for example remembering how they may use the slide, and waiting for their turn at an activity if it is fully subscribed. The staff use incentives such as stickers for remembering to bring in something from home for the letter of the week, or using polite manners. A member of staff takes the role of positive behaviour manager, and supports staff and children if behaviour is challenging. They work with parents to set targets and rewards.

The partnership with parents and carers is good. Staff liaise closely with parents to find out about children's individual needs and starting points when they join the pre-school. The policies and procedures are displayed for parents. Parents receive regular newsletters which keep them up to date with arrangements at the pre-school. There is a board used to display information about the activities the children have enjoyed during the mornings, and this enables parents to talk about the children's day on the way home, and reinforce their learning. Annually parents are invited into the setting to review their child's development record, and are encouraged to comment on their progress at home. Staff organise other events to strengthen the setting/home link, such as inviting parents out to a social evening, and to come to the annual sports day. There is also a successful parent helper rota, where parents come in for a short period of the morning and focus on sharing stories and books with the children. A parent representative system is in place, and they organise the provision of food for snack time.

### **Organisation**

The organisation is good.

The manager takes responsibility for the recruitment, employment, and induction of staff and has robust systems in place to ensure that people employed are suitable. Annual appraisals are used to identify staff training needs and development plans. Staff key work a group of children and staffing ratios are maintained so that children are supported.

The staff organise the resources well, and have very good storage facilities within the hall. This enables them to access the resources they want easily when they set up each morning. Sessions follow a routine, and the operation runs smoothly. There are many opportunities for children

to play and learn in small groups throughout the session, and any short periods that they are in a group of more than 26 are well managed. All regulatory documentation is maintained, although not all non-regulatory parental permissions are in place.

The leadership and management are good. The manager and the supervisor work very well together and each takes responsibility for specific areas. They are very well supported by an active management committee. Staff meetings are used to review and evaluate areas of the care and education to ensure that the setting continues to develop. The staff team are motivated and work very well together. The setting meets the needs of the range of children for whom it provides.

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

At the previous care inspection there were four recommendations raised. The group were asked to implement an action plan detailing how at least half of all staff will hold a level two qualification in childcare. This is in place and currently two members of the team are working towards a level three. They were asked to develop the staff's knowledge and understanding of equal opportunities issues and the policies and procedures of the setting. One member of staff takes responsibility for sharing information with the others at team meetings to ensure that this area is regularly reviewed and updated. The group are aware of their responsibility to notify Ofsted of any changes at the earliest opportunity, this related to the hours of operation at the previous inspection. They were asked to ensure that all records were maintained and accessible on the premises. Records are all on the premises and available for inspection.

At the previous education inspection the group had two key issues identified. Firstly they were asked to develop the use of time and resources to meet children's individual preferences for different forms of expression, and to encourage children to further explore activities and create freely. Creative materials are regularly included in the planning, and painting, music, role play and dressing up are accessible daily. Finally they were asked to develop their use of observations to inform planning so that individual learning needs are met. As a result they have developed a card index system which works well, and which staff review regularly and use to influence future planning.

### **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.

## **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 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):

- formalise parental permissions to seek emergency treatment or advice
- continue to monitor and evaluate the security of the premises to ensure that children are safe from unauthorised access and exit from the hall

### **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):

- review systems to ensure that development records are completed at regular intervals

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](http://www.ofsted.gov.uk)